# Appendix D – Mentor Weekly Feedback Form - Example

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| **Trainee:** | Joe Bloggs | **School:** | Green Street, Manchester |
| **Mentor:** | Sam Smith | **Year group:** | 4 | **Date:** | XX.XX.XX |

##### 1) LESSON OBSERVATION

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| **Subject**: | Maths | **L.O**: | To be able to order decimal number to 2 dp |
| **Observations from lesson**  |  |
| * You had differentiated tasks and WILF criteria for different groups (great as this is your focus area this week!). This was clearly signposted for all. (PP)
* 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)
* 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)
* 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 was a great strategy! (BM)
* Be willing to show disappointment in your voice if they some individuals stop for you well enough. Zoe & Taylor were reluctant to stop on several occasions and this had a snowball effect on their group. (BM)
* 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)
* You are embedding your use of LO/SC to guide your teaching input, monitor progress and consider future planning e.g. target group/individuals. Continue to clearly annotate changes to weekly plans. (A)
* 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)
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| **Subject knowledge within this lesson** (please use the semester 2 placemats/Curriculum document) |
| * You consistently reinforced the knowledge of tenths within the mental and oral starter. The children engaged well – especially Sam, who normally lacks confidence. Tom gained a much firmer idea of the concept of tenths today also and this shows that your focus pre-teach had an impact!
* 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.
* You demonstrated a confident subject knowledge today and generally used this well to support misconceptions e.g. decimals as not real numbers, and within your teaching explanations today, which impacted upon the progress and understanding of all pupils. Well done!
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| **Strengths of this lesson** |
| * Your behaviour management was really consistent (BM)
* 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!) (PP)
* Improved talk time and opportunities – again this was a target – you are highly responsive to feedback (PP)
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##### 2a) WEEKLY REVIEW: FOCUS AREA

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| **Focus area this week**: | Planning using clear L.O. and S.C. |
| **Mentor comments on trainee’s progress and engagement with this week’s focus area** e.g. trainee engagement with key ideas, their development within this, teaching relating to it, reflection upon and improvement in understanding/teaching |
| You have engaged with this focus area and I can see a positive impact on the focus and tightness of your lesson plans. Your reflection following our team-teach lesson was accurate and you identified where evidence was secure and where focus was lost/vague in relation to evidencing the S.C. Following our discussions, you noticed some of your own lesson S.C were not closely matched to your L.O and adapted these. When you delivered the lessons, you had less ‘distracting’ activities as you kept the S.C and end goal of the L.O more in mind. This resulted in the class being more on task and focussed, which helped your lesson pace too! You were a little more unsure of S.C in English, so we can work on this more next week. |

##### 2b) WEEKLY REVIEW: UoM CURRICULUM STRANDS

Please provide a short commentary on general progress and specific achievements for each strand since last meeting (please use examples where you can). Where supportive, please refer to the ‘Professional Development Formative Framework’ (Appendix A of SE2 Handbook).

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| **Behaviour management** (S1 and S7) | **BM** |
| * Your behaviour management is 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.
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| **Pedagogy and planning** (S2, S4 and S5) | **PP** |
| * Planning continues to be thorough, clear and meet the needs of the majority of different groups of learners. This is evidenced in your planning and effective efforts to differentiate for pupils 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 it relates to the L.O/S.C more closely and so children get independent time to apply new learning. Keep working on this.
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| **Subject and curriculum knowledge** (S3) | **SCK** |
| * 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 own interest in humanities was clear to see and this impacted upon pupil engagement too.
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| **Assessment** (S6) | **A** |
| * You are beginning to adapt plans because of your assessment of lesson outcomes against L.O/S.C. You made an adaption to a group during your maths lesson, 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.
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| **Professional behaviours** (S8 and Part 2) | **PB** |
| * You continue to be a valued team member and are professional in your approach. It was great to see you contribute in our PPA meeting this week – you are building confidence to share ideas and work as part of the team. Your approach with the pupils, parents and wider staff continues is of a high standard.
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##### 2c) WEEKLY REVIEW: UoM CURRICULUM APPLICATION

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| **Trainee application of our ITT curriculum** e.g. what pedagogy/approaches has the trainee used in lessons, where has knowledge and understanding developed or what have they had an opportunity to apply **(yellow spiral-bound curriculum document)** |
| * You have really applied your knowledge of the ‘concrete, pictorial and abstract’ approach in maths this week. You are reflecting on the impact of this on pupil understanding and application of new ideas. It was great to see you using this within your history lesson too – it generated a much better understanding of the content and context.
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##### 3) REVIEW OF PREVIOUS TARGETS

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| **Has the trainee met the targets agreed and set last week?** (please circle/highlight) |
| **Target 1** |  Met / Partially met / Not met |
| **Target 2** |  Met / Partially met / Not met |
| **Target 3** |  Met / Partially met / Not met |

If not met or partially met has been selected, please create/amend the target and associated actions for next week (add to section 4 below).

##### 4) TARGETS FOR NEXT WEEK

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| **Targets***\*Target 1 should relate to the focus area completed this week (to provide further support/ challenge/ development opportunities for next week).* | **Actions/support to help address this target** | **Strand** (BM/PP/ SCK/A/PB) |
| **Target 1\*** | Ensure that your S.C in English lessons influences and informs your teaching input and lesson structure, to help pace and lesson sequencing | * Continue to check what purpose each planned activity has in relation to the S.C set – is it needed/essential/purposeful?
* Build in practical application tasks/activities to help gain S.C feedback/interactions
* Observe Jane (English Coord) to see how she structures and paces her lessons.
 | PP |
| **Target 2** | Continue to challenge the higher attainers and fast finishers so you maximise progress and output | * Reduce the need to do more examples and move to mastery/extension opportunities without them being more of the same
* Plan to intercept their work and do a T input to push them on
* Allow self-selection of tasks (chilli challenge)
 | PP |
| **Target 3** | Show the impact of your teaching on the progress of your planned focus group  | * Plan the focus group input to ensure you impact on progress when working directly – put in your planning
* Use AfL and peer assessment to support your judgements of their confidence
 | A |

##### 5) WEEKLY SUMMARY OF TRAINEE PROGRESS

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| **Are there any concerns that the trainee is not on track in a specific strand at this point of time in the school experience?**  |
| **Behaviour management (BM)**(S1 and S7) | **Pedagogy and planning (PP)**(S2, S4 and S5) | **Subject and curriculum knowledge (SCK)**(S3) | **Assessment (A)**(S6) | **Professional behaviours (PB)**(S8 and Part 2) |
| Y / N | Y / N | Y / N | Y / N | Y / N |

NB: If **yes** is answered for any of the above then please agree targets (section 4) to address the priority issues.

If the same concerns persist over more than two weeks then a Trainee Support Plan should be created and the university tutor/SD alliance lead informed (please see Mentor Handbook for proforma and example).