**Appendix C(i) – EXAMPLE Mentor Weekly feedback form**

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| This should be completed and shared with the trainee each week of SE (except Wk 1) |  |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Trainee**: Joe Bloggs | | **School/Year group:** Green Street, Manchester, Yr 4 | | | **Mentor:** Sam Smith | | | **Focus area this week: Planning using clear L.O. and S.C.** | | | | | **Date:** | | | **1. Focus area** - please comment on the focus areas this week 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 well 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 well. When you delivered the lessons you were much more focussed and has 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. | | | | | | | | **2. Lesson observation** | **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 could you have planned more challenging tasks, rather than doing more of the same? (PP, S5) * 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! (CSK) * 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 for keeping him engaged! (BM) * Be willing to show disappointment in your voice 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) * 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) * Good use of 1 min talk time followed by using the picking pot to select respondants - 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) | | | | | | | | **Trainee subject knowledge** | | | | | | | | * 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! | | | | | | | | **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 targets and suggestions. (PP) | | | | | | | | **3. Weekly review** – please provide a short commentary on general progress and specific achievements for each strand since last meeting (please use examples where you can) | | | | | | | | Behaviour management (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. | | | | | | | | Pedagogy and planning (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. | | | | | | | | Subject and curriculum knowledge (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. | | | | | | | | Assessment (A)   * You are beginning to adapt plans as a result of your assessment of lesson outcomes against L.O/S.C. 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 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 and this is improving the respect that you are receiving. | | | | | | | | **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 | | | | | | | | 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 ability to apply the new ideas. It was great to see you using this knowledge within your history lesson also – it generated a much better understanding of the content and context. | | | | | | | | 1. **Progress against previous targets** | | | | | | | | Has the trainee met the targets agreed and set last week? (please circle/highlight)   1. Met / Partially met / Not met 2. Met / Partially met / Not met 3. Met / Partially met / Not met | | | | If not met or partially met has been selected, please provide more context, and outline how the trainee can meet any gaps this week  T2 - Challenging higher attainers – you are more aware of the need to do this, but perhaps it is in the task expectations e.g. not just more of the same or the requirement to complete the initial task, but move them on to challenges more quickly. Continue to work on this. | | | | 1. **Targets for this week**   ***NB: Target 1 should relate to the focus area this week.*** | | | | **Actions/support to help address this target** | | **Strand** | | 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 from the children * Go an observe Jane (English Coord) to see how she structures and paces her lessons. | | PP (S4) | | 1. Continue to challenge the higher attainers and fast finishers so you maximise progress and output | | | | * Less examples that others are doing and build the 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  (S5) | | 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  (S6) |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. **Overall summary - Are there any concerns that the trainee is not on track in a specific strand?**   *Please consider this in the context of the point of time in the school experience and what the reasonable expectations of a trainee are 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 strands then please discuss and agree targets (above) to address the priority issues.  If the same concerns persist for more than two weeks then a Trainee Support Plan (please see Mentor Handbook for proforma and example) should be created and the university tutor/SD alliance lead informed. | | | | | |