

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

**Trainee Teacher:**

**Chris Gates**

<b>Main placement school:</b>	<b>Hollybrook Junior</b>	<b>Main placement class teacher mentor:</b>	<b>Dave Padnell</b>	<b>Main placement professional mentor:</b>	<b>Adele Harris</b>
<b>Second placement school:</b>	<b>Amery Lane Infant</b>	<b>Second placement class teacher mentor</b>	<b>Amy Cuppins</b>	<b>Second placement professional mentor</b>	<b>Sue Evans</b>

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:

THE LEARNING CONVERSATION	
<ul style="list-style-type: none"> <li>• Trainee and pupil wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• How the trainee's teaching has improved pupil outcomes</li> </ul>
<ul style="list-style-type: none"> <li>• Celebration of trainee success and strengths, and identified areas for development</li> </ul>	<ul style="list-style-type: none"> <li>• The quality and impact of the trainee's marking and feedback, assessment records and planning</li> </ul>
<ul style="list-style-type: none"> <li>• Evidence of trainee progress e.g. pupil workbooks, planning, marking and feedback, pupil responses, pupil observations</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>
<ul style="list-style-type: none"> <li>• How the SCITT curriculum (centre-based training and/or school training) has impacted on trainee progress and quality of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Targets may be carried over when not fully met</li> <li>• Please ensure SMART target setting is implemented. Targets should be fit for purpose, and as appropriate, subject specific</li> </ul>
<ul style="list-style-type: none"> <li>• Any educational reading or research that has had impact on professional development and teaching practice</li> </ul>	

Target review and development 19<sup>th</sup> November 2020

Personalised targets set 5 <sup>th</sup> November 2020 in line with target themes linked to the SCITT curriculum and trainee development		Actions agreed	Review of targets set 5 <sup>th</sup> November 2020
<b>1. Lesson planning informed by 'how pupils learn 1'</b> <b>2. Secure subject knowledge to support effective teaching and learning</b> <b>3. Individual target choice</b>			<b>Met/Partially met/Not met</b>
1.	To effectively identify, plan for, and address misconceptions relating to place value during the input.	<ul style="list-style-type: none"> <li>- Use new knowledge from target 2 to support the identification of misconceptions</li> <li>- Observe CTM and GF (Y2) during the input to find out how they use a common misconception as a teaching point to prevent others making the same mistake – note down strategies to reflect on</li> <li>- In PPA, discuss with all 3 teachers the common misconceptions which tend to arise every year when teaching PV in year 3</li> <li>- Jointly plan and teach lesson for 9/11/20 (input only) with CTM focusing on addressing misconceptions</li> <li>- Following reflection from 9/11/20, independently plan (and then check with CTM) and teach input for 11/11/20 focusing on addressing misconceptions</li> </ul>	Partially met – due to sickness on 11/11/20
2.	To understand why pupils have misconceptions surrounding place value and how to address the misconceptions.	<ul style="list-style-type: none"> <li>- Read 'Tackling Misconceptions in Primary Maths' (Mackle) to identify common misconceptions in this area</li> <li>- Look at NCETM website to support with addressing misconceptions in maths</li> <li>- Conference 3 pupils to find out why they think many pupils have this common misconception. Also ask them to complete a PV task whilst narrating their thought process to find out more about their understanding.</li> <li>- Meet with FD (maths lead) to discuss common misconceptions in maths – ask for his advice on which books/articles etc to read to inform your practice</li> </ul>	Met
3.	To ensure high expectations are maintained, through clear instructions, when pupils are working in partners during inputs.	<ul style="list-style-type: none"> <li>- Meet with CTM to discuss realistic high expectation of partner work on the carpet during inputs.</li> <li>- Observe CTM and HS (Y3) teaching input involving partner work – note down the strategies and approaches used and the impact they had. Then meet with teachers to discuss the approaches and impact.</li> <li>- Consider approaches/strategies observed and choose 2 to trial in science lesson (input) on 17/11/20 – discuss with CTM</li> <li>- Plan chosen strategies into lesson plan, teach lesson then reflect on the impact the strategies had – how would you refine for the next lesson?</li> </ul>	Met

<b>Personal and professional conduct comment:</b>	<p>Chris continues to build professional relationships with staff at our school and now supports HG with the LKS2 choir during Tuesday lunchtimes. HG has commented on Chris' punctuality and professionalism when working with the pupils.</p> <p>Chris has attended 2 parent meetings after school. Although he did not contribute to the content of these meetings, he spoke professionally with the parents, took notes and we discussed how to structure meetings with parents.</p>		
<b>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)</b>	<b>Yes</b>	<b>No</b>	
<b>If pupils are not making at least expected progress, please briefly outline the reasons why?</b>	N/A		
<b>Any other additional information relating to the trainee and/or progress:</b>	Chris has also been to visit year 6 during these 2 weeks. He spent a day with them and supported group work.		

### Target review and development 3<sup>rd</sup> December 2020

Personalised targets set 19 <sup>th</sup> 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 19 <sup>th</sup> November 2020  Met/Partially met/Not met
1. To plan and teach independent learning opportunities in English to support a pupil who has dyslexia.	<ul style="list-style-type: none"> <li>- Meet with the SENCO (JP) to discuss strategies used within school to support dyslexic pupils.</li> <li>- Read JH's SEND file including dyslexia assessment and recommendations</li> <li>- Read articles from <a href="https://nasen.org.uk/site-search.html?q=dyslexia">https://nasen.org.uk/site-search.html?q=dyslexia</a> to develop understanding</li> <li>- Co-plan English lesson with CTM using ideas from research and discussions with experts and teach lesson</li> <li>- Meet with JH to gain his perspective on the tasks used</li> <li>- Reflect on strategies and approaches used to inform future practice</li> </ul>	

2.	To use success criteria and WAGOLL to support pupils assess and improve their own work in English	<ul style="list-style-type: none"> <li>- Read 'Visible Learning' by John Hattie to understand the intentions and benefits of SC and WAGOLL</li> <li>- Observe CTM modelling how to use SC and WAGOLL in English (Tuesday) and make notes/questions to ask</li> <li>- Co-plan English lesson with CTM using ideas from reading and observation and teach lesson</li> <li>- Reflect on strategies and approaches used to inform future practice</li> </ul>		
3.	To effectively identify, plan for, and address misconceptions relating to ordering fractions during the input. (Target carried forward from 19/11/20 as target partially met (sickness))	<ul style="list-style-type: none"> <li>- Use NCETM website to develop understanding of misconceptions in fractions</li> <li>- In PPA, discuss with all 3 teachers the common misconceptions which tend to arise every year when teaching ordering in year 3</li> <li>- Independently plan and teach lesson (Thursday) focusing on addressing misconceptions</li> <li>- Reflect on strategies and approaches used to inform future practice</li> </ul>		
<b>Personal and professional conduct comment:</b>				
<b>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)</b>			<b>Yes</b>	<b>No</b>
<b>If pupils are not making at least expected progress, please briefly outline the reasons why?</b>				
<b>Any other additional information relating to the trainee and/or progress:</b>				