

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?.....

Follow up actions:

<p>Review of the Week: Your Progress</p> <ul style="list-style-type: none"> • What progress have you made with last week's targets set at your mentor meeting? • Any areas you would like to discuss? 	<p>Links to the Standards</p>	<p>Discussion Area Discussed</p> <p>The role and importance of summative assessment. When should it be completed? How can we make the most of it? What do we need to be aware of in terms of impact on pupils, maths anxiety and the power of normalising exam conditions. When setting a test how do we communicate the expectations of behaviour? And enforce these expectations? Managing workload - schedule time for marking. Plan how feedback/follow up will happen. Time to redo questions? Go through selected answers? Target questions? Pupils to lead going through answers? Importance of being aware of what exam questions look like so that I can teach in such a way that supports pupil success. Consider structure and literacy levels of question. Looked at a mark scheme, discussed different sorts of marks and how to apply. Looked at 'non-traditional' cases, how to mark with no method/incorrect method. Considered rounding errors</p>	<p>Links to the Standards</p>
<p>Pupil Progress</p> <ul style="list-style-type: none"> • What recent evidence is there that your teaching is enabling pupils in the classes you teach to make progress? 		<p>Ideas to Try</p> <p>Complete a GCSE paper to raise awareness of question style Set exam questions during lessons to familiarise pupils with style Read a mark scheme and apply it to my work. Consider in particular how to award marks for incorrect answers. Set paper, photocopy the answers. I mark them and the host teacher marks them. Compare marking. Design a couple of exam questions and write a mark scheme for them using the different sorts of marks (B,M,A) Use with a class and see how I would handle incorrect answers Design a spreadsheet to record results that can be useful used to identify areas to work on</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?)

Subject Specific Target(s):

Develop skills in applying a mark scheme by

- Reading the information about a mark scheme and the examiners' report from my exam board
- Mark a selection of papers clearly labelling the different types of marks
- Check marking with host teacher

Develop formative assessment skills

- Plan and deliver a formative assessment considering how I will instruct the class and making sure I create a safe learning environment – consider observing a colleague do this with a challenging class first
- Mark and record scores in a useful way – use the school system, speak to colleagues about what they do
- Plan and deliver a follow up lesson considering how I will ensure the time is used effectively to promote learning

Links to the Standards

General Teaching and Learning Targets:

Links to the Standards

Highlight of the week.....

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

(Mentor's Signature)