

**Progress Point meeting**

**The Progress Point meetings** are designed to be professional discussions between the mentor and trainee focusing on the three MTEP curriculum themes. Trainees need to be encouraged to reflect on key questions and prompts prior and during their meeting. Trainees will then need to share these thoughts linked to evidence with mentors. Trainees and mentors should consider both the trainees learning and that of the children their class/classes. Target setting will be an essential part of this process. The targets set will reflect next steps for individual trainees and show progress to date.

**Trainees:** based on the outcomes of your progress discussions, please consider both the children’s progress and your own progress over time/your placement or training to date.

**Mentors:** based on the outcomes of your progress discussions, please consider setting targets that reflect the trainees next steps as they move onto the next phase of their placement/training. Or if needed, please confirm that the previous targets have not yet been met. Please use the target section in Mosaic. **Please identify any areas of concern which need addressing.**

Effective targets are **evaluative** rather than descriptive and focus on the impact of trainees’ teaching on the progress and learning of all pupils.

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| **The professional role of the developing teacher**  TS1, TS4, TS5, TS7, TS8, Part 2 |
| What have you noticed about how children learn?  What has motivated your children to learn? What do you do to enable this?  How do you create a safe learning environment?  Describe your professional behaviour.  How has your reading, research or assignments helped you develop your role?  What have you learnt so far about being a teacher? |
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| **Development of teaching and learning**  TS1, TS2, TS4, TS5, TS6, TS7, TS8, Part 2 |
| Consider your planning and the impact that it has had on pupil progress. Share a critical incident that shows this.  How has your assessment supported you in enabling children to learn?  Explain how you are addressed factors that inhibit learning.  Share how you support individual needs in your lessons.  What teaching skills have you developed and what do you want to develop next? |
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| **Curriculum and specialisms**  TS3, TS4, TS5 |
| How has a secure subject knowledge helped you teach/helped children learn?  What reading/research have you used to help you progress your own subject knowledge?  How have you addressed misconceptions in your teaching?  How do you promote Oracy in your lessons?  Talk through a topic or unit of work and explain how your own subject knowledge has supported this.  What aspects of your own subject knowledge do you consider as strengths? What do you need to develop? |
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| **Pupil progress, in lessons taught and over time the progress pupils have generally made has been:** | | | |
| Below expected levels | At least Satisfactory | Good | Outstanding |

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| **Trainee progress, in lessons taught and over time the progress made has shown that the trainee is:** | |
| Not yet meeting expectations of this placement/phase | Meeting expectations of this placement/phase |