

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 Key dates this week?..Weds – tracking due..

Follow up actions: .....Talk with Head of KS3 for trainees after school next Mon re the overall tracking picture and next steps with the data – WSI session.....

<p><b>Review of the Week: 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>Much more pace and variety to lessons and better SEND planning. Used BFL system consistently - Y9 positive behaviour points had a big impact on engagement and learning.</p> <ul style="list-style-type: none"> <li>Any areas you would like to discuss?</li> </ul> <p>How department used marking and assessment to inform future planning and pupil progress.</p>	<p><b>Links to the Standards</b></p> <p>TS1/4 TS7</p>	<p><b>Discussion Area Discussed</b></p> <p>How to frame better questions about consequences following the comment on my Form M about seeming a bit muddled on the conceptual learning I was trying to achieve.</p> <p>How the department shares results of common assessment marking and uses this to inform planning for the next sequence.</p> <p>How to promote and develop factual recall across KS4 – the pros and cons of when to introduce writing exam questions and how to keep students engaged with their learning.</p>	<p><b>Links to the Standards</b></p> <p>TS3</p> <p>TS6</p> <p>TS2</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>DIRT time with Y7 – responded to my marking and individual targets from first lesson sequence. Pupils improved level of specific detail in their assessment paragraphs. Much more engagement from JH this week – tasks broken down and more check-ins helped.</p>	<p>T2/6</p>	<p><b>Ideas to Try</b></p> <p>Think hard about what you want pupils to 'take-away' in terms of learning – what question frames your sequence. Make concepts part of the planning and use them to shape the content learning – time to read Riley TH 99 again!</p> <p>Inter-leaving quizzes – 10 mins start and end of one lesson a week – use 'old' and 'new' knowledge in them.</p>	<p>T4</p> <p>T6</p>

<p><b>Moving Forward:</b> Using the green assessment booklet to support you, agree <b>2 or 3 targets</b> (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: <input type="checkbox"/> v Brought and used green assessment booklet (highlighted/annotated?)</p>			
<p><b>Subject Specific Target(s):</b></p> <p>Read Jim Carroll's work on explaining causation. Adapt it and develop some sentence starters specifically for consequences.</p> <p>Plan a lesson where Y9 develop criteria to assess historical significance. Make sure it revises 'criteria' but expects them to move beyond being given criteria to apply.</p>	<p><b>Links to the Standards</b></p> <p>TS3</p> <p>TS3</p>	<p><b>General Teaching and Learning Targets:</b></p> <p>Keep breaking down the activities and regularly checking understanding of SEND students to increase motivation.</p> <p>Monitor your own classroom circulation – who gets your attention? – mark it on your seating plan – try to even out the attention distribution.</p>	<p><b>Links to the Standards</b></p> <p>TS5</p>

Highlight of the week.....Josh stayed in all lesson.....

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

(Mentor's Signature)