

## 4.3 | Trainee Weekly Logs - EXAMPLE

### WEEK 1 LOG

**School:** Long Street Primary

**Year group(s):** 3

**Week beginning:** 10.11.21

#### Teaching experiences

*Please state if these are: online (O) or in school (S)*

Taught the following - (S)

- 2 English lessons
- 2 Maths (1 Team Teach and 1 led by me)
- 1 Science lesson (Team teach) - Plants

Planned for TA for 3 lessons that she was in

#### Wider experiences in school

*e.g. playground duties, clubs, events, PTA*

- Supported groups, as directed by mentor, in 3 Maths lessons.
- Observed guided reading
- Took the register – 4 times
- Completed playground duty on Tues with mentor
- Monitored children during wet play - Thur
- Observed mentor teaching music and history
- Attended staff briefing – Wed a.m

#### Professional development and mentoring

*e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities*

- Met with mentor for PPA – Thur p.m
- Mentor showed me how to review an IEP – for 4 children
- Observed mentor planning English and Maths for next week
- Observed mentor teaching English, Maths and History
- Mentor gave me feedback on planning on Friday
- Mentor observed and gave written feedback - English lesson (Wed)
- Weekly meeting with my mentor and I – Wed after school
- Mentor gave verbal feedback on my other lessons
- Had time to complete prof tasks – observed mentor – behaviour for learning task (booklet).

**This week...** Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

*Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...*

- I've progressed with my confidence in using my voice to project so all children hear me is improving. This is improving their engagement and is reducing low level disruptions.
- My knowledge of the children e.g. names, groups and abilities is improving and I've learned how to use names first to gain attention more effectively
- My session with the IT coordinator on the IWB was really beneficial. I learned some great tips and techniques to make use of the IWB more interactive, rather than a presentation. This helps engagement and allows children to get more involved.
- I've observed a lot of the taught course sessions in action through the maths addition topic. The use of manipulatives really helped all groups see the new concepts and the sequence of lessons across the week really showed the progression in action. Working with the HA showed me how to push them on and embed concepts in different contexts.

<b>Progress towards my previous targets</b> <i>Please refer to the targets set in your previous weekly log.</i>		
Target	Mentor feedback	My evaluation and further reflection
PP – Better pace and use of teaching time, reduce carpet time	This is an improved area. Use of IWB is better in helping this. Still continue to work on short, sharp input with plenty of application	I think this is improving, but I still have to monitor this so children are more active and busier than me.
PP – Plan for the needs of different groups to ensure appropriate challenge	This continues to be something to work on. Use the maths modelling I showed you this week in your maths lessons next week	I am still getting to grips with this. I find it hard not to set too much or more of the same, rather than work that differs in skills and challenge. A continued target.
BM – Maintain a more consistent teacher presence and use of voice to aid BM and engagement	This is beginning to improve. Better use of pitch and tone and being prepared to wait for pupils. Keep building the non-verbal cues and stopping to wait	I feel more confident with this. I am less anxious about waiting and am trying to use my voice as a tool to re-engage children.

<b>My targets for next week</b> <i>Please use the guidance in the target setting handbook to support clear and focused targets.</i>	<b>Strand/ focus area</b> (BM, PP, SCK, A, PB)	<b>Actions to address these targets</b>
1. Plan effective application activities for different needs and groups of learners.	PP	-Look in books from last week and use this as starting point -Refer to school calculation policy and how to challenge HA to embed -Plan the manipulative use so all groups can access the learning
2. Demonstrate a clear understanding of mathematical strategies to support effective progress	SCK	-Use calculation policy and access NCETM for strategy support -Speak to SF (maths coord) about specific strategies for HA -Include specific examples in planning for key points to teach
3. Manage the class using a range of effective approaches and regular opportunities to apply new ideas (AfL too)	BM	-Plan no more than 5 mins input without application/active opportunity -Be prepared to wait when children are not settled, -Use countdown and hands up as a stop signal.

