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| **Student name:** | **Student Number:** |
| Stage 3  08.04.2024 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 and taught sequences of lessons? How have you accurately assessed pupils’ work and provided effective feedback as part of a learning cycle to ensure pupils’ progress?  Subject lens focus – How do you plan a scheme of work to ensure that what a pupil has learnt about one religion can support learning in another? | |
| **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 – What adaptations do you make in lessons to ensure the needs of all pupils are addressed – for example, the use of Bloom’s taxonomy? | |
| **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 and sanctions on pupils’ intrinsic and extrinsic motivation? How has this, and other factors, allowed you to manage behaviour skilfully and effectively?  Subject lens focus – How can you continue motivating and engaging students with studying RE, especially those that are (on the surface) harder to connect and relate to – for example, Jesus the Good Shepherd when working with inner city pupils who do not understand Sheep farming? | |
| **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 and worked with others in a variety of ways that contribute to the life of the school?  Subject lens focus – What do you contribute to school life that reflects your role as an RE teacher but is outside of the RE classroom? How does learning and pastoral care outside of the classroom support teaching and learning in the RE classroom? | |
| **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 and consolidate learning whilst making accurate assessments against national benchmarks?  Subject lens focus – Have you created and utilised your RE AfL tool kit? Do you have a copy to take with you and continue developing in your ECT year? | |
| **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, and evaluated their impact? How have you consistently worked in partnership with expert colleagues, families and pupils to support pupils’ learning?  Subject lens focus – How can you demonstrate making sure all students are suitably challenged and supported in their RE lessons? What specific accommodations for students have been most impactful? | |
| **Week 38 20.05.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T4] How have you identified and effectively used a range of strategies to promote good behaviour, resulting in a positive learning environment?  Subject lens focus – How does your physical classroom space support the teaching and learning of RE? What will you take to display and use in your ECT classroom? | |
| **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 and 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 confident are you in teaching the six main world faiths plus Catholicism? Which areas do you think you need to continue to develop further to support you in your role as an RE specialist? | |
| **Week 41 10.06.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T2] What areas of strength and professional development have you identified within Teaching, Learning and Assessment? In discussion with your Mentor, how do you plan to proactively seek to improve your performance?  Subject lens focus – Do you feel confident in assessing religious knowledge? Which areas do you think you can continue to develop in further? | |
| **Week 42 17.06.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T3] What areas of strength and 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 – Do you feel confident supporting pupils with a range of needs in your RE classroom? Which areas do you think you can continue to develop in further? | |
| **Week 43 24.06.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T4] What areas of strength and professional development have you identified within Understanding and Managing Behaviours? In discussion with your Mentor, how do you plan to proactively seek to improve your performance?  Subject lens focus – Are you confident in your ability to quickly understand your pupils and prepare accordingly? Which areas do you think you can continue to develop in further? | |
| **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: | |