

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?.....

Follow up actions:.....

<p>Review of the Week Your Progress What progress have you made with last week's targets set at your mentor meeting? Any areas you would like to discuss?</p> <p>Pupil Progress What recent evidence is there that your teaching is enabling pupils in the classes you teach to make progress?</p>	<p>Links to the Standards</p>	<p>Discussion Area Discussed Problem Solving Discussed what makes a problem-solving task – multiple approaches, no obvious start point, how the information is presented. Looked at the department resources for problem solving, from starters to specific 'whole lesson' activities. Looked at a couple of GCSE Maths papers and identified the less structured questions, got an understanding of what the pupils may be asked to do and how challenging this is. Discussed the need to promote and build resilience – especially in pupils who are used to getting everything right first time. Looked at the topics being taught over the next week and discussed where a problem-solving approach could be used. Ideas to Try Letting pupils 'struggle' – not giving help too quickly Look at Just Maths, Corbett, NRich Introduce small problem solving task Using 'whole lesson' problem solving activities.</p>	<p>Links to the Standards</p>
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<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:</p>			
<p>Subject Specific Target(s): Complete 2 GCSE papers with the aim of particularly gaining more understanding of how problem solving is assessed. Design a lesson that incorporates a problem solving activity (possible sourced online) – carefully consider how to scaffold this/when scaffolding might be introduced, ask advice from RF</p>	<p>Links to the Standards</p>	<p>General Teaching and Learning Targets:</p>	<p>Links to the Standards</p>

Highlight of the week.....

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