

# Class teacher mentor meeting

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**November 2020**





Thank  
You

# Agenda

- ▶ Assessment
- ▶ SCITT models
- ▶ Effective target setting
- ▶ Mentor responsibilities (Learn how to.....)
- ▶ School expectations
- ▶ Feedback

# Assessment

## Formative

Evidence bundles  
(half termly)

## Formative

Teachers' Standards  
Tracking Profiles (3-1  
assessment points)

## Formative

Professional Learning  
Conversations (2  
assessment points)

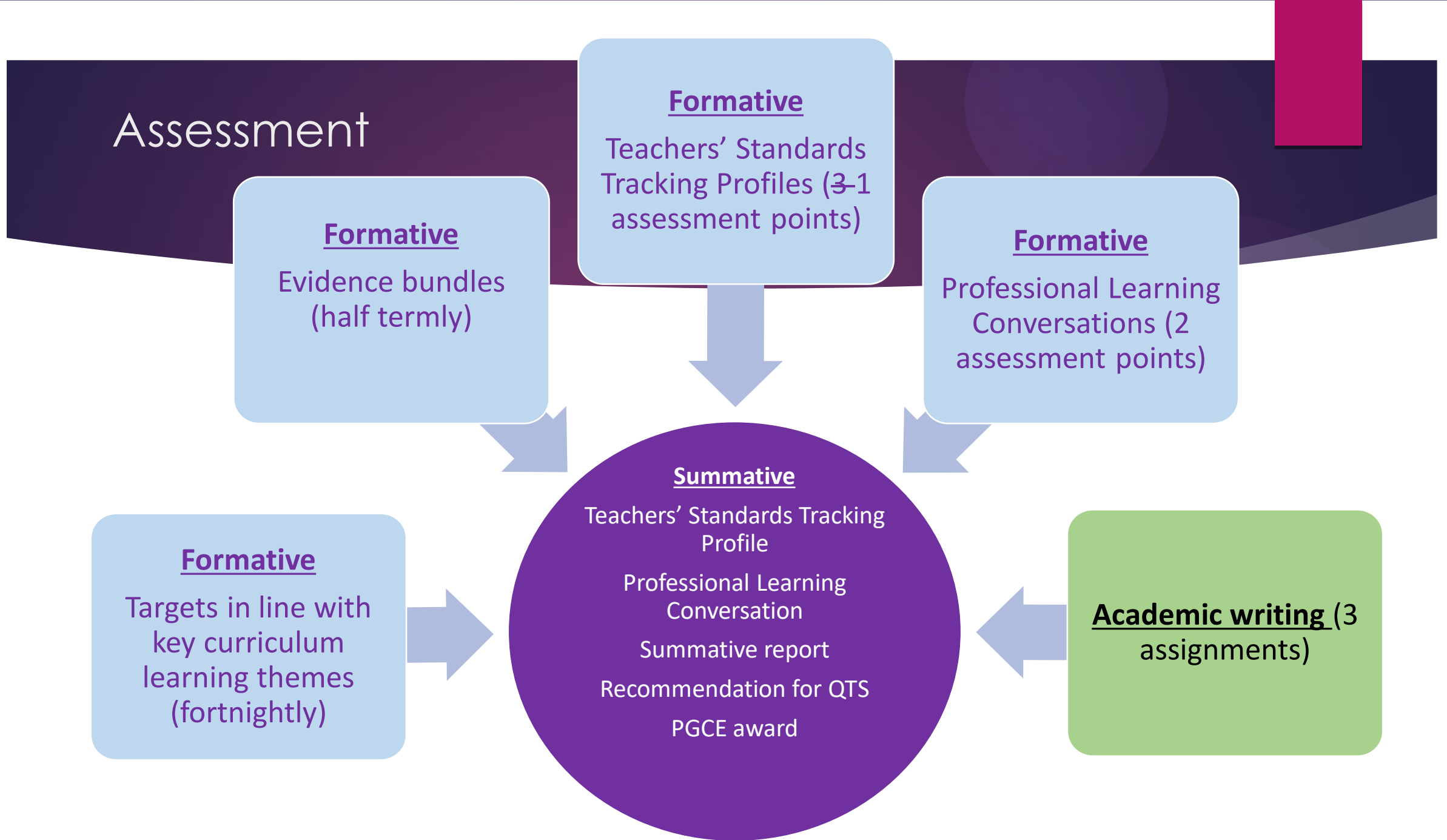
## Formative

Targets in line with  
key curriculum  
learning themes  
(fortnightly)

## Summative

Teachers' Standards Tracking  
Profile  
Professional Learning  
Conversation  
Summative report  
Recommendation for QTS  
PGCE award

**Academic writing** (3  
assignments)



**AUTUMN**

MENTORING

**SPRING**

MENTORING & COACHING

**SUMMER**

COACHING



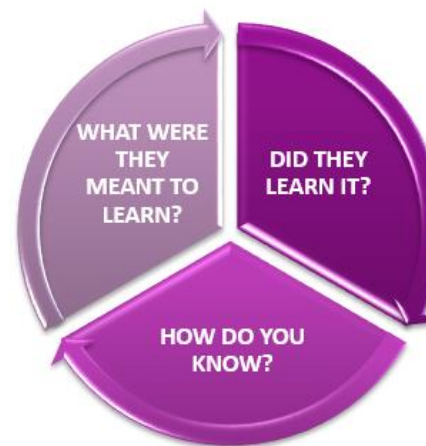
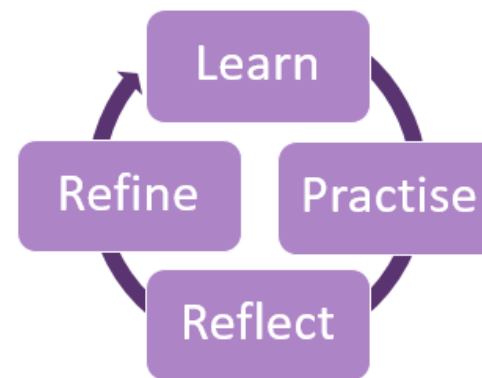
Observing and  
learning from  
expert  
colleagues



Collaborating  
with expert  
colleagues



Independent  
practice



WHAT NEXT?

# Effective target setting

3.

To speak to the LSA before school to brief them the expectations of the lesson they are involved in.



To communicate with adults to enable them to effectively support pupil learning in maths.

# Effective target setting

1.

To improve subject knowledge in science to support teaching.



To clearly and effectively model and explain scientific processes to support independent written explanations.

## Examples of Low Stakes Practise

- Practising a script to support behaviour management during target setting meeting with no pupils
- Practising modelling with a small group of pupils
- Practising an explanation to other year group teachers in PPA
- Practising using formative assessment when team-teaching so CTM can intervene if necessary

Feedback is essential during these opportunities to practise.

Target focus: Modelling using small steps to ensure understanding in maths

	Week 1	Week 2
Monday	Observe CTM teaching maths Meet with maths lead	Independently teaching maths Prep observed maths
Tuesday	Group teaching in maths	Independently teaching maths (observed) Reflect on maths lesson prior to target setting meeting
Wednesday	Team teaching maths	Independently teaching maths – refine from feedback
Thursday	Team teaching maths	
Friday		

# Effective target setting

Develop assessment and feedback strategies



1.

Ensure pupils have a secure understanding in writing lessons by applying effective questioning during inputs.

# Effective target setting

- ▶ **SMART**
- ▶ A target not an action – the underlying purpose
- ▶ Challenging – application of learning
- ▶ Practise (including in low stakes environments)
- ▶ Mental models
- ▶ Action points for mentors and trainees
- ▶ Utilising SCITT training



# Teachers TV video



- Strengths
- Areas for development
- Target and actions

# Key learning and development themes

Behavior management <ul style="list-style-type: none"><li>• High expectations</li><li>• Managing behaviour</li></ul>	Culture and climate (reactive practice and bullying)
Pedagogy <ul style="list-style-type: none"><li>• How pupils learn</li><li>• Classroom practice</li><li>• Adaptive teaching</li></ul>	Planning sequences Questioning and classroom talk Instructional strategies Adaptive teaching
Curriculum	Subject knowledge
Assessment	Assessment and feedback
Professional Behaviours	Working with parents

<b>Date targets set:</b>	<b>Target themes:</b>
<b>3<sup>rd</sup> December</b>	Instructional strategies linked to effective use of lesson time (linked to how pupils learn 2) Wider professional responsibilities Individual target choice
<b>17<sup>th</sup> December – instead of 4<sup>th</sup> January</b>	Instructional strategies linked to effective use of lesson time (linked to how pupils learn 2) Wider professional responsibilities Individual target choice or long-term target
<b>21<sup>st</sup> January</b>	Questioning and classroom talk (linked to how pupils learn 3 SCITT Training) Planning sequences (linked to planning 2 SCITT Training) Individual target choice or long-term target development
<b>4<sup>th</sup> February</b>	Adapting to meet the needs of all pupils (linked to how pupils learn 4 SCITT training) Assessment and feedback Individual target choice or long-term target development
<b>22<sup>nd</sup> February</b>	Questioning and classroom talk (linked to how pupils learn 3 SCITT Training) Adapting to meet the needs of all pupils (linked to how pupils learn 4 SCITT training) Individual target choice or long-term target development
<b>4<sup>th</sup> March</b>	Using assessment to inform the planning of sequences (linked to planning 2 SCITT training) Assessment and feedback Individual target choice or long-term target development

# Learn that..... Learn how to.....

## Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)

Learn that...	Learn how to...
<ol style="list-style-type: none"> <li>Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.</li> <li>Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</li> <li>Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.</li> <li>Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.</li> <li>Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</li> <li>Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</li> </ol>	<p><b>Plan effective lessons, by:</b></p> <ul style="list-style-type: none"> <li>Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.</li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</li> <li>Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</li> <li>Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</li> <li>Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</li> </ul> <p><b>Make good use of expositions, by:</b></p> <ul style="list-style-type: none"> <li>Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).</li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>Starting expositions at the point of current pupil understanding.</li> </ul>

<ol style="list-style-type: none"> <li>High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</li> <li>Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</li> <li>Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.</li> <li>How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.</li> <li>Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.</li> </ol>	<ul style="list-style-type: none"> <li>Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.</li> </ul> <p><b>Model effectively, by:</b></p> <ul style="list-style-type: none"> <li>Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).</li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).</li> <li>Exposing potential pitfalls and explaining how to avoid them.</li> </ul> <p><b>Stimulate pupil thinking and check for understanding, by:</b></p> <ul style="list-style-type: none"> <li>Discussing and analysing with expert colleagues how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).</li> <li>Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.</li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>Planning activities around what you want pupils to think hard about.</li> <li>Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).</li> </ul>
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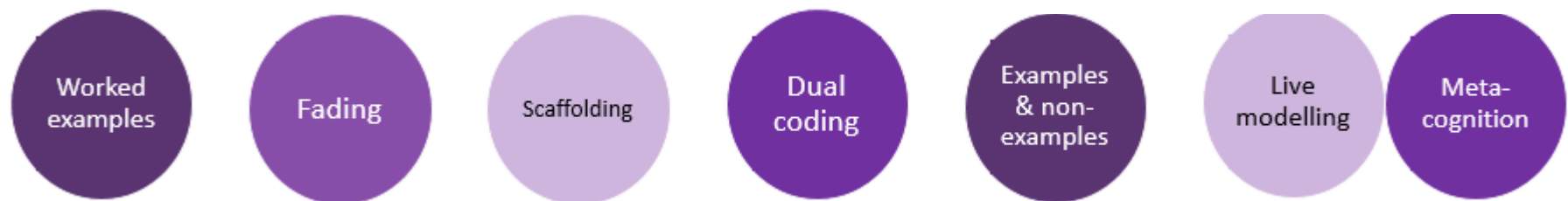
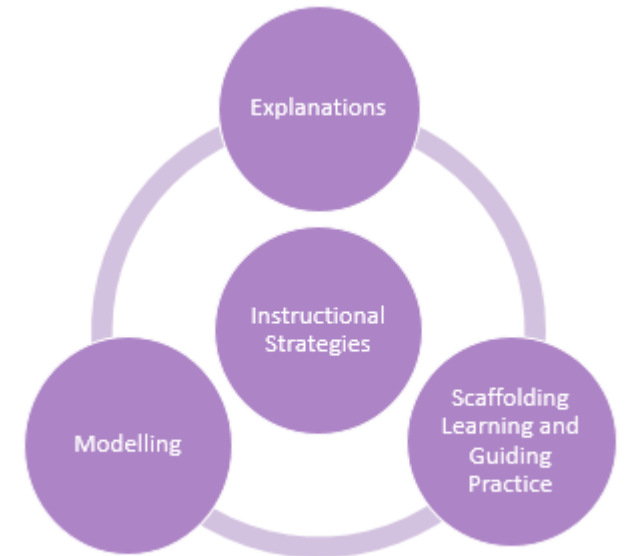
	<ul style="list-style-type: none"> <li>Providing appropriate wait time between question and response where more developed responses are required.</li> </ul>
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# Effective target setting

Target themes set on 3<sup>rd</sup> December for review 17<sup>th</sup> December:

- ▶ Instructional strategies linked to effective use of lesson time (linked to how pupils learn 2)
- ▶ Wider professional responsibilities
- ▶ Individual target choice



# School expectations

## Spring 1

### Key learning and development themes:

- Climate and culture
- Planning
- Effective teaching and learning
- Subject knowledge and pedagogy
- How pupils learn – questioning and classroom talk
- Adaptive teaching
- Assessment and feedback
- Wider professional responsibilities - parents

Approximately 60% teaching commitment

Mon	Teaching	Teaching		Teaching	Teaching
Tues	Teaching	Teaching		Teaching	Non-contact/development time
Wed	Teaching	Teaching		Non-contact/development time	Non-contact/development time
Thur	PPA	PPA		Non-contact/development time	Non-contact/development time
Fri	Training	Training		Training	Training

### Teaching:

- ✓ Working towards 60% including a minimum of one whole class lesson per day
- ✓ Mainly core – English, maths and phonics
- ✓ Regular team teaching with Class Teacher Mentor
- ✓ Some group teaching
- ✓ Teaching of sequences

### Planning:

- ✓ Mainly core - English, maths and phonics
- ✓ Planning collaboratively with the Class Teacher Mentor – individual lessons and sequences
- ✓ Independently planning individual lessons and sequences
- ✓ Regular use of school planning
- ✓ Some planning with the year group

### Assessment and feedback:

- ✓ Mainly core - English, maths and phonics
- ✓ With the Class Teacher Mentor and independently
- ✓ Involvement with progress data, data drops, pupil progress meetings

- PE experience
- Phonics experience
- Year group experience other than second and main placement class (1-2 days per year group)
- 1 day assignment writing for assignment 2
- 1 day in Year R (an option for a 1 day nursery visit later in the year)
- 2 days in Year 6 if no opportunity in main placement
- Joint CTM observation in second placement

### University assignment writing days

For each assignment, trainees are entitled to take two days out of school to focus on their PGCE assignment writing. Trainees must arrange these days with their placement schools in advance.

# Feedback

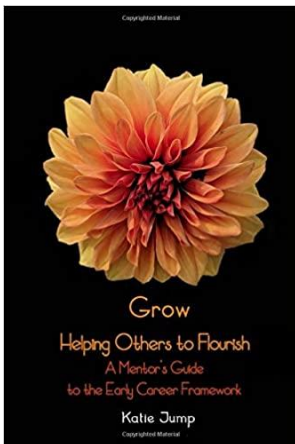
- ▶ Redundancy effect
- ▶ Highest leverage
- ▶ Questions – mentoring and coaching
- ▶ NASBTT level 1 and 2

# Assessment

- ▶ Evidence bundles
- ▶ TSTP
- ▶ PLCs

# Useful resources and materials

- ▶ SCITT induction videos
- ▶ SCITT handbook – page 28 to 37 (CCF suggested reading)
- ▶ CTM handbook
- ▶ SCITT website – members only area
- ▶ <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
- ▶ <https://www.gov.uk/government/publications/early-career-framework>
- ▶ <https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf>

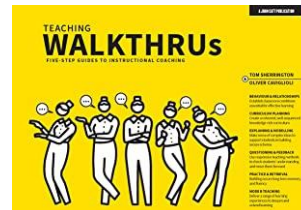


The National Association of  
School-Based Teacher Trainers

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