**Weekly subject mentor meetings in school or college**

**Before** the meeting: make initial notes about the lessons you have taught, etc.

**During** and **following** the meeting, record key comments from your subject mentor.

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|  | **Reflection focus** | **Introduction to the profession; developing skills; establishing foundations** | |
| **P1-1/**  **U1-4** | Professional behaviours: **Safeguarding** |  | |
| **Programme** | Discuss safeguarding policy and practice in your school or college, and link to the ISP on Safeguarding. | * Discussed the schools safeguarding policy with the safeguarding lead Ben * Looked at the schools policy on how to handle any safeguarding incident and how this is then acted upon by the team * Read through Keeping Children Safe In School to give an insight into the policies that schools use to build their safeguarding standards | |
| **Subject** | Discuss an observed lesson in terms of maintaining a secure classroom environment | * Observed lessons where a safe classroom environment was created from the outset and pupils felt comfortable to be in the room * Familiarised with the CPOMS system to report any safeguarding issues | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
| **N/A** | | | N/A |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
| * Start teaching some lessons to get a feel for the classes I will be taking on. | | | * **Plan and teach some lessons** |
| **P1-2** | **High expectations** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Discuss what high expectations means, in practice, and some examples from observations. | * Focus made on establishing relationships with pupils and building an understanding of their individual needs * Mistake making is highly encouraged and making corrections is never seen as a bad thing * Reward policy follows a stamps system, stamps given at the end of the lesson and extra given for exceptional behaviour | |
| **Subject** | Consider how this focus on high expectations relates to university sessions. | * This links to the talks we have had in tutor groups throughout our first set of university time. * Behaviour for learning lecture linked very closely with the topics discussed | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
| **8Y1 - taught a 50 minute section of the lesson on natural selection and got the class to complete a practical task to consolidate knowledge** | | | * Using seating plan/ names to target questions at pupils. * Clarity of explanations and answers to questions. * Clearly outline answers/ success criteria for starter questions. * Ensuring pupils self-correct work thoroughly, throughout. * Answers are presented at a good pace with clear explanations. * Starting to provide time limits for discussion. Sticking to these time limits well. * Noise levels are mostly calm and appropriate throughout lesson – great achievement for this louder group. * Engagement throughout lesson is high. |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
| * Think about structuring a practical task down to the details of handing out equipment and how the instructions are conveyed to make sure that the whole class understand | | | * **Plan in time to go through instructions more clearly and get the students to read back these to me once I have delivered them.** |
| **P1-3** | Planning and teaching: **Behaviour for learning** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Describe some routines that you have observed teachers using to create and maintain a classroom environment conducive to learning. | * Using sanctions such as staying behind at break when classes have gotten above the expected noise level persistently. * Promote positive behaviour by rewarding those that are on task and going above and beyond, this has been done through extra stamps and verbal praise * Set expectations at the start of the lesson to ensure that all pupils are aware of the standards from the outset. * Greet pupils at the door and welcome to the classroom * Do know activity always on the board for pupils to get on with | |
| **Subject** | List some of the routines you have focused on, when planning a teaching episode (perhaps jointly with your subject mentor). | * watch the class for 30 seconds when I have set them off on a task to make sure that everyone has gotten started before moving around the room. * Rewards systems - extra stamps throughout the lesson, postcards home and make them aware why I have given them the stamp * Markschemes to be shown on all questions after giving answers * After warning the class once the second should put a sanction in place e.g. 1 min at break and then balance it out with a positive statement such as saying what I want to see | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
| * **8Y1 - worked on timings to ensure all pupils have sufficient time to complete tasks** * **10X3 - supported Claudio with the practical of measuring the IV characteristics of comonents** * **7Y3 - delivered a 50 min lesson on microscopes and magnification, lead a practical activity** | | | * **Starting to consistently re-inforce keywords and terms when students provide answers. Answers are clear and easy for students to understand. Starting to consistently check students are marking.** * **Targeted questioning: regularly using seating plan to hear from a range of pupils. This is effective for the pace & engagement of lessons. Keep this up particularly for quieter pupils.** * **Timings: good time allowed for tasks.** |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
| * Show mark schemes/ answers on board for students to mark with. Modelling answers: this will make marking of work a lot quicker. * Noise-level expectations on tasks: continue to re-enforce expectations. Use sanctions sooner, ie) keeping students behind at break, or VWs for individuals. Ties in with target (3) below. * Rewards systems: start to think about to rewards you would like to give out lesson to lesson or over the long-term. | | | * After warning the class once the second should put a sanction in place e.g. 1 min at break and then balance it out with a positive statement such as saying what I want to see * Send a post card home at the start of the new half term |
| **P1-4** | Planning and teaching:  **Classroom practice** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Discuss what you have observed about how teachers break down ideas into manageable steps. | Using I do, we do, you do framework to break down tasks and remove scaffolding at each stage.  Managing cognitive load and chunking learning into manageable steps. Ensuring students are happy and are able to do it before moving on  Demonstrating scientific techniques before students try it independently  Check students can repeat back practical instructions before they go to complete the task | |
| **Subject** | Consider any lessons of yours where scaffolding and manageable steps have been successful in supporting pupils’ learning. | Checking practical instructions were understood by getting students to repeat them back to me before they went to complete it.  Used I do, we do, you do to chunk learning into smaller steps when teaching parallel circuit rules: spoke about a concept, collectively answered on whiteboards, I then modelled a worked example before letting he class complete independent work | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
| * Had mark schemes up on the board but I need to focus on how to deploy these to make sure the class are not given answers all at once. * Starting to state expectations for the class and then using techniques such as countdowns but I then need to enforce these using praise and sanctions * Show off good work as a reward, let pupils go and collect things from the prep room or hand things out. | | | • Gave clear practical instructions to 7X3 when completing the onion cell and cheek cell practicals. I ensured that they could repeat the instructions back to me before they completed the practical.  • Reflection on lessons and responding to feedback to improve upon previous teaching  • Use of names becoming more prominent allowing me to cold call and manage behaviour more effectively |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
| • Enforcing behaviour through sanctions and rewards, change the seating plan for 7X3 and follow through on expectations  • Reflecting on each activity of the lesson and thinking about the purpose of each slide during planning to ensure both teaching and assessment are active  • Plan and deploy an effective science club activity | | | **•** Reduce the number of times I give a pre verbal warning before sanctions are put in place  • Publicly praising good behaviour and work  • Use the schools behaviour policy  • Change the seating plan for 7X3  • Mark any verbal warnings on seating plans to keep track  • Don’t speak over the class as much as possible and use non verbal cues  • When planning add in the lesson plan what I would like for the class to get from the slide/activity  • Effectively use lab logger, talk to technicians about equipment, come up with a lesson plan for science club |
| **P1-5** | Planning and teaching **Subject and curriculum knowledge** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Discuss some of the big ideas / foundational concepts which you have been working on in your lessons. | Using the GCSE revision guide to broaden my subject knowledge ahead of teaching the topic  Reading through making sense of secondary science to understand potential misconceptions that may arise in lesson and adapting my lesson plans to accommodate these  When planning lessons read deeper into the subject to fill any knowledge gaps | |
| **Subject** | Highlight any teaching which has led to an increase in confidence on the part of some of your pupils. | Looking to improve A-level subject knowledge and arrange time towards the end of this placement to teach some year 12s | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
| * **Gave out 3 verbal warnings in 8Y1 to enforce my expectations, then followed this up by documenting it in their planner** | | | Reflection on lessons and responding to feedback to improve upon previous teaching  • Use of names becoming more prominent allowing me to cold call and manage behaviour more effectively |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
| * Make the class aware of certain verbal warnings if it would benefit the behaviour of the whole class * Establish routines with the class from the outset of the lesson | | | **Next lesson: have books out ready for students to collect/ in their seating plan to see the difference made to the start of the lesson. Let us know if this is not possible before a lesson, due to a duty, etc, and we can help.**  **Remind students of your expectation when lined up outside classroom. Have a think about what your expectations are, and practise how you will re-enforce, (think about what you have heard in observations, ie. "We are making a calm start to the lesson year 8.")**  **Re-enforce during your meet-and-greet. Pause flow of students entering if you are not happy with noise - inside or outside the classroom - to remind of your expectation.** |
| **P1-6** | Planning and teaching: **Behaviour for learning** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Discuss how well you are making use of departmental or school rewards and sanctions in your lessons. | * Starting to be firmer using the binary behaviour system, still need to improve on this and be consistent throughout lessons * Starting to praise in public more in lessons, using names to praise individuals answers and work (highlighted the work of a student in my year 10 class) * Do a phone call home for a student this week * Given extra stamps for behaviour - write names on the board for positive behaviour | |
| **Subject** | Reflect on the sorts of pupil actions, responses, contributions or skills that have you rewarded, and how you have done that. | * Completing extension work, used a lot of key words or given a really good answer * Extra stamps/ post cards home and phone calls | |
| **This week marks the middle of the placement. Please complete your mid-placement reflections in your Progress Matrix, and discuss key points with your subject mentor.** | | | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
| * **Started to be firmer with binary behaviour policy, and being consistent with my expectations** * **Maintained a calm classroom environment** * **Started to praise in public more and can continue to do this** * **Successfully carried out a science club session on building spaghetti bridges** | | | * Calm and consistent manner and tone across lessons * Continuing to use the names of students when questioning, praising and reprimanding |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
| * Move a student in 10X3 * Check with spec before the lesson to see what the key learning points are and what is actually assessed * After 3-2-1 don’t move on until there is complete silence and use a varied tone to get the class to pay attention * Be firmer with verbal warnings | | | * **Change seating plan for 10X3** * **Read through spec especially fro year 10 to see what content is assessed** * **Annotate the PowerPoints ahead of lesson to show what the students should be taking away from each slide** * **Post cards home this Friday** |
| **P1-7** | Planning and teaching: **How pupils learn** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Reflect on tasks which you have used or observed which have really helped pupils to focus on the intended learning. | * Observed multiple teachers use non verbal queues to get the attention of the class and stop low level behaviour * Observed a teacher carry out a successful research task (information hunt) using laptops, this allowed the students to have enough resources to complete the task independently | |
| **Subject** | Discuss your first assignment ‘*Learning, teaching and assessment in the curriculum*’, and a focus which might help you facilitate learning more effectively. | * Behaviour for learning - using non verbal queues to improve the behaviour of the class and get them on task. | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
| * **Started using a print out of the lesson slide which I have annotated to give me a point of reference during the lesson and make sure I am covering key topics** * **Changed the seating plan for 8Y1 which had significant improvements on behaviour** * **Carried out a very successful demo on group 1 metals** | | | 1. Planning: really good to see suggestion of annotated slides taken on board. You presented a high level of confidence in the flow of the lesson and what task was coming next. I could also tell you had thought carefully about your explanations. Pace of lesson was generally good and suitable for the ability of the class.  2. Seating plan: low-level behaviour was less common in this lesson. Implementation of seating plan was effective. You still used your targeted questioning even with pupils re- arranged – not easy to do, well done, testament to how well you are learning these pupil names.  3. Demonstration: safety was considered at the beginning, arranging pupils at a safe distance. |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
| Take time to ask for pens down when you are talking about key concepts for the lesson.  2. Pacing: find opportunities to reduce teacher talk to refine pace further, and get even more out of lessons. Focus on key terms, anything else is extra information.  3. Consistently demonstrate beginning of lesson routines: getting books out for the class. | | | * **Don’t start talking until all pens are down** * **Highlight key bits of information on my annotated powerpoint to make sure I am only covering the necessary info** * **Get the books ready for students to collect at the start of the lesson** |
| **P1-8** | **Assessment** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | What are some of the effective approaches to questioning that you have observed, in your subject or in other subjects? | No opt out questioning - Where the student was asked a question, if they are unsure on the answer or are incorrect the teacher will ask another student and then return to the original pupil to repeat the answer.  Target questioning, cold calling, mini whiteboards (group assessments) | |
| **Subject** | In what ways has your own use of questioning developed in the last few weeks? | I have improved my cold calling through learning the names of the students in my classes, allowing me to equally assess the whole class in do now activities.  I have started to implement no opt out into my lessons, and try to return to pupils to repeat answers  Closed questioning when a pupil doesn’t know the answer to an open question  Differentiation of questioning, asking more challenging questions to more able students | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
| * **Continued to use printed out slides to annotate with my lesson plan and refer to in lesson** * **Carried out a successful lung dissection demo and managed behaviour well during this** * **Used the school behaviour policy to remove a student from my lesson who was misbehaving** | | | * Good range of activities and covered a wide range of content * Students made good progress throughout the lesson despite noise levels rising |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
| * Vary the activities of lessons to minimise the teacher talk time and manage behaviour. * Continue to dismiss students in a calm and orderly manner * Add in an open ended question at the end of starters for able students to move on to | | | * **add in a variety of activities to keep students engaged** * **Dismiss students row by row and get them to line up in the corridor before coming in** * **Add in an open ended question at the end of the starter** |
| **P1-9** | Planning and teaching: **Adaptive teaching** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | During a lesson, what are you doing to identify who needs further support, and who needs more challenge? | * Live marking around the room starting with the most able students, if they are struggling I would stop the lesson and go through another example * Cold calling to get a snap shot of the understanding of the whole class (mini whiteboard, verbal questioning etc.) * Planning ahead if I know I have an able class i will factor in extension work to be completed | |
| **Subject** | Have you had any difficulty in maintaining your high expectations of each pupil from lesson to lesson? | * Some pupils refuse to put in the work and get things down in their booklets therefore I have been persistent in reminding them and keep questioning them to keep them included | |
| **This week, please make sure that your Progress Matrix is up to date, and discuss key points with your subject mentor to support them in writing your Progress Report.** | | | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
| * **Had my formal lesson observation from Andy Howes on density with my year 10 class** * **Worked on strong starts and ends to lessons, settling everyone down quickly and providing them with a good task to get them working** | | | 1. Subject and curriculum knowledge: generally your subject knowledge is strong, with a well-organised presentation guiding the group along – you managed the use of examples well as a way to maintain focus on the topic, with for example three powerful videos and the use of real blocks.  2. Leadership of the class, and structure of the lesson: you started the lesson purposefully and organised the distribution of materials, and maintained a strong order in the lesson throughout – the class was well managed and pupils were willing to contribute.  3. Plenty of opportunity for practice: this was a strength of the lesson, with plenty of calculation questions for pupils to gain and build confidence |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
| 1. Making physics more meaningful: Your subject knowledge is good, but you need to focus more on the physics of the situation, rather than the maths. Lots of points about this in the report above. Eg. The room is full of air, and air has a relatively low density, because of the space between the particles. Ask questions which get pupils thinking about the particularities of the situation you are presenting.  2. Group discussions: give more opportunities to students to discuss puzzling questions – you did this later on in the lesson but there were other great opportunities (‘why was Linny so perplexed, do you think?’, etc). We discussed the great value of getting pupils thinking, with a time limit and timer, before they commit to paper. Not all the time but…  3. Try more show and less tell: you asked lots of questions, not quite enough though which developed understanding as opposed to knowledge of the right answer. So there is scope for more | | | **Relate problems more to real world examples and bring engineering into these lessons more**  **Factor in time to allow for group discussion on topics, providing students with little guidance to give them the opportunity to explore this on their own** |
| **P1-10** | Planning and teaching: **How pupils learn** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Through which activities have you deliberately aimed to facilitate learning as a social process? Which of these seemed most successful? | * Provided the class with an equipment list and got them to see if they could come up with a method to determine the density of an irregular shaped object * Loktronics practicals with group work, little instructions were given and the class had independence to try and figure this out on their own * Trying to determine the voltage rules for series and parallel circuits using experiments | |
| **Subject** | What have you done in recent lessons to manage the load on pupils’ working memory? | * Split revision lessons up into several little tasks to break up the lesson and manage cognitive load * Short tasks with lots of recall | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
| * **Implemented more group discussion to lessons - how does a hot air balloon fly** * **This also allowed me to give physics more content using real world examples** | | | * Timing of activities and lessons have been really good * Reducing teacher talk time and only saying what needs to be said for them to remember |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
| 1. Start to develop a routine for setting and checking homework: add outside of lesson consolidation into your planning. You have seen our routines and structures around homework and started to adopt this for a few of your classes – please take on board and begin to look for useful opportunities for homework.  2. Behaviour towards the end of lessons (end task). Starts to lessons are really strong, so please aim to keep up high expectations throughout the whole lesson. Expect a quiet end to lesson, possibly silent exit ticket or wating for silence before dismissing individuals/row-by-row. This is to make sure you finish on time.  3. (at least one subject-specific where possible) Questioning & student marking: keep emphasising the importance of keywords. When questioning, make sure students are providing keywords and confident key definitions – guide them towards this if they are not able to. When students are marking work help them to mark honestly and in detail by emphasising the importance of scientific keywords. Try varying marking with a mix of peer and self-assessment. | | | 1. **Think about potential homework opportunities to set for the specific class to consolidate knowledge** 2. **Implement a silent exit ticket to give a silent exit to the lesson** 3. **Have a list of key words that i am looking for throughout the lesson printed to allow me to check I am covering all of the key words** |