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## Feedback and target setting booklet

2021-22



EMPOWERING  
FUTURE  
GENERATIONS



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## Introduction

During their school experience placements, trainees should be given the opportunities to practise and adapt different approaches to teaching and learning. Through the feedback and targets they receive from expert mentors, school colleagues and university tutors/alliance leaders they will learn how to identify the strengths of their teaching, refine their practice and develop a sophisticated understanding of how children learn/how teachers teach.

Effective feedback and target setting are vital for ensuring that each trainee receives expert input and advice, allowing them understand and apply in their teaching the five strands of our UoM partnership ITE curriculum. All feedback and targets should therefore be relevant to the formative assessment strands (A-E) of our UoM Partnership ITE curriculum, the associated sections from the CCF, and links to final summative assessment (Teachers' Standards 1-8) as outlined in this table:

Core strand of CCF	Alignment with section of CCF	Alignment with Teachers' standards
1. <u>Behaviour management</u> (BM)	S1 High expectations S7 Managing behaviour	S1 Set high expectations which inspire, motivate and challenge pupils S7 Manage behaviour effectively to ensure a good and safe learning environment
2. <u>Pedagogy and planning</u> (PP)	S2 How pupils learn S4 Classroom practice S5 adaptive teaching	S2 Promote good progress and outcomes by pupils S4 Plan and teach well structured lessons S5 Adapt teaching to respond to the strengths and needs of all pupils
3. <u>Curriculum and Subject Knowledge</u> (CSK)	S3 Subject and Curriculum	S3 Demonstrate good subject and curriculum knowledge
4. <u>Assessment</u> (A)	S6 Assessment	S6 Make accurate and productive use of assessment
5. <u>Professional behaviours</u> (PB)	S8 Professionalism	S8 Fulfil wider professional responsibilities Part Two: standards for professional and personal

This booklet is a guide for trainees, mentors, tutors and alliance leads to help identify good practice for giving and receiving feedback and setting targets, establish when this takes place during the PGCE programme and its intended impact on a trainees' development, understanding of the curriculum and on their teaching practices.

Part 1 focuses specifically good quality feedback. Part 2 focuses on effective target setting. Part 3 links feedback and target setting together with two examples of how this can be done in practice.

## Section 1: Feedback

To be effective, all feedback should:

- be structured (e.g. identify what worked well and why, what did not work well and why)
- be focused on a particular teaching approach or strategy (pedagogy), or on subject knowledge
- draw from the best possible evidence to identify strengths of teaching and explain why these are strengths
- draw from the best possible evidence to identify a clear, structured process for improving the trainee's practice and explain why improvements are needed (linked to target setting, see below)
- encourage the trainee to think deeply about/ interrogate what makes a particular approach successful or unsuccessful
- include discussions to enable mentors and trainees to jointly critique a particular approach and deconstruct it in order to better understand why and how it was successful or unsuccessful and how it could be adapted and refined in the next lesson
- be discussed with the trainee in a timely manner to allow immediate adaptations and refinements to practice.

Written feedback should:

- identify what was observed
- provide the trainee with a clear understanding of what worked well and what didn't work so well, and the reasons why
- be an honest and accurate reflection the trainee's teaching and professional development at that point in their training
- be written in grammatically accurate sentences
- highlight no more than three key points for development with an indication of the associated actions the trainee should take in order to improve (see target setting section below).

## How and when is feedback shared with the trainee?

### Regular, ongoing formative feedback

Trainees, mentors and tutors/alliance leads engage in regular professional discussions to identify trainee progress against the curriculum expectations identified in the formative assessment framework. With the help of expert colleagues, trainees respond to feedback relating to:

- the trainee's teaching in relation to each of the five curriculum strands
- gaps in knowledge, experience or understanding
- opportunities available to further develop teaching, knowledge and understanding
- how the trainee can improve their practice and make progress through the curriculum and formative assessment framework.

Mentors and trainees meet each week to discuss a specific lesson observation and to summarise, verbally and in writing, general progress since the previous week. A summary of the discussion is logged on the mentor weekly feedback form (see placement handbook appendix D).

Mentors and trainees will also engage in two interim review points at which a summary of progress will be discussed and developmental targets set. The feedback from these review points will indicate whether the trainee is on track to meet the placement expectations (see placement handbook appendix F).

Regular, formative feedback may include:

- regular support and guidance relating to lesson planning
- trainee engagement with the wider role of a teacher
- discussions relating to the content of lessons taught by the trainee, to show strengths and target areas
- the extent to which previous targets have been addressed
- review of targets and new targets set as a result of monitoring
- use of the 'professional development formative framework' to outline trainee progress and next steps
- an indication of any cause for concern and agreed actions identified to address these promptly

As part of a formative approach to giving feedback, a university tutor or alliance lead will:

- provide feedback relating to the trainees' progress as identified in the Trainee Portfolio
- work with the trainee and mentor to moderate targets
- review targets and set new targets to maximise progress, as a result of target monitoring
- provide bespoke support to the trainee and/or mentor, as required, to ensure that the Teachers' Standards will be met by the end of the programme

- log any cause for concern and create a support plan with associated actions to address the concern.

## Summative feedback

At the end of school experience blocks 1 and 2, mentors provide summative feedback via an end-of-placement report to summarise progress, strengths and next steps (see placement handbook appendix G).

## Section 2: Target setting

### Why do we need targets for teacher training?

Throughout the UoM PGCE year, university tutors and school-based mentors play a vital role in training and supporting trainee teachers to improve their practice. They do this by identifying key areas for improvement and setting effective targets as part of a continuous cycle of reflection, action, development, adaptation and evaluation. Targets should be purposeful, linked to feedback and clearly written in order to identify what trainees need to 'learn to do' or 'learn about' as they progress through the UoM ITE partnership curriculum.

Targets should be linked directly to the five strands of our UoM partnership ITE curriculum in which the ITE Core Content Framework (CCF) is embedded.

- Strand A: Behaviour management (high expectations and managing behaviour) - S1 and S7
- Strand B: Pedagogy and planning (how pupils learn, classroom practice and adaptive teaching) - S2, S4, S5
- Strand C: Subject and curriculum knowledge - S3
- Strand D: Assessment - S6
- Strand E: Professional behaviours - S8 and Part 2

The examples in this booklet have been designed to help tutors, mentors and trainees write SMART targets in order to help trainees make progress through the curriculum and achieve the Teachers' Standards by the end of the programme.

### When/where are targets set, by whom and what are they for?

When are targets set?	Where are the targets located?	Who sets the targets?	What is the purpose of these targets?
Term 1	Trainee Portfolio	Trainee, following expert advice and input	To show progress and development through the five strands of the UoM Partnership ITE curriculum and CCF. To evidence their journey towards becoming a teacher.
	SE1: lesson observation form	University tutor/alliance lead/ Mentor	To provide expert input, enabling the trainee to rehearse, adapt, improve and refine their practice in all areas of teaching and learning.
	Interim and end of placement mentor reports	Mentor	To provide a summary of the trainee's progress to date, identify strengths and next steps.

Term 2	Trainee portfolio	Trainee, following expert advice and input	To show progress and development through the five strands of the UoM Partnership ITE curriculum and CCF. To evidence their journey towards becoming a teacher, with a particular focus on their professional learning from the inclusion and early years placements. To demonstrate the extent to which the trainee has met or exceeded the Teachers' Standards by the end of the programme.
Term 3	Trainee Portfolio	Trainee, following expert advice and input	To demonstrate the extent to which the five strands of the UoM Partnership ITE curriculum and CCF have been refined, embedded and enhanced through teaching and learning practices. To evidence their journey towards becoming a teacher To demonstrate the extent to which the trainee has met or exceeded the Teachers' Standards by the end of the programme.
	SE2: lesson observation form	University tutor/alliance lead/Mentor	To provide expert input, enabling the trainee to rehearse, adapt, improve and refine their practice in all areas of teaching and learning.
	Interim and end of placement reports	Mentor	To provide a summary of the trainee's progress to date, identify strengths and next steps.
	Early Career Teacher transition document	Trainee, following expert advice and input	To identify strengths and areas for development on entry to the profession as an Early Career Teacher.

What does an effective target look like?



Effective targets are SMART. This means that they should be:

#### **SPECIFIC**

- be clear about what you want the trainee to achieve and why
- make the target subject specific, phase/age specific or focus specifically on an aspect of professional development or behaviour

#### **MEASUREABLE**

- state what actions the trainee should take to improve and make progress
- include clear success criteria explicitly stating what achieving the target will mean in terms of pupils' learning, well-being, behaviour etc. and the quality of the trainees' teaching - what will be demonstrated and how will the trainee know when the target is achieved?
- make sure the trainee is clear about the intended impact of their actions
- be clear about how the trainee will know when they have made progress, improved their practice and achieved their target
- set out a realistic and workable time-frame in which the target can be achieved

#### **ACHIEVABLE**

- state what support/resources are required to help them achieve the target
- state where support/resources can be found
- ensure the target challenges the trainees thinking
- state how and when the trainee's actions towards meeting the target will be reviewed/evaluated

#### **RELEVANT**

- link the target directly to feedback (see section on feedback above)
- be clear about the purpose and intended impact of the target
- always relate the target to one of the five curriculum strands

#### **TIMELY**

- discuss with the trainee what they can do immediately (in the next lesson), by the end of the day, by the end of the week/ unit of work...
- allow on-going opportunities for trainee-mentor-tutor professional dialogue to reflect on progress, evaluate strategies and discuss how to adapt and refine future actions

## Setting targets during school experience placements

Weekly targets should be set by school-based mentors during the long school experience placements 1 and 2. These targets are based on professional discussions between the mentor and trainee. A range of evidence should be used to determine the focus of targets, for example, lesson observations, informal observations and discussions of practice and the trainee's self-evaluation of their progress through the curriculum. Tutors will draw from similar evidence to set targets for trainees on placement.

Indicators of good practice in target setting:

- A maximum of three targets should be set by a tutor or mentor at any one time. These targets should be specific and attainable and contain enough detail to allow the trainees to take appropriate actions to improve their practice within a specific and realistic timeframe (generally within a week).
- To be effective, targets should be broken down into manageable steps, written as actions.
- Each target must include a set of agreed actions for the trainee to take. Including a list of actions will help to clarify to the trainee how they can achieve the target and how they can move forward in their practice.
- Trainees should monitor their own progress towards meeting their targets, reflect on improvements made as a result of actions taken and evaluate the impact on their development as a teacher. They should seek further guidance or advice from their mentor/tutor and draw from the expertise of other school staff and subject leaders, if needed, and be prepared to discuss how they have developed/improved in relation to the target set at the next trainee-mentor or trainee-tutor meeting.
- A record of targets and the extent to which they have been met is included in the Trainee Portfolio. This is a vital aspect of a trainee's journey through the curriculum and will be used to establish the extent to which they have met the Teachers' Standards by the end of the programme.

### How to write a SMART target

A well-written target will include detail, have several parts and guide the trainee through a series of actions they should take in order to learn how to develop and improve their practice and their knowledge of our curriculum. The table below is an example of how to structure and formulate an effective target which is specific, measurable, attainable, relevant and timely (SMART).

#### **1. State the aim of the target and link it to the relevant curriculum strand**

<p>Identify the aim of the target and its relevance to the curriculum (be specific)</p>	<p>For example, start the target with a verb:</p> <ul style="list-style-type: none"> <li>● Establish ...</li> <li>● Maintain...</li> <li>● Use more consistently...</li> <li>● Develop your understanding of...</li> <li>● Explore the use and impact of...</li> <li>● Investigate different approaches for/to...</li> <li>● Give...</li> <li>● Make effective use of...</li> <li>● Plan...</li> <li>● Apply...by...</li> <li>● Adapt...</li> <li>● Embed...</li> <li>● Ensure....</li> <li>● Apply...</li> <li>● Learn to....by...</li> <li>● Refine...</li> <li>● Acknowledge...</li> <li>● Respond consistently to...</li> <li>● Identify...</li> <li>● Emphasise...through...</li> <li>● Create...</li> <li>● Provide...</li> <li>● Be more aware of...</li> <li>● Build...</li> <li>● Extend...by...</li> <li>● Increase...by...</li> <li>● Improve... by...</li> </ul> <p><b><i>Always be clear as to which curriculum strand the target relates. E.g. 'this target relates to curriculum strand D: assessment'.</i></b></p>
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## 2. Identify the actions the trainee should take to achieve the target

<p>Always follow the target with a list of agreed actions the trainee should take in order to achieve the target (this ensures the target is attainable and sets out a timeframe for achieving it)</p>	<p>For example, be clear and specific about what you would like the trainee to do, in order to achieve the target:</p> <ul style="list-style-type: none"> <li>● Observe how your mentor/ an expert teacher does xyz.....and note down when and how they ....</li> <li>● Make a list of the strategies the expert teacher you observed used for ....</li> <li>● Consider how you will....</li> <li>● Try...</li> <li>● Then try....</li> <li>● Build .....into your next lesson</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ask the children to...</li> <li>• Check....</li> <li>• Ensure you...</li> <li>• Prioritise the use of...</li> <li>• At the start/middle/end of the lesson make sure you....</li> <li>• In further lessons this week, try....</li> <li>• Evaluate the impact of...</li> <li>• By Friday, make sure you have .....</li> <li>• Embed the following into your daily teaching practice a)....b)...c)...</li> </ul>
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### 3. Identify how the trainee should evaluate their progress towards meeting the target

Reflection and evaluation: make sure there is an indication of trainee reflection and evaluation of their new practice and when this will be followed up (thus the target is impactful and measurable)	<ul style="list-style-type: none"> <li>• Write a list of the key changes you have made to your practice</li> <li>• Reflect on...</li> <li>• Identify the impact of...</li> <li>• Analyse the effect of...on...</li> <li>• Evaluate the impact of these changes on pupil progress</li> <li>• Draw conclusions about....</li> <li>• In our next meeting/ the next meeting, we will discuss your reflections / what you have learnt about .....</li> </ul>
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### 4. Indicate how the trainee can develop their practice further

Identify next steps, a challenge or stretch goal	<ul style="list-style-type: none"> <li>• Consider how you will you adapt this approach further</li> <li>• To develop your understanding further, try....</li> <li>• To enhance your practice, explore/investigate....</li> <li>• Reflect on/ evaluate the impact of...</li> <li>• Adapt....by....</li> <li>• Change ..... by....</li> <li>• Refine your use of...by....</li> </ul>
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### 5. Establish further learning opportunities (UoM partnership ITE curriculum links)

<p>Make direct links to our UoM PGCE curriculum</p>	<ul style="list-style-type: none"><li>• Refer the trainee to the relevant subject section of the National Curriculum (for subject knowledge targets) the UoM curriculum booklet (to determine intended impact)</li><li>• Remind the trainee to revisit course materials related to the focus of the target on Blackboard</li><li>• Direct them to read the relevant chapter in the core text book: 'Learning to teach in the primary school' by Cremin and Burnett (or other reports, research literature, articles, school policies, websites....)</li></ul>
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## Section 3: Linking feedback with targets

Effective targets should link directly to feedback and identify clearly the actions a trainee needs to take in order to improve their practice.

### Example 1

For part of **Curriculum Strand A: Behaviour Management**, trainees learn how to:

- Teach and rigorously maintain clear behavioural expectations (e.g. for contributions, volume level and concentration).
- Apply rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate
- Acknowledge and praise pupil effort and emphasise progress being made
- Establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.
- Give manageable, specific and sequential instructions.
- Check pupils' understanding of instructions before a task begins.
- Use consistent language and non-verbal signals for common classroom directions.
- Use early and least-intrusive interventions as an initial response to low level disruption.

#### **An example of feedback relating to a trainee's progress through strand A:**

*“At the start of your lesson, some of the pupils were attentive and were focusing on what you were saying. Giving out Dojo points to S and L was an effective strategy to communicate your expectations for good behaviour and it worked well for these two children. Some children were still talking to each other when you started the lesson and they missed your explanation of the first maths problem. You tried to settle the class by pointing out what individual children were doing wrong. At this point, the children who were listening at the start also began to lose focus. This meant that you couldn't move the lesson on. To improve the ethos for learning in your classroom, your next step is to establish clearer expectations for behaviour in line with the school policy and ensure a greater emphasis on praise for pupil effort.”*

#### **Associated target:**

Establish your expectations of an ethos of good behaviour by ensuring more consistency in the way you apply classroom rules (Strand A: behaviour management).

#### **You can achieve this target by taking these actions:**

- By the end of today - read the school behaviour policy and note the generic classroom rules – copy these out and put them at the front of your teaching file / in your lesson plan as a reminder
- This week - observe your mentor/ other expert teacher and make a note of the language they use for praise. How do they reward good behaviour? Use some of their strategies in your own teaching in your next lesson
- Immediately - at the start of each new lesson, ask the children to remind you what the 5 class rules are. Praise their answers.
- From your next lesson onwards - let the children know when you notice them following the rules e.g. say 'well done Ali for sitting so smartly', 'I love the way you are working so quietly, Tasmin'.
- Make sure you praise children for following the rules straight away at the start of the lesson, during the lesson and at the end of the lesson.
- Use the class system of dojo points to acknowledge those who consistently follow the rules in your lessons.
- Make sure you follow-up on sanctions –explain why the sanction has been put in place and be clear about what happens next, in line with the policy.

#### **Evaluate the impact of these actions:**

- Reflect on pupil behaviour at the end of each lesson and note down which of your new strategies has had the biggest impact
- In your next meeting/ at the end of the week, discuss with your mentor what you changed and the impact it has had on pupils

#### **How to develop this target further:**

- Next week, adapt some of these strategies to make them your own – e.g. design and give out personalised certificates/postcards from you to acknowledge specific behaviours – 'YourName's award for being kind / always working quietly / helping others / good listening / following the class rules today / in every lesson....

#### **Further learning (curriculum links):**

- Go to Blackboard and watch the behaviour management lecture, or refer to your notes
- Refer to the key reading list about behaviour management on Blackboard (going further folder)

## **Example 2**

For part of **Curriculum Strand D: Assessment**, trainees learn how to:

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| <ul style="list-style-type: none"> <li>• Use assessments to check for prior knowledge and pre-existing misconceptions.</li> <li>• Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</li> </ul> |
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- Monitor pupil work during lessons, including checking for misconceptions.

### **An example of feedback relating to a trainee's progress through strand D:**

*"You have clearly identified a learning objective with associated success criteria for this lesson on your planning. Providing the children with individual checklists for checking the punctuation of their sentences was an effective way of embedding self-assessment into the activity. Because you worked with the red group for the whole lesson, you did not get a chance to check the progress of the other four groups. Yellow group did not understand their task and therefore did not start the activity. You need to work on your strategies for monitoring all children's work at different points during a lesson to ensure that everyone understands what they are learning and can make progress."*

### **Associated target:**

To ensure the use of a range of different strategies for assessment within a lesson (Strand D: Assessment).

### **You can achieve this target by taking these actions:**

- Observe your mentor teaching and note down when and how they assess the pupils
- Make a list of the strategies they use for checking children have understood the concept / skill knowledge being taught in that lesson
- Consider: how do the children respond?
- Consider: what is the impact of each strategy for allowing the teacher to evaluate the learning in this lesson?
- Build one of these strategies into your next lesson – evaluate the impact on your understanding of how well the children have responded to your teaching
- Try a different strategy in further lessons this week – evaluate the impact
- By Friday, make sure you have tried at least three different strategies for assessment in different lessons.

### **Evaluate the impact of these actions:**

- When you have rehearsed in your practice the different strategies listed above, reflect on which is the most effective strategy and why
- discuss what you have learnt about assessment within a lesson with your mentor/tutor/alliance lead

### **How to develop this target further:**

- Going further: identify in your lesson planning which strategy you will use to assess pupil progress in every lesson taught and make sure you implement these strategies during each lesson.

**Further learning (curriculum links):**

- Re-visit the PGCE curriculum training materials for assessment (on Blackboard)
- Read chapter 5.1 'Assessment for learning: formative approaches' in the core text book ('Learning to teach in the primary school').