**Leeds Beckett University – School of Education and Childhood.**

**External Examiner Supplementary Report for QTS/EYTS Courses**

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| **Name of Course(s) Examined and Age Range of Course(s):** (Please highlight those that apply) |  | | | | | | |
| **0-5** | | **3-7** | **5-11** | **11-16** | **11-18** |  |
| **Number of Schools/Settings Visited:** |  | | | | | | |
| **Number of Trainees Seen:** |  | | | | | | |
| **For trainees on 0-5, 3-7 and 5-11 courses only:** | | | | | | | |
| **Number of English sessions observed:** |  | **Number of Maths sessions observed:** | | | | |  |

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| **Section A: How Well Trainees Teach** | |
| Based on your observations, on the written evidence you have been given, and on your discussions with mentors, trainees link tutors and the course leader, how far do Leeds Beckett trainees: | |
| set high expectations which inspire, motivate and challenge all pupils including those from vulnerable groups? |  |
| promote good progress and impact positively on pupil learning? |
| plan and teach well-structured and suitably differentiated lessons? |
| make accurate use of assessment to guide their planning and their teaching and track the progress of all learners, including those from vulnerable groups? |
| manage behaviour effectively in order to ensure a good and safe learning environment? |
| deploy other adults effectively ? |
| fulfil their wider professional responsibilities? |
| critically evaluate their own teaching |

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| **Section B: Trainee Subject Knowledge** | |
| How far are trainees confident in their subject knowledge, competent in their teaching and able to impact positively on pupil progress in: | |
| all aspects of their specialist subject (11-18 only) |  |
| the teaching of phonics (0-11 trainees only) |
| the teaching of reading and writing (0-11 trainees only) and literacy across the curriculum |
| the teaching of mathematics (0-11 trainees only) and numeracy across the curriculum |
| the teaching of Science, the Foundation Subjects and RE and/or the Curriculum for the Foundation Stage. (0-11 trainees) |
| How well do trainees: | |
| understand the reasons for low achievement among some groups of learners and use effective strategies to engage learners, promote learning and challenge thinking ? |  |
| know how to support children with EAL |

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| **Section C: Trainee Attainment and Accuracy of Grading** | |
| Please comment on the extent to which: | |
| the grading of trainees was consistently accurate |  |
| quality assurance procedures supported accurate grading |
| the grading of trainees was linked to a wide evidence base |
| oral feedback and feedforward was rigorous and suitably focused |
| written feedback and feedforward was rigorous and suitably focused |
| progress against targets set was monitored by the mentor |
| the link tutor were aware of the trainee’s progress against the targets set. |

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| **Section D: Quality and Consistency of Mentoring** | |
| Please comment on the extent to which: | |
| mentors understood their role and responsibilities. |  |
| link tutors understood their role and responsibilities |  |
| there was evidence that trainees had received appropriate subject-specific mentoring:   * in English and Maths (0-5, 3-7, 5-11 courses only) * in their main subject (11-16/11-18 courses) |  |
| there was evidence that trainees had received appropriate age-phase specific mentoring |  |
| mentors have been trained for their role |  |
| mentors have attended mentor training in the current academic year |  |

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| **Section E: Quality of Training Across the Partnership** | |
| Based on the academic work you have received, on the written evidence you have been given, and on your observations and discussions with academic staff, mentors, trainees and link tutors, please comment on the consistency, coherence and quality of all aspects of the course in preparing trainees for their chosen profession and on the quality and range of placements. This might include comment on: | |
| the design and delivery of the course including the provision of high quality school experiences. |  |
| the involvement of schools and settings in the design of the course |
| the links between generic/age phase and subject specific training |
| the opportunities provided for trainees to observe/learn from good and outstanding practice |
| the planned and appropriately supported opportunities for trainees to work with schools and settings in challenging circumstances and/or with vulnerable children and those with specific needs including those with EAL. |
| the experience and expertise of those involved in training in the university and in school/settings |