|  |  |
| --- | --- |
| **Student name:** | **Student Number:** |
| Stage 2**Teaching File – record of weekly reflective discussions.** |
|  |
| **Week 2** 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 can you reinforce expectations and values through your teaching of Maths?  |
| **Week 3****Review of last week’s target(s):****Setting new target(s):**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 – Are there factors that influence behaviour that are more relevant or even unique to Maths? How, for example, do you ensure students engage in all activities? |
| **Week 4** **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 can you keep delivering engaging and purposeful lessons? |
| **Week 5****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 – How have you adapted content for different age ranges and levels of ability in Maths? Can you demonstrate how an activity would be given developed so s to show progression across the key stages? |
| **Week 6****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 can you develop effective relationships with pupils by finding ways to help them relate to the content of their Maths lessons? For example, can you include references to things that interest and engage students with up-to-date examples of positive activity experiences? How can you use positive role models to support your subject? |
| **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: |