# \\uol.le.ac.uk\root\staff\home\f\fb128\My Documents\Leicester courses\UoL Templates Logos 2020\thumbnail.jfif Weekly Meeting Record

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| **Name: Student Teacher** |  |
| **Subject** |  |
| **Name: Co-tutor** |  |
| **School** |  |

## Week 08

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| **Date of meeting:** |
| **Wk08 w/c 14 October****Weekly Focus: Observation: Lesson objectives and classroom practices.**CARD A: (D) Pedagogy CCF2 (S4, S5) |
| **Student Reflections - response to Student Reflection prompts** You will be observing lessons throughout your school practicums; this weekly focus is your starting point.Join the Chartered College of Teaching and then read McGill (2018), who offers a brief introduction about what new student teachers should consider when lesson planning. Your subject tutor(s) will have discussed in more detail subject specific approaches to this. Drawing on example(s) from your observations and prior learning, consider: • What are the roles of lesson objectives, and how might these be used in a classroom to support pupils’ learning?• What is your understanding of modelling, guides, scaffolds and worked examples in relation to learning? • Reflect on how new ideas could be introduced to pupils and how links could be made to prior knowledge?*(D9, D11, D12)* |
| **Summary of Discussion Points in the meeting:**Talkthru 8.1: Outline your understanding of safeguarding policies in this school, including indicators of harm and how you would raise any concerns (this may have been addressed by ITE coordinator etc.)Talkthru 8.2: Talk us through a lesson feature that you focussed on in your observation(s) (steps, models, guides, scaffolds, worked examples or questions); what did you notice and what inferences did you make about pupil learning?  |
| **Review of Progress:** Identify strengths, linked to CARD.

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| D: Pedagogy |  |
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| **Targets:**  | **Strategies for meeting targets:** |

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| **Date of meeting:** |
| **Wk09 w/c 21 or 28 October (Date may change depending on school holiday)****Weekly Focus:** **How pupils learn**CARD A: (D) Pedagogy CCF2 (S2) |
| **Student Reflections - response to Student Reflection prompts**Your UA1 assignment focused on how pupils learn, drawing on prior research to develop your understanding. Here you are focusing on how those theoretical perspectives can inform your planning and help you interpret classroom behaviours. Drawing on specific examples, reflect on: * How you have used particular perspective to inform you planning of particular activities or sequences of activities
* What complexities you have encountered in translating theory into practice.

Being careful to distinguish between classroom behaviours you noticed and your interpretation of those behaviours, articulate how you have used particular theoretical perspective to make inferences about learning in lesson(s) that you have observed. |
| **Summary of Discussion Points in the meeting:**Talkthru 9.1: You need to meet Part 2 of the Teachers’ Standards (Personal and Professional Conduct PPC) throughout your course. Talk us through how you have met that standard in your first couple of weeks with us and how you are going to maintain that standard. Talkthru 9.2: Talk us through a specific example of how you can/have drawn on the key tenets of cognitive science (or another theoretical perspective) to inform your lesson planning. (D1,D2,D3) |
| **Review of Progress:** Identify strength, linked to CARD

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| **Targets:**  | **Strategies for meeting targets:** |

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| **Date of meeting:** |
| **WK10 w/c 4 November****Weekly Focus: Assessment for Learning/ Formative assessment**CARD A: (F) Assessment CCF4 (S6) |
| **Student Reflections - response to Student Reflection prompts**You have explored Assessment for Learning and have read some of the key texts. Here you are focussing on the application of assessment to planning and decision making, alongside how to provide high-quality feedback to pupils. Reflect on:* How assessments can be linked to teacher’s decision making, and the complexities involved.
* What are key features of high-quality feedback? Drawing on example(s) from your observation(s)/teaching, consider some or all of: *(F4)*
	+ Evidence of how written and/or verbal feedback has contributed to pupil learning *(F5)*
	+ How opportunities for pupils to respond productively to feedback can be generated.

*Over time,* how pupil monitoring and self-regulation could be facilitated *(F5)*Revisit or extend prior reading as appropriate.(If you wish to extend your reading this offers some interesting perspectives: Scott, I.M., 2020. Beyond ‘driving’: The relationship between assessment, performance and learning. *Medical education*, *54*(1), pp.54-59.) |
| **Summary of Discussion Points in the meeting:**Talkthru 10.1: Talk us through the strategies you noticed teachers used to check for understanding during the lesson, and what you took from this in terms of how you might plan for assessment.(F4) |
| **Review of Progress:** Identify strengths, linked to CARD.

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| **Targets:**  | **Strategies for meeting targets:** |

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| **Date of meeting:** |
| **Wk11 w/c 11 November****Weekly Focus:** **Behaviour and Relationships**CARD A: (C) Behaviour and Relationships CCF1 (S7, S1) |
| **Student Reflections - response to Student Reflection prompts**Consider:• What does Bennett (2019) mean by proactive behaviour management and routines? To what extent have you been able to implement proactive and reactive behaviour management strategies so far in this placement?• Why is it important to know a school’s sanction and reward systems before you start teaching? What rewards, consequences and sanctions do you consistently use to support positive behaviour?• What behaviour management targets do you see as a priority for the remaining weeks of this placement, and how might you address these, and what are the key takeaways for Phase B? *(C1-C9)*Bennett, T. (2019) [*Beginning teacher’s behaviour toolkit*.](https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf) EEF guidance report on improving behaviour. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> |
| **Summary of Discussion Points in the meeting:**Talkthru 11.1: Talk us through an example of when you drew on the school policies to support behaviour management. How successful do you think your actions were and what might you do in future to lessen the requirement for direct intervention? *(C1- C6)* |
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| **Date of meeting:** |
| **Wk12 w/c 18 November** **Weekly Focus:** **Connecting Planning and Assessment**CARD A: (D) Pedagogy CCF2 (S4) (F) Assessment CCF4 (S6) |
| **Student Reflections - response to Student Reflection prompts**In a previous week you considered lesson structure and you reflected on assessment for learning, both from a perspective of observing others. In this second half of your placement, now consider planning and assessment in relation to your lessons, as well as those of others. Consider: * How has your planning developed*? (D9)*
* What types of ‘in-lesson’ assessments have you planned, and how have you used information generated – e.g., have you adapted that lesson, followed up in subsequent lessons?
* Have you used summative information, if so, how? *(F2)*

How have you provided feedback to students that is effective but also time efficient? *(F4)*Revisit or extend prior reading as appropriate.EEF guidance report on feedback (and their 6 recommendations).<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback> |
| **Summary of Discussion Points in the meeting:**Talkthru 12.1 Talk us through an example of how summative data has/could inform your teaching (F2)Talkthru 12.2 Talk us through an example of when you have planned ‘in lesson’ assessment and have responded based on information generated. (F4)  |
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| **Targets:**  | **Strategies for meeting targets:** |

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| **Date of meeting:** |
| **Wk13 w/c25 November****Weekly Focus:** **Adaptive Teaching**CARD A: (D) Pedagogy CCF2 (S4, S5) |
| **Student Reflections - response to Student Reflection prompts**Consider:• What types of barriers exist that make it more difficult for some pupils to access the curriculum that others• What role can teachers’ expectations play in limiting some pupils’ access to the full curriculum• What additional or adapted support have you provided for pupils, and how did you make those decisions. *(D17)*EEF guidance report on special education needs in mainstream schools (and their five recommendations)<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send> |
| **Summary of Discussion Points in the meeting:**Talkthru 13.1 Talk us through what you have done to find out about, and understand, what different types of support some students in your classes might need. How have you sought to adapt lessons accordingly? (D12,D17) |
| **Review of Progress:** Identify strengths, linked to CARD.

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| **Eportfolio up to date?** (Weekly meeting record, Focused Obs, Lesson Plan, evaluation +ERF per week) | **Yes** | **No** |
| **Attendance ?/5****Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

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| **Date of meeting:** |
| **Wk14 w/c 2 December****Weekly Focus:** CurriculumCARD A: (E) Curriculum CCF3 (S3) |
| **Student Reflections - response to Student Reflection prompts**The role of subject knowledge, pedagogical content knowledge and curriculum knowledge is widely discussed (with other terminology and categorisations used). By drawing on particular examples, consider:• Have there been occasions when your good subject knowledge did not appear to translate into sound pedagogical knowledge – what happened and why? *(E2)*• It is possible to fall into the trap of planning activities for pupils to complete without thinking through how the activity relates to essential concepts, knowledge, skills and principles of the subject. Review a few recent classroom activities and consider how well articulated these key ideas are in your planning. Do you have evidence of pupil engagement with the tasks led to them ‘thinking hard’ about those key ideas? *(E4)*• Supporting pupils to build increasing complex coherent mental model of our subject requires time and careful sequencing. Do you think your sequencing of lessons provided this support? *(E4)*Revisit or extend subject specific prior reading as appropriate |
| **Summary of Discussion Points in the meeting:**Talkthru 14.1 Talk us through a ‘good’ example or model that you have used and why it was a powerful one to use. Talkthru 14.2 Talk us through how we might check that our curriculum provision, examples, models etc. provide a fair representation of all in society (E8)  |
| **Review of Progress:** Identify strengths, linked to CARD.

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| **Attendance ?/5****Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

## \\uol.le.ac.uk\root\staff\home\f\fb128\My Documents\Leicester courses\UoL Templates Logos 2020\db722d73-3ace-4745-b249-4b835fdfa19c.jfifWeek 15 and Week 16– **Final Report due 20 December**

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| **Date of meeting:** |
| ***This covers the last two weeks of the Phase A practicum, as the final week is a partial week.***Your weekly meetings will allow you to reflect on your first school practicum. The Core Content Framework argues that “reflective practice supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is likely to support improvement”. Draft out responses to the following questions:1. How have observations, professional debates and research informed your reflective practice?
2. What evidence do you have that your reflective practice has supported improvement?
3. What do you see as the opportunities or challenges inherent in attempting to engage in reflective practice?

Response to literature: Read Ward and McCotter (2004) then Azimi et al. (2019) to consider the implications of one model of reflection and its associated evaluative rubric for professional development. • Drawing on evidence such as your reflective journal entries, weekly meetings and other sources, use this model to discuss how your reflective practice may have developed over the past weeks.• Taking a critical stance, can you offer an example of a critical incident which you could describe as technical, dialogic or transformative?• What are the implications for your practice if you wish to move your ongoing reflective practice further towards the ‘transformative’ end of the spectrum?Edit your responses into a single piece of prose (~700 words) and paste this here |
| **Summary of Discussion Points in the meeting:**Talkthru 15.1 review process. Talk us through your key strengths, where you have made significant progress and what areas need further development. (B1,B2) |
| **Review of Progress:** Identify strengths, linked to CARD**(Final Phase A Report)**

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| **Eportfolio up to date?** (Weekly meeting record, Focused Obs, Lesson Plan, evaluation +ERF per week) | **Yes** | **No** |
| **Attendance ?/?****Absence procedure followed?** |
| **Targets:** outline development foci for Phase B. | **Strategies for meeting targets:** |