# 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 (20th – 24th January)

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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 2 Weekly Review Form: Week 2 (27th – 31st January)

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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 2 Weekly Review Form: Week 3 (3rd – 7th February)

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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 2 Weekly Review Form: Week 4 (10th – 14th February)

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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 2 Weekly Review Form: Week 5 (24th – 28th February)

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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 2 Weekly Review Form: Week 6 (3rd – 7th March)

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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 2 Weekly Review Form: Week 7 (10th – 14th March)

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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 2 Weekly Review Form: Week 8 (17th – 21st March)

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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 2 Weekly Review Form: Week 9 (24 – 28th March)

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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 |  |

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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 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?
* With a focus on two different subject areas, discuss how you have used modelling to effectively support learning.

**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?