**SCITT TARGET SETTING MENTOR MEETING DOCUMENT – 2022-23**

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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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| EARLY STAGE – AUTUMN 1 | | | | |
| Target review and development Friday 16th September 2022 | | | | |
| Personalised targets set Thursday 1ST September 2022 in line with target themes linked to the SCITT curriculum and trainee development   1. Climate and culture (linked to Managing Behaviour 1 SCITT taught curriculum) 2. Building relationships (linked to Managing Behaviour 1 SCITT taught curriculum) 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 Thursday**  **1ST September 2022**  **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 Friday 30TH September 2022 | | | | |
| Personalised targets set Friday 16th September 2022 in line with target themes linked to the SCITT curriculum and trainee development   1. Climate and culture (linked to Managing Behaviour 1 SCITT taught curriculum) 2. Essential elements of effective teaching (linked to Role of the Teacher SCITT taught curriculum) 3. Secure subject knowledge to support effective teaching and learning (linked to Role of the Teacher SCITT taught curriculum) | | **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 Friday**  **16th September 2022**  **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 Thursday 13th October 2022 | | | | |
| Personalised targets set Friday 30th September 2022 in line with target themes linked to the SCITT curriculum and trainee development   1. Climate and culture (linked to Managing Behaviour 1 SCITT taught curriculum) 2. Applying learning theory to practice (linked to SCITT taught curriculum) 3. Secure subject knowledge to support effective teaching and learning (linked to Role of the Teacher SCITT taught curriculum) | | **Actions agreed** | **Review of targets set**  **Friday 30th September 2022**  **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 Thursday 3rd November 2022 | | | | |
| Personalised targets set Thursday 13th October 2022 in line with target themes linked to the SCITT curriculum and trainee development   1. Essential elements of effective teaching (linked to Role of the Teacher SCITT taught curriculum) 2. Lesson planning (linked to How Pupils Learn 1– Cognitive Science and Memory, and planning 1 SCITT taught curriculum) 3. Professional behaviours:  * developing professional relationships * reflective practice * working with parents * deploying support staff * contribution to wider life and ethos of school | | **Actions agreed** | **Review of targets set**  **Thursday 13th October 2022**  **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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| END OF AUTUMN 1 - REVIEW OF HALF TERMLY EXPECTATIONS | | | |
| TEACHING  Working towards 50% teaching load including up to two whole class lessons per week | **Yes**  **No** | **PLANNING**  Independently planning individual lessons | **Yes**  **No** |
| TEACHING  Mainly core - English, maths and Systematic Synthetic Phonics | **Yes**  **No** | **PLANNING**  Regular use of school planning | **Yes**  **No** |
| TEACHING  Regular team teaching with Class Teacher Mentor | **Yes**  **No** | **PLANNING**  Some planning with the year group | **Yes**  **No** |
| TEACHING  Group teaching | **Yes**  **No** | **ASSESSMENT**  Mainly core - English, maths and Systematic Synthetic Phonics | **Yes**  **No** |
| PLANNING  Mainly core - English, maths and Systematic Synthetic Phonics | **Yes**  **No** | **ASSESSMENT**  With the Class Teacher Mentor | **Yes**  **No** |
| PLANNING  Planning collaboratively with the Class Teacher Mentor – individual lessons | **Yes**  **No** | Class Teacher Mentor comments: | |

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| EARLY STAGE – AUTUMN 2 | | | | |
| Target review and development Thursday 17th November 2022 | | | | |
| Personalised targets set Thursday 3rd November 2022 in line with target themes linked to the SCITT curriculum and trainee development   1. Lesson planning (linked to How Pupils Learn 1– Cognitive Science and Memory, and planning 1 SCITT taught curriculum) 2. Applying learning theory to practice (linked to SCITT taught curriculum) 3. Secure subject knowledge to support effective teaching and learning (linked to Role of the Teacher SCITT taught curriculum) | | **Actions agreed** | **Review of targets set**  **Thursday 3rd November 2022**  **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 Thursday 1st December 2022 | | | | |
| Personalised targets set Thursday 17th November 2022 in line with target themes linked to the SCITT curriculum and trainee development   1. Climate and culture (linked to Managing Behaviour 1&2 SCITT taught curriculum) 2. Meeting the needs of individual pupils (linked to SCITT taught curriculum) 3. Assessment and feedback | | **Actions agreed** | **Review of targets set**  **Thursday 17th November 2022**  **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 Wednesday 14th December 2022 | | | | |
| Personalised targets set Thursday 1st December 2022 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 taught curriculum) 2. Culture and climate (linked to Managing Behaviour 3 SCITT taught curriculum) 3. Planning and strategies to support pupils with SEND (linked to SEND SCITT taught curriculum) | | **Actions agreed** | **Review of targets set**  **Thursday 1st December 2022**  **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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| END OF AUTUMN 2 - REVIEW OF HALF TERMLY EXPECTATIONS | | | |
| TEACHING  50% by Christmas including working towards one whole class lesson per day | **Yes**  **No** | **PLANNING**  Independently planning individual lessons | **Yes**  **No** |
| TEACHING  Mainly core - English, maths and Systematic Synthetic Phonics | **Yes**  **No** | **PLANNING**  Regular use of school planning | **Yes**  **No** |
| TEACHING  Regular team teaching with Class Teacher Mentor | **Yes**  **No** | **PLANNING**  Some planning with the year group | **Yes**  **No** |
| TEACHING  Some group teaching | **Yes**  **No** | **ASSESSMENT**  Mainly core - English, maths and Systematic Synthetic Phonics | **Yes**  **No** |
| PLANNING  Mainly core - English, maths and Systematic Synthetic Phonics | **Yes**  **No** | **ASSESSMENT**  With the Class Teacher Mentor | **Yes**  **No** |
| PLANNING  Planning collaboratively with the Class Teacher Mentor – individual lessons and sequences | **Yes**  **No** | Class Teacher Mentor comments: | |

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| Target review and development Thursday 20th January 2023 | | | | |
| Personalised targets set Tuesday 3rd January 2023 in line with target themes linked to the SCITT curriculum and trainee development   1. Culture and climate (linked to managing behaviour 1, 2 and 3 SCITT taught curriculum) 2. Instructional Strategies linked to effective use of lesson time (linked to How Pupils Learn 2 SCITT taught curriculum) 3. Questioning and classroom talk (linked to How Pupils Learn 3 SCITT taught curriculum) | | **Actions agreed** | **Review of targets set**  **Tuesday 3rd January 2023**  **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 Thursday 9th February 2023 | | | | |
| Personalised targets set Friday 20th January 2023 in line with target themes linked to the SCITT curriculum and trainee development   1. Planning sequences including setting homework and out of class activities (linked to planning 2 SCITT taught curriculum) 2. Assessment and feedback 3. Secure subject knowledge to support effective teaching and learning (If KS1, Early Maths and Systematic Synthetic Phonics) 4. Literacy across the curriculum (linked to SCITT taught curriculum) | | **Actions agreed** | **Review of targets set**  **20th January 2023**  **Met/Partially met/Not met** | |
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| 2. |  |  |  | |
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| 4. |  |  |  | |
| 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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| END OF SPRING 1 - REVIEW OF HALF TERMLY EXPECTATIONS | | | |
| TEACHING  Working towards 60% including a minimum of one whole class lesson per day | **Yes**  **No** | **PLANNING**  Independently planning individual lessons and sequences | **Yes**  **No** |
| TEACHING  Mainly core - English, maths and Systematic Synthetic Phonics | **Yes**  **No** | **PLANNING**  Regular use of school planning | **Yes**  **No** |
| TEACHING  Regular team teaching with Class Teacher Mentor | **Yes**  **No** | **PLANNING**  Some planning with the year group | **Yes**  **No** |
| TEACHING  Some group teaching | **Yes**  **No** | **ASSESSMENT**  Mainly core - English, maths and Systematic Synthetic Phonics | **Yes**  **No** |
| TEACHING  Teaching sequences | **Yes**  **No** | **ASSESSMENT**  With the Class Teacher Mentor and independently |  |
| PLANNING  Mainly core - English, maths and Systematic Synthetic Phonics | **Yes**  **No** | **ASSESSMENT**  Involvement with progress data, data drops, pupil progress meetings | **Yes**  **No** |
| PLANNING  Planning collaboratively with the Class Teacher Mentor – individual lessons and sequences | **Yes**  **No** | Class Teacher Mentor comments: | |

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| Target review and development Friday 3rd March 2023 | | | | |
| Personalised targets set Monday 20th February 2023 in line with target themes linked to the SCITT curriculum and trainee development   1. Culture and climate (linked to managing behaviour 1, 2, 3 and 4 SCITT taught curriculum) 2. Adapting to meet the needs of all pupils (linked to How Pupils learn 4 SCITT taught curriculum) 3. Questioning and classroom dialogue (linked to How Pupils Learn 3 SCITT taught curriculum) | | **Actions agreed** | **Review of targets set**  **20th February 2023**  **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 Thursday 23rd March 2023 | | | | |
| Personalised targets set Friday 3rd March 2023 in line with target themes linked to the SCITT curriculum and trainee development   1. Planning of sequences (linked to planning 2 SCITT training) 2. Adapting to meet the needs of all pupils (linked to how pupils learn 4 SCITT training and SEND week) 3. Professional behaviours:  * developing professional relationships * reflective practice * working with parents * deploying support staff * contribution to wider life and ethos of school | | **Actions agreed** | **Review of targets set**  **Friday 3rd March 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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| END OF SPRING 2 - REVIEW OF HALF TERMLY EXPECTATIONS | | | |
| TEACHING  60% by Easter including two whole class lessons per day | **Yes**  **No** | **PLANNING**  Independently planning individual lessons and sequences | **Yes**  **No** |
| TEACHING  Core and foundation subjects | **Yes**  **No** | **PLANNING**  Regular use of school planning | **Yes**  **No** |
| TEACHING  Regular team teaching with Class Teacher Mentor | **Yes**  **No** | **PLANNING**  Regular planning with the year group | **Yes**  **No** |
| TEACHING  Teaching sequences | **Yes**  **No** | **ASSESSMENT**  Core and foundation subjects | **Yes**  **No** |
| PLANNING  Core and foundation | **Yes**  **No** | **ASSESSMENT**  Independently and at times with the Class Teacher Mentor |  |
| PLANNING  Planning collaboratively with the Class Teacher Mentor –sequences | **Yes**  **No** | **ASSESSMENT**  Contribute to progress data, data drops, pupil progress meetings, parents’ evenings with the Class Teacher Mentor | **Yes**  **No** |
| Class Teacher Mentor comments: | | | |

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| Target review and development Thursday 20th April | | | | |
| Personalised targets set Thursday 23rd March 2023 in line with target themes linked to the SCITT curriculum and trainee development   1. Formative assessment (linked to How pupils learn 5 SCITT taught curriculum) 2. Adapting to meet the needs of all pupils (linked to SEND week, and SCITT curriculum) 3. Secure subject knowledge to support effective teaching and learning | | **Actions agreed** | **Review of targets set**  **Thursday 23rd March 2023**  **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 Thursday 4th May 2023 | | | | |
| Personalised targets set Thursday 20th April 2023 in line with target themes linked to the SCITT curriculum and trainee development   1. Adapting to meet the needs of all pupils (linked to SEND week, EAL training) 2. Planning sequences ‘from scratch’ including setting homework and out of class activities (linked to Planning 3 SCITT training) 3. Retrieval practice (linked to How pupils learn 6 SCITT training) | | **Actions agreed** | **Review of targets set**  **Thursday 20th April 2023**  **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 Thursday 18th May2023 | | | | |
| Personalised targets set Thursday 4th May 2023 in line with target themes linked to the SCITT curriculum and trainee development   1. Planning sequences ‘from scratch’ (linked to Planning 3 SCITT training) 2. Retrieval practice (linked to How pupils learn 6 SCITT training) 3. Assessment (linked to How pupils learn 5 SCITT taught curriculum) | | **Actions agreed** | **Review of targets set**  **Thursday 4th May 2023**  **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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| END OF SUMMER 1 - REVIEW OF HALF TERMLY EXPECTATIONS | | | |
| TEACHING  Working towards 70% including a minimum of 2 whole class lessons per day | **Yes**  **No** | **PLANNING**  Planning collaboratively with the Class Teacher Mentor and year team, contributing to the curriculum | **Yes**  **No** |
| TEACHING  A range of core and foundation subjects | **Yes**  **No** | **PLANNING**  Independently planning individual lessons and sequences ‘from scratch’ using the school curriculum and National Curriculum as starting points | **Yes**  **No** |
| TEACHING  Experience of teaching whole days | **Yes**  **No** | **PLANNING**  Regular use of school planning | **Yes**  **No** |
| TEACHING  Teaching sequences | **Yes**  **No** | **ASSESSMENT**  A range of core and foundation subjects | **Yes**  **No** |
| TEACHING  Some team teaching with class teacher mentor |  | **ASSESSMENT**  Independently | **Yes**  **No** |
| PLANNING  A range of core and foundation | **Yes**  **No** | **ASSESSMENT**  Contribute to progress data, data drops, pupil progress meetings, parents’ evenings with the Class Teacher Mentor | **Yes**  **No** |
| Class Teacher Mentor comments: | | | |

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| Target review and development Thursday 8th June 2023 | | | | |
| Personalised targets set Thursday 18th May 2023 in line with target themes linked to the SCITT curriculum and trainee development   1. Metacognition (linked to How Pupils Learn 7 SCITT taught curriculum) 2. Professional behaviours:  * developing professional relationships * reflective practice * working with parents * deploying support staff * contribution to wider life and ethos of school Individual target choice  1. Individual target choice | | **Actions agreed** | **Review of targets set**  **Thursday 18th May 2023**  **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: | |  | | |
| Target review and development Thursday 22nd June 2023 | | | | |
| Personalised targets set Thursday 8th June 2023 in line with target themes linked to the SCITT curriculum and trainee development   1. Summative assessment and use of data (linked to assessment 2 SCITT taught curriculum) 2. Individual target choice 3. Individual target choice | | **Actions agreed** | **Review of targets set**  **Thursday 8th 2023**  **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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| END OF SUMMER 1 - REVIEW OF HALF TERMLY EXPECTATIONS | | | |
| TEACHING  70% by the end of the programme including a minimum of 2-3 whole class lessons per day | **Yes**  **No** | **PLANNING**  Planning collaboratively with the Class Teacher Mentor and year team, contributing to the curriculum | **Yes**  **No** |
| TEACHING  A range of core and foundation subjects | **Yes**  **No** | **PLANNING**  Independently planning individual lessons and sequences ‘from scratch’ using the school curriculum and National Curriculum as starting points | **Yes**  **No** |
| TEACHING  A minimum of 1 whole day per week | **Yes**  **No** | **PLANNING**  Regular use of school planning | **Yes**  **No** |
| TEACHING  Teaching sequences | **Yes**  **No** | **ASSESSMENT**  A range of core and foundation subjects | **Yes**  **No** |
| TEACHING  Some team teaching with class teacher mentor |  | **ASSESSMENT**  Independently | **Yes**  **No** |
| PLANNING  A range of core and foundation | **Yes**  **No** | **ASSESSMENT**  Contribute to progress data, data drops, pupil progress meetings, parents’ evenings with the Class Teacher Mentor | **Yes**  **No** |
| Class Teacher Mentor comments: | | | |