

## APPENDIX D – MENTOR WEEKLY FEEDBACK FORM

### MENTOR AND TRAINEE – WEEKLY MEETING AND FEEDBACK FORM

|   |  |  |
|---|--|--|
| <b>Trainee:</b> Joe Bloggs  | <b>Year group/school:</b> 4 Green Street Primary | <b>Date:</b> 11.11.21                                    |
| <b>Lesson observation</b>   | <b>Subject:</b> Maths                            | <b>L.O:</b> - To be able to order decimal number to 2 dp |
| <b>Observations from lesson</b>   |  |  |
| <p>Planning files continue to be detailed and clear. Your weekly plans include an appropriate level of detail. This meets the needs of the majority of learners. (PP)</p> <p>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. (PP)</p> <p>You had differentiated tasks and WILF criteria for different groups. This was clearly signposted for all. (PP)</p> <p>Some children who did well with the ordering task yesterday - could you have planned more challenging tasks, rather than doing more of the same? (PP, S5)</p> <p>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! (CSK)</p> <p>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 rather than just observing? (PB)</p> <p>You are anticipating potential behavioural barriers to learning e.g. children turning round their chairs to maintain attention. Making Fred your assistant for the decimal sorting activity was a great strategy for keeping him engaged! (BM)</p> <p>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. (BM)</p> <p>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 high standard. (CSK)</p> <p>Good use of 1 min talk time followed by using the picking pot to select respondents - this helped you to maintain a good pace. Everyone had had an opportunity to discuss and get thinking – great! (PP)</p> <p>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. (A)</p> <p>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! (A)</p> |  |  |
| <b>Strengths of this lesson</b>   |  |  |
| <ul style="list-style-type: none"> <li>Your behaviour management was really consistent</li> <li>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!)</li> <li>Improved talk time and opportunities – again this was a target – you are highly responsive to targets and suggestions.</li> </ul>  |  |  |
| <b>Weekly review</b> - commentary on general progress and specific achievements for each strand since last meeting  |  |  |
| <p><b>Behaviour management (BM)</b></p> <ul style="list-style-type: none"> <li>Your behaviour management is becoming more consistent than in previous weeks. You are more aware of low level disruptions and are more proactive in planning and deploying strategies to support this. Don't be afraid to stop and wait for all pupils though as they can still slip into bad habits if you are not consistent in these expectations. You have established a positive and supportive ethos in your lessons and the children are increasingly seeing you as the teacher in charge.</li> </ul>   |  |  |
| <p><b>Pedagogy and planning (PP)</b></p> <ul style="list-style-type: none"> <li>You are very thorough in your planning and at this stage you are really aware of the needs of different groups. This is evidenced in your planning and effective efforts to differentiate for pupils</li> </ul>   |  |  |

in English and Maths. Try to carry this knowledge over to other subjects too, so children can access learning more readily. You are working on consistency of pace and reducing the input time so children get more time to work independently and apply new learning. Keep working on this.

**Curriculum and subject knowledge (CSK)**

- You have taught your first humanities session this week and have been working on sequences of maths and English. You are always well prepared in your subject knowledge, particularly in maths. More work on this in English, to consider the misconceptions or prior knowledge needed would help remove barriers for some learners. Your humanities interest was clear to see in your lesson and this impacted upon pupil engagement too!

**Assessment (A)**

- You are adapting plans as a result of your good assessment of lesson outcomes. You made an adaption to a group during your maths lesson, following AfL, as the work was not at the right pitch for them. This was great to see and it worked! Try to build this ability now to maximise active learning and AfL opportunities, so you feel more confident in more lessons to adapt in response. Watching Sarah's lesson this week will support you further with this.

**Professional behaviours (PB)**

- You continue to be a valued member of the team and are professional in your approach. It was great to see you contribute in our PPA meeting this week too – you are building confidence to share ideas and work as an equal part of the team. Your approach with the pupils, parents and wider staff continues to be of a high standard and this is improving the respect that you are receiving.

**Comments on progress towards previous targets**

| Targets   | Support/actions to address this target   | Strand  |
|---|--|---------|
| Show the impact of your teaching on the progress of your planned focus group                      | <ul style="list-style-type: none"> <li>Plan the input and differentiate their S.C to fit this</li> <li>Ensure that evidence supports the S.C so you are better able to assess impact</li> <li>Use AfL and peer assessment to support your judgements</li> </ul>                                  | A       |
| Continue to challenge the higher attainers and fast finishers so you maximise progress and output | <ul style="list-style-type: none"> <li>Less examples that others are doing and build the extension opportunities without them being more of the same</li> <li>Plan to intercept their work and do a T input to push them on</li> <li>Allow self-selection of tasks (chilli challenge)</li> </ul> | PP (S5) |
| Continue to simplify and shorten explanations and models  | <ul style="list-style-type: none"> <li>Set timings for yourself and stick to them.</li> <li>Breakdown key teaching into smaller chunks that each have an AfL/application opportunity</li> <li>Speak to SB about her approaches to manage pace/teacher talk</li> </ul>                            | PP (S4) |

**Are there any concerns that the trainee is not on track with a specific strand?** (please circle/delete)  
*Please note: this should be considered in the context of the point of time in the school experience and what are reasonable expectations of trainees at that stage of their learning and/or teaching experience.*

| Behaviour management (S1 and S7) | Pedagogy and planning (S2, S4 and S5) | Curriculum and subject knowledge (S3) | Assessment (S6) | Professional behaviours (S8 and Part 2) |
|----------------------------------|---------------------------------------|---------------------------------------|-----------------|---|
| Y / N                            | Y / N                                 | Y / N                                 | Y / N           | Y / N                                   |

NB: If **yes** is answered for any of the above strands then please discuss this and agree targets (above) to address the priority issues. If the same concerns persist over more than two weeks then a Trainee Support Plan (**Appendix E**) should be created and the university tutor/alliance lead informed.