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| Mentor Feedback Form | | | | |  | | |
| (Please note: This is an optional format to provide written feedback and/or notes for your trainee. Mentors can provide this in any other format that suits them also.) | | | | |
| Trainee name: Joe Bloggs | | Year group: 2 | | Date: 15.11.20 | | | |
| Lesson/focus of feedback Target areas – chunking up input and new ideas  L,O - To be able to order decimal number to 2 dp  Little support with planning this lesson – good independence | | | Name of observer Oliver Smith | | | | |
| **2a** Planning files continue to be detailed and clear. Your weekly plans in include an appropriate level of detail.This meets the needs of the majority of learners.  **2b** Your planning is building upon prior lesson outcomes. You plan to reinforce some key concepts again, showing that you are informed about pupil understanding, based on previous assessments.  **5b** Great to see that you have planned to write the WALT in books of SEN children to support them getting on to work more quickly.  You had differentiated tasks and WILF criteria for different groups. This was clearly signposted for all.  **5d** Some children who did well with the ordering task yesterday - could could you have planned more challenging tasks, rather than doing more of the same?  **5a** You consistently reinforced the knowledge of tenths within the mental and oral starter. The children engaged well – especially Sam, who normally lacks confidence. Tom has a much firmer idea of the concept of tenths today also and this shows that your focus pre-teach had an impact!  **8c** There are 3 adults in the room, consider how to maximize their involvement at all times. Can they be assessing for you during M/O starters and main input?  **7a** - You are anticipating potential barriers to learning e.g. asking the children to turn round their chairs to gain and maintain their attention. Making Fred your assistant for the decimal sorting activity was a great strategy for keeping him engaged!  **1a**  You consistently demonstrate a calm control of the classroom. The majority of children were working well throughout the lesson.    **7d**  Be willing to show disappointment in your voice at times if they some individuals stop for you well enough. Zoe and Taylor were reluctant to stop on several occasions and this had a snowball effect on their group.  **3a/e** - You responded competently to the misconception that Charlotte had about a decimal not being a ‘real’ number. You used the numberline and established that it was not a whole number instead. Your Maths subject knowledge was of a very high standard.  **4a** Good use of 1 min talk time followed by using the picking pot to select respondants - this helped you to maintain a good pace. Everyone had had an opportunity to discuss and get thinking – great!  .  **6c** You are embedding your use of LO/SC to monitor progress and consider future planning e.g. target group/individuals. Continue to clearly annotate changes to weekly plans.  **2d/6b** – you regularly use of teach then apply e.g mini whiteboards. This AfL was used to adapt your explanations and next steps – keep this up! | | | | | | Teacher Standard(s) 2a  2b  5b  5d  5a  8c  7a  1a  7d  3a/e  4a  6c  2d/6b | |
| Strengths  * Your behaviour management was really consistent * You had planned ‘chunks’ of the lesson today, which helped children of different abilities to engage – even DC and FG worked hard for you in a subject they struggle with. – this addressed last week’s target (well done!) * Improved talk time and opportunities – again this was a target – you are highly responsive to targets and suggestions. | TS 7c  4a  4d/5a | Suggested targets - Show the impact of your teaching on the progress of your planned focus group  – Continue to challenge the higher attainers and fast finishers so you maximise progress and output  – Continue to simplify and shorten explanations and models | | | | | TS 5c/2a  5a  2a |