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| **Student name:** | **Student Number:** |
| Stage 2  08.01.2024 to 05.04.2024  **Teaching File – record of weekly reflective discussions.** | |
| **Week 19 08.01.2024.**  University Big Question – [T2] How can pupils attainment be accurately assessed, as part of the cycle of planning & teaching, including target setting & use of whole school data?  Subject lens focus – How does school data and target setting fit into the Assessment Framework in your Mathematics department, especially in Key Stage 3 and 4? What assessment data are you using to plan lessons as well as gauging pitch? | |
| **Week 20 15.01.2024.**  University Big Question – [T3] What is your understanding of the planning, teaching & learning strategies that are effective to ensure the progress of pupils with SEND?  Subject lens focus – How can you use adaptive strategies to scaffold mathematical learning to SEND learners? What does research state e.g.(Steve Chin)? How did you use staff and resources (SENCO etc)? | |
| **Week 21 22.01.2024.**  University Big Question – [T4] What ‘additional factors’ inhibit the progress of pupils? How might these factors present challenges in the behaviour, & progress, of pupils?  Subject lens focus – From your SE1 experience can you identify trends which caused barriers to learning mathematics e.g. types of pedagogies used, assessment, socio-economic factors, modelling, questioning e.g. Refer to Wienglass research on factors of learning mathematics? | |
| **Week 22 29.01.2024.**  **Target(s):**  University Big Questions - [T1] In the context of your [anonymised] placement school, what ‘additional factors’ may be of concern to the school community?  Subject lens focus – How has the Mathematics curriculum been designed and assessed for KS3 and 4? How were pupils setted or grouped in mathematics lessons? | |
| **Week 23 05.02.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T3] What range of strategies, that challenge pupils regardless of their prior attainment or ability, will be effective with your classes? How do you plan to gain support from experienced colleagues to ensure planning & teaching. includes successful strategies?  Subject lens focus – How did scaffold or to chunk mathematical knowledge in lessons and adapt your planning for mathematical teaching and learning based on your earlier placement experiences? What was your rationale to teach mathematics for a sequence of lessons – and how can it be critically analysed for future practice? | |
| **Week 24 12.02.2024. Asynchronous learning activities.**  **SGP760 SUBMISSION.** | |
| **Week 25 19.02.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T4] What are the key features, & your understanding, of the school’s framework for effectively managing behaviour in your classroom so ensuring you are planning to set high expectations of behaviour, & values, for pupils in a positive learning environment?  Subject lens focus – How are you ensuring mathematics teaching and learning episodes are successfully completed? How will you adapt your planning and teaching to support group work and other types of pedagogies for mathematics teaching and learning which may not be commonly used in some schools? How are you adapting your CM strategies for a myriad of groups regarding setting/attainment? | |
| **Week 26 26.02.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T2] What strategies can be included in a lesson that will enable pupils to monitor & regulate their own learning?  Subject lens focus – What additional Mathematics website, software or resources are you encouraging your students to develop, assess and embed their mathematical knowledge especially for homework, projects, revision and so forth? | |
| **Week 27 04.03.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T3] What have been your strengths, & areas for development, when planning & teaching lessons that are appropriate for pupils’ stages of physical, social & intellectual development, with adaptive practice in your delivery?  Subject lens focus – What adaptive practice did you include in your teaching or resource management? Describe a specific maths class or lesson this week where you have had to be mindful of pupils’ stages of physical, social & intellectual development. What adaptive practice did you include in your teaching or resource management? | |
| **Week 28 13.03.2024**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T4] How have you shown that you have developed appropriate teacher-pupil relationships & used these effectively through clear routines which support pupil wellbeing? What decisions have you made that shows you can select from, & use, a range of strategies to manage pupil behaviour?  Subject lens focus – How do you use mathematical activities to engage learners through their own interests, or inspire a curiosity in the world around them? | |
| **Week 29 18.03.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T1] How have you shown, & applied, a working knowledge of equality legislation to foster respect in your classroom & wider school community?  Subject lens focus – What do you understand by equity in Mathematics education? Are their groups of pupils e.g. ethnicity, socio-economic status, location, etc. whose attainment of mathematics is lower that the national average? Please refer to researchers and policy. | |
| **Week 30 25.03.2024.**  **Week 31 01.04.2024.**  **Easter Break** | |
| **End of Stage 2 Summary Statements** | |
| Professional Mentor comment:  Signed: Date: | |
| Mentor comment:  Signed: Date: | |
| University Tutor comment:  Signed: Date: | |
| Student comment and actions for Stage 3:  Signed: Date: | |