

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?.Ps' Eve Tues..

Follow up actions: .....Prep for P Eve – lists/ex books/assessments (TS8/ P&Pt2).....

<p><b>Review of the Week:</b> <b>Your Progress</b></p> <ul style="list-style-type: none"> <li>What progress have you made with last week's targets set at your mentor meeting?</li> </ul> <p>Included 'check points' in my lesson plans to ensure I am formatively assessing all pupils. Worked with TA about X in 9:5 to provide materials in advance of lesson.</p> <ul style="list-style-type: none"> <li>Any areas you would like to discuss?</li> </ul> <p>Q: How can I ensure my 'check points' are varied? Can you give me some ideas?</p>	<p><b>Links to the Standards</b></p> <p>TS2/6 TS5</p> <p>TS2/4/6</p>	<p><b>Discussion Area Discussed</b></p> <p>How to support vulnerable learners more explicitly. Talked about the school's policy. Discussed strategies generally.</p> <p>Discussed what pupils need to learn about historical interpretations at KS3 to support learning at GCSE. Esp the impact of audience and purpose. Talked about how to use regular teacher talk to make the idea of interpretations as a construct and as a selection from the past really explicit as an idea.</p>	<p><b>Links to the Standards</b></p> <p>TS5</p> <p>TS3</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>The written work from the Y8 lesson showed pupils could answer the Q as a result of the tasks in the lesson.</p> <p>Knowledge test with Y7 showed most had retained knowledge from last lesson.</p>	<p>TS2</p> <p>TS6</p>	<p><b>Ideas to Try</b></p> <p>Using an extract from a children's history book at the end of a topic with an exercise where pupils use their knowledge to comment on the interpretation it gives.</p> <p>Printing homework tasks. Making sure all resources are on correct paper with correct font. Circulating more so I can check in with certain pupils to check understanding of tasks.</p>	<p>TS1 TS4</p> <p>TS5</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>Plan how you will explain the difference between a source and an interpretation to Year 7 next lesson and how you will get them to remember.</p> <p>First plan the interpretations activity for the end of topic with Y8 and bring it to next meeting for us to work on.</p>	<p><b>Links to the Standards</b></p> <p>TS3</p>	<p><b>General Teaching and Learning Targets:</b></p> <p>Plan how you will use/deploy you TA with 7:4 and communicate this prior to the lesson formally starting, while settling the class).</p>	<p><b>Links to the Standards</b></p> <p>TS4/5</p>
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Highlight of the week.....My form raised the most for charity and I helped support them in this. ....

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

(Mentor's Signature)