

**WEEKLY RECORD OF DISCUSSION WITH SUBJECT MENTOR**

**DATE**

*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  My lesson evaluations are up-to-date  I have made progress on last week's targets  Any key dates this week? Open evening 7th

Follow up actions:.....

<p><b>Review of the Week</b>  <b>Your Progress</b>                  What progress have you made with last week's targets set at your mentor meeting?                  Any areas you would like to discuss?                  Marked year 8 homework, set effective targets and followed up on these. Used the feedback to inform the plan of the next lesson. Would be good to look at the other year 8 class and see if there were any common areas of weakness. Few concerns regarding behaviour in year 10 – need to keep reinforcing the strategies I am using such as verbal warnings, insisting on silence when I speak, having high expectations of student behaviour.  <b>Pupil Progress</b>                  What recent evidence is there that your teaching is enabling pupils in the classes you teach to make progress?                  End of topic DIRT task revealed that year 7 students had secured a strong understanding of adding and subtracting fractions. Excellent verbal responses in class from year 9 regarding solving equations. These were effectively built upon as students were asked to explain and justify their answers. A sound set of results in the latest test sat by year 10 – Millie moving from a grade 3 to a 4. Traffic light cards used by year 8 in the lesson exploring the area of circle showed how progress was achieved through the lesson, 18 reds at the beginning – 6 reds at the end. This can be followed up next lesson. Year 12 peer marked homework that was reviewed gave evidence that 15 out of 20 had made progress with partial fractions, the remaining 5 followed this up in the after school revision class and were able to then complete the exercise.</p>	<p><b>Links to the Standards</b></p>	<p><b>Discussion</b>  <b>Area Discussed: Differentiation</b>                  Where differentiation has been seen around the school → Science – longer writing/gap filling task, History – key words given etc                  Discussed the importance of providing further differentiation for the lowest prior attainer. Also how to ensure all are challenged. Reflected on use of task-oriented differentiation (bronze/silver/gold) – effective for some topics but time-consuming – how can we avoid 'death by worksheet'? Looked at school session on differentiation and discussed which strategies would work with which class – peer support with y8, providing write on sheets with some of y10,   <b>Ideas to Try</b>                  Plan the lesson then go through it with the lowest prior attainer in mind. Ask 'what will they be doing? Is this task suitable? What extra input is needed?'                  Planning open questions – less work, less printing, easy to differentiate, target and scaffold. Try using the same work sheet but tweaking it (rather than rewriting) to differentiate – remove scaffold and diagrams, try too much or restricted information. Think about who could work together in year 8 class - who needs be challenged to explain the Maths and who could benefit from this peer support? Try a write on notes sheet with y10, consider carefully how to administer this, perhaps observe how RW does this?</p>	<p><b>Links to the Standards</b></p>
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<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:</p>			
<p><b>Subject Specific Target(s):</b>                  Consider particularly differentiation with y8 in the next topic of multiplying fractions.                  What does scaffold/support/stretch look like in this topic?                  Design a lesson which has strong elements of each (a led through question, an open question, a question that requires an element of problem solving – design a prompt that can then be used to scaffold if necessary)</p>	<p><b>Links to the Standards</b></p>	<p><b>General Teaching and Learning Targets:</b>                  When evaluating the lesson consider how the level of challenge has impacted behaviour – consider how appropriate challenge can have a positive impact.</p>	<p><b>Links to the Standards</b></p>

Highlight of the week.....Year 9 engagement with lesson on solving equations.....

I agree that the above constitutes an appropriate summary of our recent mentor meeting: ..... (Mentor's Signature)