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| **Student name:** | **Student Number:** |
| Stage 1  **Teaching File – record of weekly reflective discussions.** | |
| **Week 1**  University Big Question – [T2] How have you recognised and shown an understanding of what ‘effective teaching’ is?  Subject lens focus – What does an effective or outstanding/good mathematics lesson look like and how does it support the development of mathematical knowledge from observations, research literature and policy? Are you able to reflect or critique the effectiveness on your own teaching of mathematics? | |
| **Week 2**  University Big Question – [T3] What range of variance is there in your pupil's & how do these differences impact on their learning? What adaptive decisions have been successful?  Subject lens focus – How does student prior knowledge, background or context impact upon the way in which they learn Mathematics? Are you able to look at possible mathematical concepts/skills/methods to be revisited to ensure lesson continuity as well as retainment? | |
| **Week 3**  University Big Question – [T2] How have you used teaching strategies such as scaffolding, modelling, targeted questions or paired/group activities to support pupil learning?  Subject lens focus – How have you implemented adaptive practices to support learners in your mathematics lessons, furthermore why? How can you support students to be independent and utilise and apply mathematical skills, processes and tools that allow them to deeply engage with the content of your mathematics lessons? | |
| **Week 4**  University Big Question – [T2] How have you provided verbal or written feedback on pupils work and what opportunities have you provided for them to respond?  Subject lens focus – Give examples of have you have provided mathematical specific targets or feedback. How are pupils able to evidence responding to this feedback? What were the mathematical misconceptions and how did they inform future lesson planning and delivery? | |
| **Week 5**  University Big Question – [T3] How have you identified ways to group pupils with different learning needs & plan their individual learning towards the same class learning objectives?  Subject lens focus – How have you used different resources or strategies to support a myriad of pupils learning mathematics? How can you make mathematics a subject all students can access and engage with (look at Mastery, mixed ability teaching etc)? What does research literature state on this? | |
| **Week 6**  University Big Question – [T4] How have you identified & used factors that impact on behaviour & motivation including those factors that support pupil wellbeing?  Subject lens focus – How have you tried to motivate and engage all students to get involved in their mathematics lessons? What issues did you address when pupils were learning mathematics which affected their motivation, confidence and self esteem? What does research literature state (e.g. Nardi and Steward, Ofsted)? | |
| **Week 7**  University Big Question – [T2] What range of assessment strategies, both formative & summative, that ensures pupils make progress have you used? What was their impact & how do you know?  Subject lens focus – How have you assessed progress in mathematics lessons and what have you assessed? What aspects of assessment given (live in lessons and retrospectively) to enable learners to recall, retain and apply mathematical knowledge taught in your lessons? | |
| **Week 8**  University Big Question – [T1] Reflecting back on your own ‘teacher identity’, what are your areas of strength and areas for development as you prepare move into Stage 2? How did you ensure that you created a safe & secure learning environment for all?  Subject lens focus – How has your teacher identity /philosophy changed after you experience of teaching mathematics- (you need to refer back to Enrst to express their views about the subject)?  What has been the most difficult aspect of mathematics to teach to pupils? What types of pedagogies used were successful and why? | |
| **End of Stage 1 Summary Statements** | |
| Professional Mentor comment:  Signed: Date: | |
| Mentor comment:  Signed: Date: | |
| University Tutor comment:  Signed: Date: | |
| Student comment and actions for Stage 2:  Signed: Date: | |