**Placement Two Final Link Tutor Visit Checklist**

**Online:** (or observation visit if agreed in line with support plan) to be completed by 14th June - complete checklist; share with mentor and student; student to upload to PebblePad

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| Link Tutor’s name: |  |
| Student Teacher’s name: |  |
| School name: |  |
| Mentor’s name: |  |
| Date of visit: |  |
| Subject taught (Primary) |  |
|  |  |
| Have you: | Yes/ No | Comment  |
| Prior to the visit, checked the student teacher’s PebblePad portfolio? Have you looked at all tabs to check that they have addressed requirements? How do you feel they have used the WPLRs to develop their practice?  |  |  |
| Discussed the student teacher’s progress with the mentor and the student teacher and reviewed the student teacher’s files? |  |  |
| Engaged in a professional learning conversation with the student teacher (supported by the mentor) about their progress, evidence or understanding of the Teachers’ Standards, using a range of prompts and questions (and interrogating as required)?Please indicate which Teachers’ Standards you discussed (a minimum of three). |  |  |
| Carried out any other activities e.g. observed lessons, met with PCM, Head; have you checked that the PCM, Head or other Senior Leader has carried out a joint observation with the mentor? |  |  |
| Discussed and agreed SMART targets, during the final visit, to be included in the ECT Transition Profile in preparation for the student teacher’s first post? |  |  |
| Post-visit, completed the Link Tutor section on the end of placement assessment; indicated if the student has been successful and can be recommended for QTS; sent the checklist, ( if observation taken place, also, the annotated lesson plan and LDR to the Programme Lead? )  |  |  |
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| Overall comments on student teacher progress, school experience files, evidence that the Teachers’ Standards have been met.  |
| General comments related to the Partnership with BUL, to include what is working well and areas for further work  |

**Example ‘Professional Learning Conversation’ prompts**

* What do you think is the most challenging part of the curriculum for pupils that you’ve had to teach this year? How did you go about this?
* What was the most interesting lesson you think that you have taught this year, and why do you think the pupils were the most engaged? How did this influence your subsequent practice?
* Tell me about a pupil with SEND that you teach and what I might see in your lessons to show that you have supported them this year? What adaptive teaching have you included?
* Describe how you have effectively worked with any additional support staff?
* What is the most useful piece of assessment that you have done this year, and how did this result in pupil progress?
* Talk me through the behaviour policy of your placement school, and a time when it has worked and perhaps a time when it has been challenging to follow?
* Give me an example of a lesson that you have taught that had a focus on an aspect related to equality, diversity, or inclusion?
* Give examples of the communication or interaction that you have had with any parents/guardians this year. What did you/they find useful?
* What have you learned from a school CPD meeting and how you have used this within your practice?
* What is the most difficult/challenging/critical incident that you have had happen in your classroom this year? What did you do, and what did you learn from the experience?
* Tell me about the last piece of work that you marked. What was it, and how did you use what you found? What did the pupils gain from this assessment?