**Early Years and Primary**

**Initial Teacher Education**

**Personalised Training Plan**

**2021/2022**

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| **University of Warwick** | |
| **Route** | Core 2-7  Core 5-11  School Direct 2-7  School Direct 5-11 |
| **Trainee’s Name** |  |
| **Alliance Lead school (if applicable)** |  |
| **Personal Tutor** |  |



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# Introduction

It is a requirement that you maintain a Training Plan throughout your training year.

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| **Aims of the training plan:**   * To support trainees’ **self-management** of their professional development over the PGCE programme, including target-setting and review of progress against these targets. * To facilitate **Professional Mentor engagement** with a trainee’s development over the whole PGCE programme, including target-setting and review of progress against these targets. |

**What the trainee will do:**

* Keep the training plan **up-to-date** and available for the Professional Mentor and University staff to view at all times;
* And in particular, take responsibility for:
* **setting targets,** with support as appropriate, including **longer-term development targets** at the start of placement/term; along with ongoing weekly **short-term development** targets;
* communicating and engaging with Professional Mentors on a weekly basis and ensuring that **weekly mentor meetings** and observations **are recorded** in the training plan;
* discussing and **reviewing progress** against targets and setting new targets**;**
* **recording** details of **progress**;

**What the Professional Mentor will do:**

* **Meet with the trainee on a weekly basis** during training placements:
* **Reviewing progress** against the initial longer-term and weekly short-term development targets;
* Collaboratively with the trainee, **agreeing new weekly targets**; identifying **relevant training** to support development needs/targets identified;
* Ensuring the weekly Mentor Meeting Log is completed appropriately;
* Highlight to the trainee and Moderation Tutor in a constructive manner if any aspects of the training plan have not been completed appropriately.

**What University tutors will do:**

* Support trainees in setting appropriate longer-term development targets;
* Engage with the training plan in university-based meetings/tutorials with the trainee to ensure that it is being used effectively, challenging the trainee where this is not the case:
* Engage with the training plan in placement visits to ensure that it is being used effectively, challenging the trainee where this is not the case.

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| **A good training plan will include up-to-date and professionally presented:** | |
| * Pen portrait with relevant personal and professional experiences | * Longer-Term targets |
| * Subject Knowledge audits | * Trainee-Mentor Meeting Logs |
| * Log of training schools/placements | * Log of additional or personalised training |
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| ***The training plan will be maintained mostly in paper form, but some sections can be completed electronically, then printed and inserted into the main document.*** | |

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| Pen portrait In the spaces below, provide a ‘picture’ of yourself which, during the early stages of your training, will help both university and school-based colleagues to get to know you and your professional needs more easily.  Complete electronically and copy/paste relevant information to e-PDP Personal Details page and letters to schools.  You should seek to include the following:   |  | | --- | | **Pen portrait**   * A few details about your academic background e.g. Degree subject and subject interests; * Personal skills, e.g. linked to the National Curriculum or general classroom activities (computing, arts, music, sports, etc.) * Initial thoughts on your strengths and areas for development in relation to subject knowledge (personal and pedagogical) * Personal goals and aspirations for this year and beyond. | | **Pre-course experience in schools and educational settings**   * Information if relevant about your work or work experiences including skills gained * A brief résumé of your recent experiences in school or working with children | |

# Personalised Development Needs & Provision

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|  | **Personalised Development Needs** | | | |
|  | **SUBJECT AUDIT SCORES (TS 3)**  *to inform schools of subject knowledge strengths and needs – as specified in the Ofsted Initial teacher education inspection handbook (2014)* | | | **LOG OF PERSONALISED PROVISION SESSIONS ATTENDED** |
|  | **English**  *Scores and key areas for development* | **Maths**  *Scores and key areas for development* | **Science**  *Scores and key areas for development* |
| **Audit 1** |  |  |  |  |
| **Audit 2** |  |  |  |  |
| **Audit 3** |  |  |  |  |
| *Please ensure that appropriate action is taken in response to any subject knowledge needs identified by audits e.g. action plans, subject knowledge research, or target-setting for placements or the CEDP.* | | | |  |

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| Longitudinal log of training schools/settings | | | | | | | | | |
| SCHOOL/SETTING NAME  PROFESSIONAL MENTOR  MODERATION TUTOR | AGE GROUP | PLACEMENT TYPE  *e.g. placement, serial and EPO* | DATES | NOTABLE FEATURES\* | | | | | |
| DATE OF LAST OFSTED | OFSTED GRADE | % EAL | % SEN | % FSM | ADDITONAL NOTES  including key issues from Ofsted report e.g. about progress and attainment |
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| See:<https://www.compare-school-performance.service.gov.uk/> *a*nd [***http://www.ofsted.gov.uk/schools/for-parents-and-carers/find-school-inspection-report***](http://www.ofsted.gov.uk/schools/for-parents-and-carers/find-school-inspection-report) | | | | | | | | | |

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| Longitudinal log of training schools/settings | | | | | | | | | |
| SCHOOL/SETTING NAME  PROFESSIONAL MENTOR  MODERATION TUTOR | AGE GROUP | PLACEMENT TYPE  *e.g. placement, serial and EPO* | DATES | NOTABLE FEATURES\* | | | | | |
| DATE OF LAST OFSTED | OFSTED GRADE | % EAL | % SEN | % FSM | ADDITONAL NOTES  including key issues from Ofsted report e.g. about progress and attainment |
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| See:<https://www.compare-school-performance.service.gov.uk/> *a*nd [***http://www.ofsted.gov.uk/schools/for-parents-and-carers/find-school-inspection-report***](http://www.ofsted.gov.uk/schools/for-parents-and-carers/find-school-inspection-report) | | | | | | | | | |

# Safeguarding Training

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|  | **Safeguarding self evaluation and Training** | | |
|  | **TRAINEE SELF-EVALUATION**  **\*see guidance on next page**  *to inform schools of subject knowledge strengths and needs* | **LOG OF TRAINING** | |
|  | Initial confidence score for Safeguarding (TSSES) = | **UNIVERSITY-BASED** | **SCHOOL-BASED** |
| *Brief summary of focus of training received* | |
| **Term 1** | *Subject knowledge areas of greater confidence* |  |  |
| *Subject knowledge key areas to develop* |
| **Term 2** | *Subject knowledge areas of greater confidence* |  |  |
| *Subject knowledge key areas to develop* |
| **Term 3**  *Needs to feed into CEDP:* | *Subject knowledge areas of greater confidence* |  |  |
| *Subject knowledge key areas to develop* |

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| ***\*Safeguarding self-evaluation guidance*** | |
| *You maybe unsure of the knowledge that you will need in relation to safeguarding in order to complete your self-evaluation. This is identified below. When reflecting on your confidence levels, consider if you understand how the guidance works in practice within your setting; reflect on whether you feel you would be able to follow the steps identified to report a concern and whether you would be able to respond to a disclosure.*  *You will receive regular teaching about safeguarding within university. The initial introductory session will cover the essential elements contained within KCSiE (2021). You will receive termly updates that will address issues such as young peoples’ mental health, domestic abuse, bullying, Relationship and Sex Education. You will also receive school-based training.* | |
| ***Key Areas of Knowledge may include:*** | |
| *Know what safeguarding is* | |
| *Know the four categories of abuse and neglect* | |
| *Know how to respond to a disclosure* | |
| *Know what early help is* | |
| *Know what MASH is and what it does* | |
| Know what child sexual exploitation and child criminal exploitation are, including county lines | |
| Be aware of what peer on peer abuse is | |
| Know how to raise a concern about a member of staff or volunteer within the school | |
| Know what domestic abuse and its impact on children | |
| Know what ‘honour-based abuse’ is, including FGM | |
| Know that children may have parents in prison and the potential impact of this. | |
| To know what Channel and Prevent are. | |
| **Relevant guidance and legislation** | |
| KCSiE 2021 | NSPCC website |
| The Prevent duty 2015 | Working together to safeguard children (2018) |

# The Warwick Teacher Values Framework

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| **Warwick Teacher Values**  **Social Justice**: Adopts an ethical approach to young people's learning, inclusive of all young people in their work and active in developing and promoting socially-just teaching and learning practices.  **Intellectual curiosity**: A keen desire to learn about learning, eager to interrogate 'knowledge' and develop critical thinking skills and committed to offering high-quality learning experiences.  **Creativity:** Receptive and resilient to challenge and change, open to imaginative and innovative ways of working and resourceful in acquiring new skills | | | | | | |
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| **Intellectual Values**  Character traits necessary for discernment, right action and the pursuit of knowledge, truth and understanding |  | **Moral Values**  Character traits that enable us to act well in situations that require an ethical response |  | **Civic Values**  Character traits that are necessary for engaged responsible citizenship, contributing to the common good |  | **Performance Values**  Character traits related to professional accomplishment that have an instrumental value in enabling the intellectual, moral and civic values |
| **Examples of intellectual values:**  autonomy, critical thinking, curiosity, judgement, reasoning, reflection, resourcefulness |  | **Examples of moral values:**  compassion, courage, gratitude, honesty, humility, integrity, justice, respect |  | **Examples of civic values:**  citizenship, civility, community awareness, neighbourliness, service, volunteering |  | **Examples of performance values:**  confidence, determination, motivation, perseverance, resilience, teamwork |
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| **Practical wisdom (phronesis):** is the integrative virtue, developed through experience and critical refection, which enables us to perceive, know, desire and act with good sense. This includes discerning, deliberative action in situations where values are in conflict and we may encounter professional unease. | | | | | | |
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| **Flourishing teachers, pupils, schools and communities** | | | | | | |
| Character values adapted from: Jubilee Centre for Character and Virtues (2017) *Framework for Character Education in Schools* | | | | | | |

# Glossary of Character Values:

**Autonomy:** the ability to be independent in one's thinking and action.

**Citizenship:** active engagement in projects that benefit the community or contribute to the common good.

**Civility:** being polite and courteous in behaviour and speech.

**Community Awareness**: to actively and meaningfully learn from and share information with different parts of the community.

**Compassion:** to exhibit care and concern for others in need.

**Confidence:** being certain in your own abilities, the abilities of others, or that a certain course of action is best.

**Critical Thinking:** the ability to think reflectively and come to independent conclusions.

**Curiosity:** eagerness to know or learn something new.

**Determination**: the ability to keep going even when things are really tough.

**Gratitude:** to feel or to show appreciation for something that has been done for you.

**Honesty**: to be true to yourself and other people.

**Humility**: the ability to be modest and respectful and to not over estimate your own importance.

**Integrity:** the quality of having and following strong moral principles.

**Judgement and Reasoning:** the ability to make decisions after careful consideration.

**Justice:** to have an understanding of what it is to uphold what is right.

**Motivation:** having a strong reason and drive to act or accomplish something.

**Neighbourliness**: a disposition to be friendly and helpful to others.

**Perseverance:** the steady persistence in a course of action especially in spite of difficulties.

**Reflection:** the ability to ponder alternative possibilities and not jump to conclusions.

**Resilience:** bouncing back from adversity despite obstacles in your path. Resourcefulness: the ability to find quick and clever ways to overcome difficulties.

**Service:** working hard for a person, organisation or country. It is helping other people.

**Teamwork:** the ability to work with others effectively and efficiently.

**Volunteering:** giving your time to help someone else.

Definitions taken from the Jubilee Centre for Character and Virtues reflective journal available at:

<https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Teacher%20Education%20Resources/My%20Character%20Journal.pdf>

# Continuing Professional Development, Conferences and Training Opportunities

List any additional non-university-based training you have attended/received throughout the year

# Managing Workload on School Placement

The **Department for Education** states that, ‘**all parts of the education system have a role to play in reducing teacher workload’** and in particular in reducing unnecessary activity that takes teachers and school leaders away from their core tasks. The DfE offers support and practical resources for schools to help reduce workload, including the school workload reduction toolkit. See information and resources at the following address. <https://www.gov.uk/government/collections/reducing-school-workload>

The **Ofsted** Inspection Framework for Schools (2019) and the Ofsted Inspection Framework for Initial Teacher education (2020) reiterate DfE advice on the avoidance of ‘*unnecessary workload for staff’* (2019 p.10) and preparing trainees for the *‘realities of teaching’* by eliminating *‘unnecessary workload’* for trainees (2020, p.46).

The **Department for Education’s** [Early Career Framework](https://www.gov.uk/government/publications/early-career-framework) (DfE, 2019) and the [Core Content Framework for ITT](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework) (DfE, 2019) requires trainees and early career teachers to *‘Learn how to… manage workload and wellbeing’* for example through ‘*Collaborating with colleagues to share the load of planning and preparation and making use of shared resources.’* (2019, p. 25).

The **Department for Education** (2018) has also offered specific advice for Initial Teacher Education to help providers reduce the workload faced by trainee teachers and their school partners, see: [Addressing workload in initial teacher education (ITE)](https://www.gov.uk/government/publications/addressing-workload-in-initial-teacher-education-ite)

In response to the guidance provided by the **DfE** and **Ofsted**, **CTE** have reviewed workload demands for our trainee teachers and partnership colleagues. We offer guidance on managing workload to trainees (see suggestions below) and encourage active reflection on workload management. Trainees are encouraged to discuss, with their class teachers and Professional Mentors, efficient working practices that allow them to focus their efforts where they will have the most impact on pupils’ wellbeing and progress.

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| **Managing Workload – advice for Trainee Teachers**  *Reviewed in line with the ‘Independent Teacher Workload Review Group’ reports (DfE, 2016) and in discussion with trainees.* |
| * **Avoid duplication –** you should never be asked to duplicate planning i.e. planning on one format for school and another for University; don’t waste time typing up handwritten logs or notes – if they are readable they are fine. |
| * **Share PPA time with your class teacher and follow your class teacher’s planning support/guidance –** learning to plan is a craft and you will learn this from your class teacher; as your programme progresses you will become increasingly confident and develop more independence. |
| * **Where a school is using published schemes**, work in line with school expectations, using the school’s chosen scheme(s) as the basis for your planning. However, develop your planning skills through involvement in professional discussion with your guiding class teacher about when it may be appropriate, and how, to adapt the scheme to ensure learning and progress for all pupils. |
| * **Develop your understanding of what a ‘reasonable’ workload looks like -** there is no doubt that teaching is a challenging but highly motivating profession and a teacher’s day extends well beyond a pupil’s day. However, if you find yourself working late into the evening and regularly not getting a break before bedtime, you should talk to colleagues for advice (e.g. class teacher, Mentor, Moderation tutor). |
| * **How does you class teacher manage their workload?** Ask your class teacher’s and Professional Mentor’s advice to help develop ***efficient*** working practices. |
| * **Pupil progress –** when in doubt about where to focus your time and efforts, focus on whatever will promote pupils’ wellbeing and progress. |
| * **Weekly planning -** as your workload increases, and especially when you are teaching 50% or more of the timetable, with your Professional Mentor’s approval, develop the skill of weekly planning. |
| * **Follow the school’s assessment policy and seek advice regarding how to ensure that marking** isproviding feedback which is ‘**meaningful’** for the pupils**, ‘manageable’** for you as a trainee teacherand **‘motivating’** for the pupils; review the usefulness and manageability of your record-keeping. |

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| Targets and Trainee-Mentor Meeting Logs for the Autumn Term |
| **TRAINEE-MENTOR MEETING LOGS**  The trainee should complete the Meeting log as a record of the weekly meeting with the Professional Mentor.  **See exemplar Mentor Meeting Log overleaf and additional prompts and guidance in Placement Guides.** |

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| Initial Longer-Term Targets for the Autumn Term | | | | |
| Initial training needs will be **identified by trainees, in consultation with personal tutors**, and might be based upon: | | | | |
| * Previous school reports/assessment profiles | | | * Audits of subject knowledge | |
| * Self-evaluation of progress | | | * Confidence and experience in teaching the EYFS/National Curriculum. | |
| Targets will be shared with the Professional Mentor, Class Teacher and Moderation Tutor to enable personalised training, support and monitoring of progress | | | | |
| **Core Area of the core content framework** | **TARGET**  ***Targets should refer to learning or pupil progress*** | **Specific actions or school-based training experiences to address target**  ***Review the relevant section of the CCF to support identification of appropriate actions.*** | | **Target achieved**  ***Professional Mentor to initial and date when target is achieved*** |
| BEHAVIOUR | establish a clear framework for classroom behaviour to promote learning |  | |  |
| BEHAVIOUR | Establish high expectations and demonstrate positive values to promote a climate for learning |  | |  |
| ASSESSMENT | Assess and record pupils’ attainment against the lesson objectives and use this to inform planning for pupil progress |  | |  |
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| **WEEK 1** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
|  | | | | | | | | |
| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
|  | | | | | | | | |
| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | | * For behaviour management, I think (in discussion with Professional Mentor) I am implementing behaviour management systems but need to develop consistency and use more praise and promote positive learning behaviours (see target below). * Discussed progress towards (longer-term) behaviour management target – have undertaken ‘getting to know you’ activities and am beginning to establish good relationships with pupils; | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | | This week I have been working on my **confidence** and **autonomy** to enable greater self-belief and to make more active contributions to the year group planning meeting. After our PPA session, I planned and resourced a lesson for our Ancient Egypt project independently and shared with my year group team for feedback – after a few tweaks, my resources are being used in both classes!  **Social justice:** After seeing that most of the fiction books children are exposed to have central characters who are white, my mentor and I discussed the importance of celebrating diversity and for next week’s story time I am going to find a book to share with the children that positively represents black and minority ethnic characters. | | | | | |
| EXAMPLE | | | | | | | | |
| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | | **✓** | * Professional Mentor agreed that my professional conduct is good and file organisation and record-keeping is developing; need to ensure I use assessment info to help plan the next lesson * Generally going well and making good progress! * Talked through training tasks and planned in time to work an a task. | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | | **✓** |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
| * Talk to KS1 co-ordinator about the school’s learning behaviours programme and how used in KS 1 | | | | | | | |  |

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| **WEEK 1** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
|  | | | | | | | | |
| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
|  | | | | | | | | |
| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
|  | | | | | | | | |
| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 2** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
|  | | | | | | | | |
| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 3** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
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| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 4** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 5** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
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| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 6** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| Autumn Term Lesson Observation Forms and Assessment Profiles 1 and 2 |
| **Trainees should have a formal lesson observation once per week,** that is, an observation of his/her teaching which is recorded on the lesson observation form with a coaching discussion after the lesson and shared developmental target-setting.  **\*\*National Priority Area: Phonics**  Trainees are required to teach, and be formally observed, in Phonics on each placement. Mentors should use thespecific **Phonics observation form** which can be found on the Partners’ Intranet > Primary and Early Years Documentation, either Phonics Observation Form: Phases 2-6 OR Phonics Observation Form: Phase 1 only (for Early Years).  **Completed lesson observation forms and Assessment Profiles should be stored in the section which follows.** |

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| Targets and Trainee-Mentor Meeting Logs for the Spring Term |
| **TRAINEE-MENTOR MEETING LOGS**  The trainee should complete the Mentor Meeting log as a record of the weekly meeting with the Professional Mentor.  **See additional prompts and guidance in Placement Guides.** |

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| Initial Longer-Term Targets for the Spring Term | | | | |
| Initial training needs will be **identified by trainees, in consultation with personal tutors**, and might be based upon: | | | | |
| * Previous school reports/assessment profiles | | | * Audits of subject knowledge | |
| * Self-evaluation of progress | | | * Confidence and experience in teaching the EYFS/National Curriculum. | |
| Targets will be shared with the Professional Mentor, Class Teacher and Moderation Tutor to enable personalised training, support and monitoring of progress | | | | |
| **Core Area of the core content framework** | **TARGET**  ***Targets should refer to learning or pupil progress*** | **Specific actions or school-based training experiences to address target**  ***Review the relevant section of the CCF to support identification of appropriate actions.*** | | **Target achieved**  ***Professional Mentor to initial and date when target is achieved*** |
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| **WEEK 1** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 2** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
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| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
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| **WEEK 3** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 4** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
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| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
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| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
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| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 5** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 6** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| Spring Term Lesson Observation Forms and Assessment Profiles 3 and 4 |
| **Trainees should have a formal lesson observation once per week,** that is, an observation of his/her teaching which is recorded on the lesson observation form with a coaching discussion after the lesson and shared developmental target-setting.  **\*\*National Priority Area: Phonics**  Trainees are required to teach, and be formally observed, in Phonics on each placement. Mentors should use thespecific **Phonics observation form** which can be found on the Partners’ Intranet > Primary and Early Years Documentation, either Phonics Observation Form: Phases 2-6 OR Phonics Observation Form: Phase 1 only (for Early Years).  **Completed lesson observation forms and Assessment Profiles should be stored in the section which follows.** |

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| Targets and Trainee-Mentor Meeting Logs for the Summer Term |
| **TRAINEE-MENTOR MEETING LOGS**  The trainee should complete the Mentor Meeting log as a record of the weekly meeting with the Professional Mentor.  **See exemplar Mentor Meeting Log overleaf and additional prompts and guidance in Placement Guides.** |

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| Initial Longer-Term Targets for the Summer Term | | | | |
| Initial training needs will be **identified by trainees, in consultation with personal tutors**, and might be based upon: | | | | |
| * Previous school reports/assessment profiles | | | * Audits of subject knowledge | |
| * Self-evaluation of progress | | | * Confidence and experience in teaching the EYFS/National Curriculum. | |
| Targets will be shared with the Professional Mentor, Class Teacher and Moderation Tutor to enable personalised training, support and monitoring of progress | | | | |
| **Core Area of the core content framework** | **TARGET**  ***Targets should refer to learning or pupil progress*** | **Specific actions or school-based training experiences to address target**  ***Review the relevant section of the CCF to support identification of appropriate actions.*** | | **Target achieved**  ***Professional Mentor to initial and date when target is achieved*** |
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| **WEEK 1** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 2** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 3** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 4** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 5** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 6** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 7** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| **WEEK 8** | | **TRAINEE-MENTOR MEETING LOG** | | | | | **DATE:** | |
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| **SECTION 1: Review of Support** *Please ✓ or x to indicate training and support received* | | | | | | | | |
|  | **Lesson Observation with written feedback and coaching discussion** | | | |  | **Shared PPA time with class teacher to** enable supported, guided planning | | |
| *Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:* | | | | | | | | |
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| **SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values** *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.* | | | | | | | | |
| **Trainee’s weekly reflection on their progress**   * *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* * *Is the sequence of action steps (as in the Instructional Coaching Observation Notes (ICON) having a positive impact on practice?* * *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).* | | |  | | | | | |
| **Trainee’s weekly reflection against the Warwick Teacher Values**   * *Which values have been most important to you as a teacher? Why?* * *Which values have you demonstrated in your practice this week?* * *Are there specific values upon which you would like to focus next week? Why? How might you do this?* | | |  | | | | | |
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| **SECTION 3: Elements of the weekly Mentor meeting**  *All elements to be included over the course of the placement/term but not necessarily all in every meeting.* | | | | | | | | |
| **Trainee’s reflection on personal and professional conduct** | | |  |  | | | | |
| **Recognition of progress towards targets** *(Initial longer-term & weekly short-term targets)* | | |  |
| **Trainee’s reflection on school file** *e.g. planning/assessment/ record-keeping/evaluations.* | | |  |
| **Focused training discussion** *see guidance in week-by week section of Guide for possible foci* | | |  |
| **Trainee’s reflection on teaching and impact on learning over the week** | | |  |
| **Trainee’s reflection on their ability to manage their workload efficiently** | | |  |
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| **SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting** *(e.g. from reflection on trainees’ file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)*** | | | | | | | | |
| **Agreed additional actions** | | | | | | | | **Action achieved**  **Initialled/dated by Mentor** |
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| Summer Term Lesson Observation Forms and Assessment Profiles 5 and 6 |
| **Trainees should have a formal lesson observation once per week,** that is, an observation of his/her teaching which is recorded on the lesson observation form with a coaching discussion after the lesson and shared developmental target-setting.  **\*\*National Priority Area: Phonics**  Trainees are required to teach, and be formally observed, in Phonics on each placement. Mentors should use thespecific **Phonics observation form** which can be found on the Partners’ Intranet > Primary and Early Years Documentation, either Phonics Observation Form: Phases 2-6 OR Phonics Observation Form: Phase 1 only (for Early Years).  **Completed lesson observation forms and Assessment Profiles should be stored in the section which follows.** |