|  |  |
| --- | --- |
| **Student name:** | **Student Number:** |
| Stage 308.04.2024 to 12.07.2024**Teaching File – record of weekly reflective discussions.** |
| **Week 32 08.04.2024.****Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T2] How have you maintained accurate records of pupils’ progress data from the delivery of planned & taught sequences of lessons? How have you accurately assessed pupils’ work & provided effective feedback as part of a learning cycle, to ensure pupils progress?Subject lens focus – Focusing on a particular mathematical topic(s/) or from a sequence of lessons on a particular topic, how can you demonstrate that you have tracked pupil progress and responded to learning needs, misconceptions and errors and also to make live lesson adjustments as well as giving retrospective feedback to pupils? How has this affected your judgments and rationale for future lesson planning and delivery? |
| **Week 33 15.04.2024.****Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T3] How have you consistently adapted your teaching to meet the needs of individuals to support progression in their learning? Subject lens focus – How have you adapted mathematics lessons by using a myriad of mathematical teaching and learning strategies to model processes and present ideas; to use manipulatives and provide learning aids to personalise learning for particular pupils with specific needs? Have you referred to research to heighten your pedagogical knowledge in teaching mathematics? |
| **Week 34 22.04.2024.****Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T4] What has been the impact of rewards/praise & sanctions on pupils intrinsic & extrinsic motivation? How has this, & other factors, allowed you to manage behaviour skilfully & effectively? Subject lens focus – Where there certain pedagogies e.g. contextual, experiential, real life, group work etc which enabled pupils to be really enthusiastic, engaged and content about learning mathematics? How has the school behaviour system, in line with your delivery of rewards and sanctions, enabled you to create a positive climate for learning mathematics in your lessons? |
| **Week 35 29.04.2024.****Review of last week’s target(s):**  **Setting new target(s):**  University Big Questions - [T1] How have you consistently demonstrated that you have collaborated, supported & worked with others in a variety of ways that contributes to the life of the school?Subject lens focus – How have you used, and contributed towards, department meetings to develop mathematical resources and teaching strategies? How does the school promote Mathematics in KS5 and Post 16? How have you used or disseminated current mathematical education research emanating from your PGCE assignments and from PGCE mathematics course/independent readings? |
| **Week 36 06.05.2024.****Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T2] How have you implemented successful feedback strategies, including providing pupils with the opportunity to reflect on their own learning, that enables the learner to both progress & consolidate learning whilst making accurate assessments against national benchmarks? Subject lens focus – How have you used, or how will you plan to use, self assessment in Mathematics education that focuses on levels of knowledge, skills and understanding? How do you encourage learners to be independent is assessing their own mathematical understanding, for learners to discuss their mathematical strategies as well as critically reflecting on their own possible misconceptions and errors which arise in mathematical learning? To what extent have you utilised past maths exam resources, including GCSE papers, to support the preparation of your pupils for end of year examinations? |
| **Week 37 13.05.2024.****Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T3] How have you consistently planned targeted interventions, including deployment of Support Staff, & evaluated their impact? How have you consistently worked in partnership with expert colleagues, families & pupils to support pupils’ learning? Subject lens focus – How does the department’s Maths curriculum/scheme of work, for any year group, link to other curriculum areas? What part have you played in developing contextual links, ways of teaching mathematics, research ideas and strategies to ensure better practice? |
| **Week 38 20.05.2024.****Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T4] How have you identified & used effectively a range of strategies to promote good behaviour resulting in a positive learning environment?Subject lens focus – How do we ensure good behaviour in out of class activities and planned for students to engage with critical thinking skills in many types of mathematics lessons. How do you quickly establish a positive culture for learning in maths lessons? |
| **Week 39 27.05.2024.****Half-term Break** |
| **Week 40 03.06.2024****Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T1] What areas of strength & professional development have you identified within The Role of the Teacher? In discussion with your Mentor, how do you plan to proactively seek to improve your performance?Subject lens focus – How can you use associations and support networks such as the ATM, MA, IMA maths teacher networks, research groups (Maths Hubs etc.) or other areas to develop your practice?What are the needs for the role of a maths teacher? To what extent have you met these and how will you develop in other areas of need?  |
| **Week 41 10.06.2024.****Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T2] What areas of strength & professional development have you identified within Teaching, Learning & Assessment? In discussion with your Mentor, how do you plan to proactively seek to improve your performance?Subject lens focus – What type of Mathematics teacher are you, has your identity changed or do you possess a myriad of mathematics teacher identities? And how has the teaching and learning of Mathematics positively affected pupils’ behaviour, attitudes and beliefs to ensure that mathematics is a very important life subject?What are the needs for teaching, leaning & assessment for a maths teacher? To what extent have you met these and how will you develop in other areas of need? |
| **Week 42 17.06.2024.****Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T3] What areas of strength & professional development have you identified within Adaptive Practice? In discussion with your Mentor, how do you plan to proactively seek to improve your performance?Subject lens focus – What aspects of adaptive practice need further development in the teaching and learning of mathematics? Furthermore, fully describe how you adapted your teaching or resources of a mathematical topic in a sequence of lessons to ensure all pupils understood and made progress in the lesson. |
| **Week 43 24.06.2024.****Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T4] What areas of strength & professional development have you identified within Understanding & Managing Behaviours? In discussion with your Mentor, how do you plan to proactively seek to improve your performance? Subject lens focus – What activities have encouraged students to be mathematicians and how does Mathematics support students personal development? What are the needs for understanding & managing behaviours for a Maths teacher? To what extent have you met these and how will you develop in other areas which need further development? |
| **Week 44 01.07.2024. Enhancement – Week 1** and **Week 45 08.07.2024. Enhancement – Week 2**University Big Question – Describe the context of your enhancement weeks. What have been the major learning points from your enhancement weeks? |
| **End of Stage 3 Summary Statements** |
| Professional Mentor comment:Signed: Date: |
| Mentor comment:Signed: Date: |
| University Tutor comment:Signed: Date: |
| Student comment and draft actions for ECT Transition:Signed: Date: |