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

***U1/P1: Establishing foundations, developing skills, growing educational awareness***

**Before** each meeting: make initial notes, and link to ITAP+ and other university-based experiences.

**During** and **following** each meeting, record key points from the discussion with your subject mentor.

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|  | **Reflection focus** | 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.  |
| **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. |  |
| **Subject** | Discuss an observed lesson in terms of maintaining a secure classroom environment  |  |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | **Identified strengths –** following discussion with your mentor |
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| **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 |
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| **P1-2** | Teacher expectations**: 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 the relevant curriculum and practice statements in the progress matrix – and give examples from observations. |  |
| **Subject** | Consider how high expectations have been explored in university sessions.  |  |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | **Identified strengths –** following discussion with your mentor |
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| **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 |
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| **P1-3** | Teacher expectations: **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. |  |
| **Subject** | List some of the routines you have focused on, when planning a teaching episode (perhaps jointly 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 |
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| **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 |
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| **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.  |  |
| **Subject** | Consider any lessons of yours where scaffolding and manageable steps have been successful in supporting pupils’ learning.  |  |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | **Identified strengths –** following discussion with your mentor |
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| **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 |
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| **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. |  |
| **Subject** | Highlight any teaching which has led to an increase in confidence on the part of some of your pupils.  |  |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | **Identified strengths –** following discussion with your mentor |
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| **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 |
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| **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. |  |
| **Subject** | Reflect on the sorts of pupil actions, responses, contributions or skills that have you rewarded, and how you have done that. |  |
| **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 |
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| **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 |
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| **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 succeeded in focusing pupils on the intended learning.  |  |
| **Subject** | Discuss your first assignment ‘*Learning, teaching and assessment in the curriculum*’, and a focus which might help you facilitate learning more effectively.  |  |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | **Identified strengths –** following discussion with your mentor |
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| **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 |
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| **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?  |  |
| **Subject** | In what ways has your own use of questioning developed in the last few weeks?  |  |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | **Identified strengths –** following discussion with your mentor |
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| **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 |
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| **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? Draw on your SEND ISP. |  |
| **Subject** | Have you had any difficulty in maintaining your high expectations of each pupil from lesson to lesson?  |  |
| **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 |
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| **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 |
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| **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? |  |
| **Subject** | What have you done in recent lessons to manage the load on pupils’ working memory?  |  |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | **Identified strengths –** following discussion with your mentor |
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| **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 |
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