

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 Questioning Discussed examples of low order and high order questions, and when to use each. Looked at low and high order questions for my year 7s next topic of adding and subtracting fractions. Looked at a lesson I had planned and highlighted where I could use LOQ and HOQ and Think Pair Share. Talked through the importance of thinking time and how I could make sure I do this. Reflected on a lesson I had taught with year 10 and discussed which level of Bloom's Taxonomy each part of the lesson addressed – realised how much time we spent in the 'remember' and 'understand' level. Talked about how we could move this to 'apply' and 'analyse'. How to handle incorrect answers- be positive but rephrase to help pupil correct themselves. Move the question on Ideas to Try Plan specific questions. Use the language of Bloom's Taxonomy to try and raise the level of a question. Count to 4 before taking in any answers. Practice rephrasing a question to help make it more accessible as the thinking time goes on. Try different ways to take in responses – no hands up, targeted, include the whole class, take in more than one response even if I've had the correct answer. Ask 'why?' Pose, pause, pounce, bounce</p> | <p>Links to the Standards</p> |
|---|--------------------------------------|---|--------------------------------------|

| | | | |
|---|--------------------------------------|---|--------------------------------------|
| <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): Consider and make a note of the possible misconception for rest of the year 7 fraction topic. (Talk to GS). Plan specific high order and low order questions for that expose and address these. After the lessons, evaluate how useful these were.</p> | <p>Links to the Standards</p> | <p>General Teaching and Learning Targets: Observe 2 teacher's questioning – reflect on what level of skill they require of the pupil, what makes them more challenging? How do the teachers make use of thinking time? Evaluate the impact.</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)