

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: **YES**

My lesson evaluations are up-to-date: **YES**

I have made progress on last week's targets: **YES**

Any key dates this week?..**Y9 P Evening 18.1.22**

Follow up actions:*check my request for an extra chair at parents evening so I can sit with the host teacher*

| <p>Review of the Week: Your Progress</p> | <p>Links to the CCF</p> | <p>Discussion Area Discussed</p> | <p>Links to the CCF</p> |
|--|---|--|---------------------------------------|
| <p>What progress have you made with last week's targets set at your mentor meeting? T&L targets CCF1 and 7: improve starts to lessons to show high expectations and support good learning behaviours <i>My lesson feedback has been much more positive this week in regards to my starting lessons. I have made sure I am at the door and that the starter activity is ready to hand to the students as they walk in.</i> CCF7: make good use of the rewards and sanctions system to support good learning behaviours <i>I have been quicker to issue sanctions as per the school policy, with clear warnings and by taking planners. However, I have also started to use the whiteboard for 'star performers', this is having a positive impact on participation and engagement in the lessons.</i></p> <p>Subject target CCF3: plan to explicitly teach key geographical vocabulary <i>I have identified 2/3 words per lesson that I think are important to explicitly teach and have been using word morphology to help break down complex geography vocabulary. Although this has taken more time in the lesson, the feedback from my host teacher is that the weaker students have had a better understanding of what these words mean and area able to use them more confidently</i></p> <p>Any areas you would like to discuss? <i>Planning for assignment 2.</i> <i>How to use prior knowledge effectively to know where to pitch the lesson</i></p> | <p>CCF1 and 7 high expectations and managing behaviour</p> <p>CCF3 subject specific vocab</p> | <ul style="list-style-type: none"> • <i>Discussed initial plans for Assignment 2 discussed, including options for the lesson sequence (decided on 8Q2 as this is the class I have spent most time with)</i> • <i>Discussed ways to assess prior knowledge of pupils and how I can build on this area during my lessons next week</i> • <i>We used the upcoming topic on flood management and discussed/planned how I might assess their prior knowledge in a previous lesson and my predictions for what they might/might not already know from KS2 and by living in York so I can prepare my resources appropriately.</i> • <i>We also discussed how places need to be more contextualised, especially when teaching about places that are more distance and less familiar to the students.</i> | <p>CCF8</p> <p>CCF8</p> <p>CCF2/3</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><i>Student progress is visible in the review sections of the lesson and directed questioning at a good range of students of varying abilities. This was highlighted by my host teacher's observation.</i></p> <p><i>When I am circulating around the room I am seeing good engagement with the written work. For 8Q2 I have recently marked their checkpoint assessment on the causes of flooding and students were able to explain at least 2 causes of flooding, when given the relevant structure and support.</i></p> | | <p>Ideas to Try <i>Following on from our discussion about planning and resourcing the flood management lessons in the meeting. I am going to:</i></p> <ul style="list-style-type: none"> • <i>develop and trial an exit ticket for next week that will give me some idea of prior knowledge before this lesson sequence</i> • <i>Use Google Earth to help contextualise the location of Bangladesh, linked with the causes of flooding</i> | <p>CCF2/3</p> |

Moving Forward:

Using the QTS Feedback booklet to support you, agree **2 or 3 targets** (linked to the CCF and including at least one subject specific target) which will enable you to improve pupils' progress as a result of your teaching:

| Subject Specific Target(s): | Links to the CCF | General Teaching and Learning Targets: | Links to the CCF |
|--|--------------------|---|--------------------|
| <p>CCF3 - Contextualise place to help build students' understanding of WHY a place is like that</p> <p>How will I achieve this?</p> <ul style="list-style-type: none"> • Use of Google Earth to 'take' the students to the location that I am teaching about • Include a variety of different maps (relief/ precipitation/ population density) and ask the students to write a short summary about something they can learn from each map • Incorporate more visuals (videos/ images) into lessons | <p>CCF3</p> | <p>CCF2 - Assess prior knowledge & misconceptions when teaching about unfamiliar locations (Bangladesh).</p> <p>How will I achieve this?</p> <ul style="list-style-type: none"> • Observe another host teacher's Y8 class next week to see how they gauge students' prior knowledge and any misconceptions they have about flood management (as suggested in 'Supporting The Teaching of Geography through the CCF' document) • Use an exit ticket to gather prior knowledge (trial with 8Q2) • Use the information from the exit ticket to plan for the start of the lesson on Friday. • Have the host teacher observe and feedback on my lessons with the focus of building on prior knowledge | <p>CCF2</p> |

Highlight of the week... *giving no sanctions but lots of reward points out to my Y8 group in Friday's lesson*

I agree that the above constitutes an appropriate summary of our recent mentor meeting: *Signature 16.1.22 - can be typed by mentor* (Mentor's Signature and date)