**SCITT TARGET SETTING MENTOR MEETING DOCUMENT – 2020-2021**

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| Trainee Teacher: |  | |  |  |  |
| Main placement school: |  | **Main placement class teacher mentor:** |  | **Main placement professional mentor:** |  |
| Second placement school: |  | **Second placement class teacher mentor** |  | **Second placement professional mentor** |  |

The target setting process is crucial as it forms the basis of the formative assessment process which monitors trainee progress and identifies where there may be a need for additional support. Please ensure all required components of the learning conversation are discussed each fortnight:

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| THE LEARNING CONVERSATION | |
| * Trainee and pupil wellbeing | * How the trainee’s teaching has improved pupil outcomes |
| * Celebration of trainee success and strengths, and identified areas for development | * The quality and impact of the trainee’s marking and feedback, assessment records and planning |
| * Evidence of trainee progress e.g. pupil workbooks, planning, marking and feedback, pupil responses, pupil observations | * How secure the trainee’s subject knowledge is and any appropriate next steps (refer to the context and content of the SCITT curriculum and school-based teaching) |
| * How the SCITT curriculum (centre-based training and/or school training) has impacted on trainee progress and quality of teaching | * Review the previously set targets and agree appropriately challenging developmental targets, along with actions to be undertaken by the trainee, mentor and others to enable the trainee to achieve their targets * Targets may be carried over when not fully met * Please ensure SMART target setting is implemented. Targets should be fit for purpose, and as appropriate, subject specific |
| * Any educational reading or research that has had impact on professional development and teaching practice |

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| Target review and development 16th September 2020 | | | | |
| Personalised targets set 4th September 2020 in line with target themes linked to the SCITT curriculum and trainee development   1. Climate and culture 2. Building relationships 3. Interview target | | **Actions agreed**  **What does the trainee need to do?**  **How will the class teacher mentor help the trainee to ‘learn how to….’?**  **What will other expert colleagues do to support the trainee?** | **Review of targets set**  **4th September 2020**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
| 3. |  |  |  | |
| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 1st October 2020 | | | | |
| Personalised targets set 16th September 2020 in line with target themes linked to the SCITT curriculum and trainee development   * Climate and culture * Essential elements of effective teaching (linked to Role of the Teacher SCITT Training) * Secure subject knowledge to support effective teaching and learning (linked to Role of the Teacher SCITT Training) | | **Actions agreed**  **What does the trainee need to do?**  **How will the class teacher mentor help the trainee to ‘learn how to….’?**  **What will other expert colleagues do to support the trainee?** | **Review of targets set**  **16th September 2020**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
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| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 15th October 2020 | | | | |
| Personalised targets set 1st October 2020 in line with target themes linked to the SCITT curriculum and trainee development   1. Climate and culture (linked to Managing Behaviour 1 SCITT training) 2. Essential elements of effective teaching (linked to Role of the Teacher SCITT Training) 3. Applying learning theory to practice (linked to Learning Theory SCITT training) | | **Actions agreed** | **Review of targets set**  **1st October 2020**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
| 3. |  |  |  | |
| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 5th November 2020 | | | | |
| Personalised targets set 15th October 2020 in line with target themes linked to the SCITT curriculum and trainee development   1. Climate and culture (linked to Managing Behaviour 1&2 SCITT training) 2. Essential elements of effective teaching (linked to Role of the Teacher SCITT Training) 3. Lesson planning informed by ‘how pupils learn’ (linked to how pupils learn 1 SCITT training) | | **Actions agreed** | **Review of targets set**  **15th October 2020**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
| 3. |  |  |  | |
| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 19th November 2020 | | | | |
| Personalised targets set 5th November 2020 in line with target themes linked to the SCITT curriculum and trainee development   1. Lesson planning informed by ‘how pupils learn 1’ 2. Secure subject knowledge to support effective teaching and learning 3. Individual target choice | | **Actions agreed** | **Review of targets set**  **5th November 2020**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
| 3. |  |  |  | |
| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 3rd December 2020 | | | | |
| Personalised targets set 19th November 2020 in line with target themes linked to the SCITT curriculum and trainee development   1. Planning and strategies to support pupils with SEND (linked to SEND SCITT training) 2. Assessment and feedback 3. Individual target choice | | **Actions agreed** | **Review of targets set**  **19th November 2020**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
| 3. |  |  |  | |
| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 16th December 2020 | | | | |
| Personalised targets set 3rd December 2020 in line with target themes linked to the SCITT curriculum and trainee development   1. Instructional strategies linked to effective use of lesson time (linked to how pupils learn 2 SCITT training) 2. Wider professional responsibilities 3. Individual target choice | | **Actions agreed** | **Review of targets set**  **3rd December 2020**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
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| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 21st January 2021 | | | | |
| Personalised targets set 4th January 2021 in line with target themes linked to the SCITT curriculum and trainee development   1. Instructional strategies linked to effective use of lesson time (linked to how pupils learn 2 SCITT training) 2. Wider professional responsibilities 3. Individual target choice or long-term target | | **Actions agreed** | **Review of targets set**  **4th January 2021**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
| 3. |  |  |  | |
| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 4th February 2021 | | | | |
| Personalised targets set 21st January 2021 in line with target themes linked to the SCITT curriculum and trainee development   1. Questioning and classroom talk (linked to how pupils learn 3 SCITT Training) 2. Planning sequences (linked to planning 2 SCITT Training) 3. Individual target choice or long-term target development | | **Actions agreed** | **Review of targets set**  **21st January 2021**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
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| 3. |  |  |  | |
| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 11th February 2021 | | | | |
| Personalised targets set 4th February 2021 in line with target themes linked to the SCITT curriculum and trainee development   1. Adapting to meet the needs of all pupils (linked to how pupils learn 4 SCITT training) 2. Assessment and feedback 3. Individual target choice or long-term target development | | **Actions agreed** | **Review of targets set**  **4th February 2021**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
| 3. |  |  |  | |
| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 4th March 2021 | | | | |
| Personalised targets set 22nd February 2021 in line with target themes linked to the SCITT curriculum and trainee development   1. Questioning and classroom talk (linked to how pupils learn 3 SCITT Training) 2. Adapting to meet the needs of all pupils (linked to how pupils learn 4 SCITT training) 3. Individual target choice or long-term target development | | **Actions agreed** | **Review of targets set**  **22nd February 2021**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
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| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 18th March 2021 | | | | |
| Personalised targets set 4th March 2021 in line with target themes linked to the SCITT curriculum and trainee development   1. Using assessment to inform the planning of sequences (linked to planning 2 SCITT training) 2. Assessment and feedback 3. Individual target choice or long-term target development | | **Actions agreed** | **Review of targets set**  **4th March 2021**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
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| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 25th March 2021 | | | | |
| Personalised targets set 18th March 2021 (achievable in 1 week) in line with target themes linked to the SCITT curriculum and trainee development   1. Individual target choice or long-term target development 2. Individual target choice or long-term target development | | **Actions agreed** | **Review of targets set**  **18th March 2021**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
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| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 6th May 2021 | | | | |
| Personalised targets set 19th April 2021 in line with target themes linked to the SCITT curriculum and trainee development   1. Formative assessment (linked to SCITT training) 2. Adapting to meet the needs of all pupils (linked to ‘how pupils learn 4’ SCITT training) 3. Individual target choice or long-term target development | | **Actions agreed** | **Review of targets set**  **19th April 2021**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
| 3. |  |  |  | |
| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 20th May 2021 | | | | |
| Personalised targets set 6th May 2021 in line with target themes linked to the SCITT curriculum and trainee development   1. Retrieval practice (linked to how pupils learn 6 SCITT training) 2. Planning sequences ‘from scratch’ (linked to planning 3 SCITT Training) 3. Individual target choice or long term-target development | | **Actions agreed** | **Review of targets set**  **6th May 2021**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
| 3. |  |  |  | |
| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 27th May 2021 | | | | |
| Personalised targets set 20th May 2021 (achievable in 1 week) in line with target themes linked to the SCITT curriculum and trainee development   1. Metacognition (linked to metacognition SCITT training) 2. Individual target choice or long term-target development | | **Actions agreed** | **Review of targets set**  **20th May 2021**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
| 3. |  |  |  | |
| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 17th June 2021 | | | | |
| Personalised targets set 7th June 2021 in line with target themes linked to the SCITT curriculum and trainee development   1. Summative assessment (linked to SCITT training) 2. Individual target choice or long-term development 3. Individual target choice or long-term development | | **Actions agreed** | **Review of targets set**  **7th June 2021**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
| 3. |  |  |  | |
| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |

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| Target review and development 1st July 2021 | | | | |
| Personalised targets set 17th June 2021 in line with target themes linked to the SCITT curriculum and trainee development   1. Individual target choice or long-term development 2. Individual target choice or long-term development 3. Individual target choice or long-term development | | **Actions agreed** | **Review of targets set**  **17th June 2021**  **Met/Partially met/Not met** | |
| 1. |  |  |  | |
| 2. |  |  |  | |
| 3. |  |  |  | |
| Personal and professional conduct comment: | |  | | |
| As a result of the trainee’s teaching, in the majority of lessons this week, pupils are making at least expected progress: *(please circle/highlight)* | | | **Yes** | **No** |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | |  | | |
| Any other additional information relating to the trainee and/or progress: | |  | | |