

**Weekly Progress Meeting**

**The weekly progress meeting** is a professional discussion 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 their meeting. Trainees will then need to share these thoughts linked to evidence with mentors at their weekly progress meetings. 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.

**Trainees:** based on the outcomes of your progress discussions, please set new targets for next week. Or if needed continue to work on your current targets. Please use the target section in Mosaic.

**Mentors:** based on the outcomes of your progress discussions, please agree the trainee’s new targets for next week. Or if needed, please confirm that the current 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 have you created a safe learning environment in lessons this week?  How would you describe your professional behaviour this week? |
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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. Use an example from this week.  Discuss how assessment has supported you in enabling children to learn in part of a lesson/lesson.  How have you addressed factors that inhibit learning?  How were you able to support individual needs? |
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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 this week to help you progress your own subject knowledge?  How have you addressed misconceptions in your teaching?  How do you promote Oracy in your lessons? |
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