

**Initial Teacher Education Mathematics Report**

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| Name of Student |  |
| Dates of Placement |  |
| Signature of member of staff  supervising this placement. |  |
| Student signature: |  |

**HIGHLIGHT THE PHRASES THAT BEST DESCRIBE THE STUDENT’S ABILITY AT THE END OF THE PLACEMENT**

**OF THE PLACEMENT**

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| **Planning shows that teaching and learning activities match to the intended learning outcomes.** | **Teaching and learning activities match the objective and engage the learner.** | **Teaching and learning activities match the objective and are stimulating, pupils respond enthusiastically to the teaching.** |
| **Some use of interactive teaching strategies, children generally attentive and participating in lessons.** | **A range of interactive strategies are used to support pupils’ mathematical understanding.** | **Pupils’ understanding of mathematical concepts is enhanced through open and differentiated questioning. Mathematical concepts are contextualised and links are made with real life and other subjects.** |
| **Some flexibility demonstrated within the lesson taking into account progress and learner understanding.** | **Flexibility /adaptability shown taking account of the progress made by learners and matching teaching to it, including by matching pace to learning and using a variety of teaching methods.** | **Teaching is flexible and adaptable changing pace, approach, and teaching methods within a lesson in response to what learners say and do.** |
| **Some evidence of teacher modelling and explanation of mathematical concepts. The learning environment and resources managed to enable all learners make progress.** | **Clear teacher modelling and clear teacher explanations of mathematical concepts with the creative use of resources to support learning.** | **Clear teacher modelling throughout lesson. High quality teacher explanations of mathematical concepts. A variety of scaffolding and supporting materials and resources, which are differentiated to meet the needs of all pupils** |
| **Demonstration of secure mathematical subject knowledge that develops learners’ understanding and skills.** | **Trainee uses their mathematical subject knowledge to find different ways of explaining or varying teaching approaches.** | **Application of own depth of mathematical subject knowledge supports learners in acquiring understanding and skills. A range of different approaches can be utilised to ensure learners make the expected progress.** |
| **Comment by mentor:** | | |
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| **SMART target for future teaching of mathematics:** | | |
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