# 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 1 Weekly Review Forms

Trainee:

Teacher Mentor:

School:

Year Group:

Personal Tutor:

# Phase 1 Weekly Review Form: Week 1 (28th October – 1st November)

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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 go out at break or lunchtime with the children on at least two occasions this week, so that you can get to know the children in a different context and develop professional and positive relationships with them. | *What you will do:*  *How your mentor will support you:* |  |  |
| **Pedagogy** | To observe my TM on at least three occasions with a focus on the use of dual coding in lessons so that I can understand how this is enacted | *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** | To read and understand the Autumn term plans across the curriculum for my class and RAG rate these in order to identify the areas of personal SK development in preparation for teaching. | *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:** |

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| --- | --- |
| **Weekly reflection** | |
| Brief description of context for reflection |  |
| Auto-biographical lens |  |
| Children’s lens |  |
| Colleague’s lens |  |
| Theoretical literature |  |
| Outcomes of reflection |  |

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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). |

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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Phase 1 Weekly Review Form: Week 2 (4th – 8th November)

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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** |  | *What you will do:*  *How your mentor will support you:* |  |  |
| **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:** |

|  |  |
| --- | --- |
| **Weekly reflection** | |
| Brief description of context for reflection |  |
| Auto-biographical lens |  |
| Children’s lens |  |
| Colleague’s lens |  |
| Theoretical literature |  |
| Outcomes of reflection |  |

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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). |

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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Phase 1 Weekly Review Form: Week 3 (11th – 14th November)

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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** |  | *What you will do:*  *How your mentor will support you:* |  |  |
| **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:** |

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| --- | --- |
| **Weekly reflection** | |
| Brief description of context for reflection |  |
| Auto-biographical lens |  |
| Children’s lens |  |
| Colleague’s lens |  |
| Theoretical literature |  |
| Outcomes of reflection |  |

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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). |

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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Phase 1 Weekly Review Form: Week 4 (18th – 22nd November)

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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** |  | *What you will do:*  *How your mentor will support you:* |  |  |
| **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:** |

|  |  |
| --- | --- |
| **Weekly reflection** | |
| Brief description of context for reflection |  |
| Auto-biographical lens |  |
| Children’s lens |  |
| Colleague’s lens |  |
| Theoretical literature |  |
| Outcomes of reflection |  |

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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). |

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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Phase 1 Weekly Review Form: Week 5 (25th November – 29th November)

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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** |  | *What you will do:*  *How your mentor will support you:* |  |  |
| **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:** |

|  |  |
| --- | --- |
| **Weekly reflection** | |
| Brief description of context for reflection |  |
| Auto-biographical lens |  |
| Children’s lens |  |
| Colleague’s lens |  |
| Theoretical literature |  |
| Outcomes of reflection |  |

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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). |

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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Phase 1 Weekly Review Form: Week 6 (2nd – 6th December)

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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** |  | *What you will do:*  *How your mentor will support you:* |  |  |
| **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:** |

|  |  |
| --- | --- |
| **Weekly reflection** | |
| Brief description of context for reflection |  |
| Auto-biographical lens |  |
| Children’s lens |  |
| Colleague’s lens |  |
| Theoretical literature |  |
| Outcomes of reflection |  |

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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). |

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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 1 Weekly Review Form: Week 7 (9th – 13th December)

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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* | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |  | *What you will do:*  *How your mentor will support you:* |  |  |
| **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:** |

|  |  |
| --- | --- |
| **Weekly reflection** | |
| Brief description of context for reflection |  |
| Auto-biographical lens |  |
| Children’s lens |  |
| Colleague’s lens |  |
| Theoretical literature |  |
| Outcomes of reflection |  |

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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). |

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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Phase 1 Weekly Review Form: Week 8 (16th – 18th December)

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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* | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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)* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |  | *What you will do:*  *How your mentor will support you:* |  |  |
| **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:** |

|  |  |
| --- | --- |
| **Weekly reflection** | |
| Brief description of context for reflection |  |
| Auto-biographical lens |  |
| Children’s lens |  |
| Colleague’s lens |  |
| Theoretical literature |  |
| Outcomes of reflection |  |

|  |
| --- |
| **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). |

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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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Phase 1 Talk-throughs

**High Expectations**

* Talk me through how you have begun to build positive and professional relationships with the children in your class?
* Describe how your school and/or mentor set expectations and communicate values. What have you learned from this?

**Pedagogy**

* How have you used modelling in your practice to support pupils’ learning and progress. Give an example to support this.
* How have the learning theories you studied for UA1, informed your practice?

**Subject and curriculum**

* Why is it important for you to have secure subject knowledge prior to teaching science and foundation subjects? Give an example of the impact of secure subject knowledge from observations of your mentor’s teaching or through evaluating your own teaching.

**Assessment**

* Describe a number of AfL strategies you have used when teaching. What did these tell you about the children’s understanding and what will you do next, as a result?
* Describe how you have used your observations and assessments of you focus children, to inform support.

**Professional behaviours**

* Describe, using examples from observed practice, how teachers communicate unconditional positive regard and so influence attitudes, wellbeing, motivation and behaviour of children. How will this influence your future practice?