

Discussion should be informed by evidence in the trainee's teaching files -lesson evaluations, lesson observation feedback & from pupils' work. It is the trainee's responsibility to bring such evidence to the meeting.

**Quick Check:**

My lesson plans are up-to-date:  Y My lesson evaluations are up-to-date:  Y I have made progress on last week's targets:  Y Any key dates this week?.6<sup>th</sup>F OEve Thur...

Follow up actions: .....Talk to LJB to offer help with 6<sup>th</sup> Form info stand...(TS8/P&Pt2).....

<p><b>Review of the Week:</b> <b>Your Progress</b></p> <ul style="list-style-type: none"> <li>Y10 source work using the inference diagrams – they all used knowledge to comment on what they could see in the cartoon.</li> <li>Y7 bell work was connected into the rest of the lesson enquiry and gave a prompter start.</li> <li>More about including interventions in planning.</li> <li>What I can read around the upcoming Y9 topics to help my subject knowledge.</li> </ul>	<p><b>Links to the Standards</b> TS2 TS1  TS2  TS3</p>	<p><b>Discussion Area Discussed</b></p> <p>Following reading on SK: 'How is the Department's Scheme of Work structured so that knowledge learnt in Year 7 and 8 supports learning in future years?' – concepts such as religion and the church, parliament, monarch are highlighted in topics. Students have end of year tests that use knowledge from previous year. Staff refer learning from previous lessons. Wall displays focus on chronology and are used. The department don't repeat topics, but KS3 supports. E.G. WW1 topic is context to the later GCSE 1918-1939 topic.</p> <p>The importance of being aware of the number of girls v boys being questioned and engaged with in a lesson.</p>	<p><b>Links to the Standards</b>  TS1 TS2 TS4  TS5 TS6</p>
<p><b>Pupil Progress</b></p> <ul style="list-style-type: none"> <li>What recent evidence is there that your teaching is enabling pupils in the classes you teach to make progress?</li> </ul> <p>My form Ms say that my questioning covers a wider range of students to check understanding has improved. The Y7 bell work connected to the rest of the lesson meant that the students got the idea of the source we used as one of several that could be used to evidence. They brought it back into the main lesson work.</p>	<p>TS2 TS5 TS6  TS2</p>	<p><b>Ideas to Try</b></p> <p>Now I have questioned a broader range of Qs, trying to introduce more pounce and bounce questioning. Greater circulation during tasks and use of my seating plan to note who, when and how many times I engage with. Write my own answer to the forthcoming Y9 assessment to understand what the students need to do to do well.</p>	<p>TS6 TS5  TS4 TS6</p>

**Moving Forward:**

Using the green assessment booklet to support you, agree **2 or 3 targets** (linked to the Standards and including at least one subject specific target) which will enable you to improve pupils' progress as a result of your teaching:

Brought and used green assessment booklet (highlighted/annotated?)

Y

<p><b>Subject Specific Target(s):</b></p> <p>Shared reading on interpretations and reflect on discussion points for next week.</p> <p>Adapt inference diagram so that students can more clearly grasp the ideas of a source being useful for a specific purpose and retrieval with Y10.</p>	<p><b>Links to the Standards</b> TS3  TS2&amp;4</p>	<p><b>General Teaching and Learning Targets:</b></p> <p>To ensure questions (and other interactions with pupils) are equally distributed between genders (trying ideas above).</p>	<p><b>Links to the Standards</b>  TS6</p>
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Highlight of the week.....Lots of students really keen to be part of the Y7 History Club.....

I agree that the above constitutes an appropriate summary of our recent mentor meeting: .....

(Mentor's Signature)