# Weekly Review and Target Setting Record

Each week a Weekly Review Meeting will take place between the trainee and their mentor. The purpose of the meeting is to review the trainee’s progress, set targets with clear strategies for development.

The record should be completed in draft by the trainee prior to a scheduled Weekly Review Meeting. This will not include the reflection, which should be completed by the trainee after the ‘Talk-Through’ with their mentor. However, the trainee should have identified the area they wish to discuss, based on their review of the week. Best practice is for trainees to share their draft record with their mentor prior to the meeting. The record form should be adapted and finalised during the meeting. Once the form has been agreed and finalised by the trainee, both will need to sign the form. Electronic signatures are acceptable. The trainee should then upload this document weekly to their E-Portfolio for their Personal Tutor to view.

Please ensure targets and strategies for the following week have been set at the end of each review meeting so that the trainees is clear on how to proceed the following week.

Useful documents to support the discussion are:

* Formative Lesson Observations
* Trainee’s Teaching Files
* Target Setting Guidance
* Learning Theory Summary Sheets

# Phase 2 Weekly Review Forms

Trainee:

Teacher Mentor:

School:

Year Group:

Personal Tutor:

# Phase 2 Weekly Review Form: Week 1

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| Attendance: | Monday  | Tuesday  | Wednesday  | Thursday  | Friday  |

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| **Wellbeing check** | | |
| Are you:   * keeping up with deadlines (e.g. planning, marking, weekly reviews)?  * feeling involved with decisions that impact on your teaching?  * using the support of your Teacher Mentor and wider school professionals if appropriate?  * feeling clear about your responsibilities for next week?   | **Notes:** | |
| **Is Part 2 Personal and Professional Conduct being met:**  *If no, please record issues and alert the university* | |

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| **Use fundamental English and maths** | | | |
| **Spoken (grammar, clear pronunciation and vocabulary)**  Accurate  Area for development *(please give details below)* | **Written (grammar, spelling, punctuation and legibility**)  Accurate  Area for development *(please give details below)* | **Reading (fluently and with good understanding)**  Accurate  Area for development *(please give details below)* | **Mathematical skills**  Accurate  Area for development *(please give details below)* |

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| **Weekly targets**  **You should identify and work on three targets each week.**  NB: Ensure coverage of all five areas across the placement | | | | |
| **Core Content Framework Area**  Include the relevant ‘Learn how to statement in the box below the area heading. | **Targets**  *Remember: Verb – subject – result e.g. To use modelling within maths teaching so lower attaining pupils to make progress* | **Strategies and steps to achieve this target**  *Think about what you might need to* ***observe, deconstruct, rehearse and refine***  *What ‘in the moment’ mentoring might you request?* | **Review of progress**  (completed end of week 1) | **Mentor comments**  (completed end of week 1) |
| **Relationships and Behaviour Management** | To begin to establish my teacher-child relationship by knowing the children’s names, talking the register and working with small groups so that children see me as a teacher | *What you will do:*   * Greet children in the morning as they arrive * Take the register * Work with small groups   *How your mentor will support you:*   * Provide opportunities for you to take the register and work with different groups of children   Play name games with the children to support recognition of who is who. | I have taken the register each day and this has helped to get to know all names very quickly.  While working with small groups of children, I have tried to develop my relationships with them all. I have done this through talking to them and showing an interest in them, bearing in mind that they need to feel positive about school and so develop better work habits. | Regularly taking the register has really supported you to know the names of all the children and you took time to check that you are pronouncing all names correctly (asking the children when necessary).  You have welcomed the children each day and this has supported you to be seen as the class teacher. |
| **Pedagogy** |  | *What you will do:*  *How your mentor will support you:* |  |  |
| **Adaptive Teaching** |  | *What will you do:*  *How will your mentor support you:* |  |  |
| **Subject and Curriculum** |  | *What will you do:*  *How will your mentor support you:* |  |  |
| **Assessment** |  | *What will you do:*  *How will your mentor support you:* |  |  |

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| **Talk-Through**  Based on your targets, identify the topic for your Talk-through (from the list at the bottom of this document) and insert this in the box below. This will be an open and constructive conversation with your teacher-mentor, aimed at developing your understanding of the relationship between theory and practice. This may be driven by a target you have not yet met, or by thinking about your next steps in a particular area.  After the Talk-through, you should complete a weekly reflection using Brookfield’s (2005) lenses as your model. This will provide evidence of your developing thinking and how this is impacting on your practice. Your reflections may generate a target(s) for future weeks.  ***‘The critically reflective process happens when teachers discover and examine their assumptions by viewing their practice through four distinct, though interconnecting lenses’ (Brookfield, 2005 p xiii).*** |
| **Write your Talk-through here:**   * How have the learning theories you studied for UA1 informed your practice? |

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| **Weekly reflection** | |
| Brief description of context for reflection | Phonics lesson in Year 1. Children were learning the ‘ir’ sound. Teacher lead the session and a TA was also supporting some children on the carpet. |
| Auto-biographical lens | My understanding of cognitive load theory helped me to see how retrieval and practice were embedded into the phonics programme to ensure the children were able to build on their knowledge of the sounds every day. I noticed that children were engaged and it appeared they were enjoying their lessons when they were involved, with ‘hands on’ activities. This highlighted for me that the memorable nature of the activities meant that all the children remembered that they were learning about the ‘ir’ sound and could write words containing this sound. |
| Children’s lens | When the children write the sounds they are learning on their whiteboard and hold it up for the teacher to see, it makes the subject matter more memorable. All the children were keen to write on the whiteboards and to share what they had done, with the teacher. Now I understand why my mentor used a range of activities in the lesson to engage the children and keep their attention. |
| Colleague’s lens | My mentor spoke about her lesson and explained how she revisits prior learning regularly. She was keen to explain that she revisits sounds recently learned but also revisits those from days and weeks ago. In this way, the learning is retrieved and by revisiting sounds, the aim is to promote storage and recall. The activities may also help children to make learning memorable and again, promote memory. |
| Theoretical literature | Atkinson and Shiffrin’s (1968) multi-store memory model notes that the sensory memory, which relies on sensory stimuli, has a very short duration and transfer of information to the STM (WM) relies on attention. Attention is the first step in remembering something, and if this is focused on one of the sensory stores, then the information is transferred to STM/WM. Encoding in the WM means that the information can then be stored in the LTM. It is from here that it can be recalled when needed. In theory this has unlimited capacity although this idea has made me question whether this is the same for all learning and in all contexts. Sometimes, we can remember things that we might have done years ago but never rehearsed. |
| Outcomes of reflection | I am going to try to use the structure of the phonics lessons to inform my own lesson planning. I hope this will mean that children can remember more and build on their prior knowledge through retrieval activities. I will also aim to use a range of practical resources, which will interest and engage the children. I now recognise that these may need to change as the term progresses. I can see the value of the resources being relevant and relatable to the children’s lives and I will aim to do this in my upcoming lessons. |

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| **How have you developed your subject and pedagogical knowledge this week for your teaching?** (Trainee to reflect on how they have developed their subject knowledge – this could include the impact of readings, videos, discussions with expert colleagues/specialists on their subject knowledge)  I have developed my maths subject knowledge by starting to read the Haylock Maths book for primary trainees. The children were learning about addition, and rehearsing their number bonds to 10, and so I have looked at I have NCETM resources (weblink). I returned to the resources from Ben’s taught sessions. After observing my teacher mentor, we spent time discussing how she has structured the lesson to allow the children enough time to rehearse addition independently and practice their skills. |

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| **Weekly summary** |
| Trainee’s planning folder has been reviewed   School-based tasks planned for this week have been completed   Planning is being shared in the agreed timescales   |

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| **Mentor overall comment** |
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Trainee Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Phase 2 Talk-throughs

**High Expectations**

* Describe how you have used high expectations within the classroom to impact positively on behaviour management.
* Describe a difficult/challenging situation relating to pupil behaviour that you feel you overcame. What did you learn from this experience?

**Pedagogy**

* Talk us through your understanding of the differences between working and long-term memory. Share an example from your planning and delivery of a lesson, where you have applied this knowledge.
* Describe strategies you have observed and used in your own practice which promoted high quality talk. How did this support children’s learning?
* Provide an example of when you adapted your teaching to ensure all pupils, including any with SEND or EAL, could fully access the learning.

**Subject and curriculum**

* Give an example of a common misconception you encountered during the planning or delivery of a lesson. What did you do to overcome this?

**Assessment**

* Explain how you have used information from assessments and observations of your focus children to set targets for their progress. What is your role in supporting children to make progress?

**Professional behaviours**

* Give an example of when observation and feedback has had a direct impact on improving your practice in a particular area of learning and teaching? What will you do next as a result?