

# The LJMU Mentor Guide to Target Setting

for initial teacher education



## Rationale

Throughout Initial Teacher Training and beyond, identifying and framing clear targets for development will form an essential part of the role of mentors and coaches. Setting, monitoring and reviewing targets, in discussion with those training to teach, is key to supporting a cycle of continuous improvement in their professional training and development.

Within the LJMU Partnership, all targets serve a common purpose in supporting our trainee teachers to improve their practice, however the nature and focus of targets can vary. This guide is intended to clarify our target-setting procedures and exemplify good practice, with a specific focus on weekly targets.

## Where target setting is found and its purpose

<b>Location of Targets</b>	<b>Rationale:</b>
<b>1</b> The areas for development <b>on individual Lesson Analysis Forms:</b>	<ul style="list-style-type: none"><li>• Identify key areas for development arising from this lesson</li><li>• Advise trainees how to further improve learning in subsequent lessons</li></ul>
<b>2</b> <b>On weekly meeting forms:</b>	<ul style="list-style-type: none"><li>• Review Targets from the previous week</li><li>• Set new short term, weekly targets</li><li>• Link targets to actions</li></ul>
<b>3</b> <b>On Phase Review Forms:</b>	<ul style="list-style-type: none"><li>• Set medium term targets for the next phase of training; arising from progress so far and identifying next steps, including addressing areas where the trainee will require further or enhanced experience</li></ul>
<b>4</b> <b>Career Entry and Development Profile (CEDP):</b>	<ul style="list-style-type: none"><li>• Set targets for the ECT year, based on the trainee's end of course profile and the context of the employing school.</li></ul>

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**All targets are linked to the ITT LJMU curriculum**

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## Setting weekly targets at weekly meetings.

Targets set at weekly meetings should draw on the range of evidence regarding trainee progress, pulling together developmental targets shared through lesson analysis forms, informal observations and discussions.

- A maximum of three targets should be set;
- Targets should be specific and measurable, so that trainees are able to show **evidence of progress towards achieving them realistically within a week;**
- Targets should normally cover a range of curriculum areas;
- Subject Knowledge Targets should be included regularly;
- Identified **Actions** should be agreed for each target. These should help the trainee clarify **HOW** the targets can be moved forward and/or met.
- Agreed targets and associated actions should be noted by the trainee. It is the trainee's responsibility to type up the weekly meeting record and the mentor's responsibility to sign a physical copy of the form as a record of the meeting.
- Targets should be reviewed by the trainee prior to the subsequent weekly meeting. They should identify and note their progress against each target to share with their mentor. This should include the impact of actions taken on pupils' learning, progress and attainment.

### Example 1: CCF7

In the early stages, trainees often need targets with a focus on classroom or behaviour management. To be helpful, this needs to be broken down into manageable steps. It is important that weekly targets are specific and draw on, but do not simply repeat the language of the CCF. For instance:

CCF7 requires that trainees: **Manage behaviour effectively to ensure a good and safe learning environment.** This is further clarified in a series of sub-headings; a) and b) are shared below:

- a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy
- b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

**To make progress with these; manageable, early targets for CCF7 might include:**

- 1) Clearly share classroom rules, in line with school policy (CCF7);
- 2) Establish a clear routine at the start of each lesson (CCF7);
- 3) Use the school **rewards** system consistently in each lesson (CCF7)

### **Associated Actions might include:**

- 1) Display rules at the start of each lesson this week. Remind pupils regularly of my expectations;
- 2) Observe how the class teacher manages the start of lessons and note down each step so that I can replicate it;
- 3) Practise using the school's reward system on SIMS so that I can use it confidently.

When reviewing these targets, trainees should be able to clearly identify their impact on learning, because they are **quantifiable, specific and measurable**.

### **Example 2: CCF5**

CCF5 requires that trainees: **Adapt teaching**.

This is further clarified in the learn that and the learn how to statements, for example:

Adapting teaching in a responsive way including by providing targeted support to pupils who are struggling is likely to increase pupils' success

This sophisticated requirement needs to be **broken down into small, achievable steps**.

### **For example early targets for CCF5 might include:**

- 1) Establish the specific needs of pupils in my class(es) (CCF5);
- 2) Note the specific ways in which my learners are supported (CCF5);
- 3) Evaluate the current progress of my learners in order to plan to meet their needs (CCF5);

### **Associated Actions might include:**

- 1) Arrange to speak with the SENDCO and discuss any EHCP plans in place for my learners;
- 2) Focus my observations on my targeted pupils (e.g. SEND pupils) and meet with the LSAs who support them to discuss their needs in order to gain better understanding of any barriers to learning;
- 3) Look carefully at the work produced by my targeted learners ( e.g. SEND learners); identify the difficulties they face and how they are given feedback.

**Although the CCF areas are presented as discrete items, there is always cross-over between the different aspects of becoming an effective teacher. Targets will often incorporate more than a single CCF area. Targets should regularly include Subject Knowledge.**

**For example, these might be weekly targets during later phases**, arising from development needs noted in lesson analysis forms and other observations:

### **Target 1**

Improve the progress of higher attaining pupils by providing more challenging tasks for them (CCF1, CCF2, CCF5).

### **Target 2**

Ensure more regular opportunities are provided for learners to review their understanding and achievements, so that they are fully aware of their progress (CCF2, CCF6).

### **Target 3**

Establish better routines at the end of lessons so that classroom management is positive throughout and the end of lesson review of learning isn't rushed (CCF7).

### **Actions - Target 1**

Focus observations on how higher attaining learners are stretched. Identify clearly in my lesson plans **how** the needs of more able learners will be met, assess and review **their** learning in my evaluations.

### **Actions – Target 2**

Ensure planning identifies plenary/review points which revisit and review progress. Ask mentors to focus on the effectiveness of this in observations of my teaching this week.

### **Actions - Target 3**

Make notes when observing other staff to identify strategies used to ensure an orderly and positive end to lessons. Check my lesson plans to give sufficient time for this.

**Targets should be reviewed by the trainee prior to each meeting. Their self-evaluation is captured on the subsequent weekly meeting form and discussed with them by their mentor. Following further discussion, and reviewing the week's experiences, new targets should be established, with associated actions. Progress should, where appropriate, be highlighted on the LJM U ITT tracker and recorded as evidence in the audit pages.**

## **Setting medium term targets on phase review forms.**

Phase review forms are completed on **5** occasions during training. They provide an opportunity to take stock of and benchmark trainee progress

against the LJMU curriculum and in phase 3 the ITT tracker and the Teachers' Standards.

At the end of each Phase review form, mentors are asked to establish targets for the next phase of training. These are captured on the form as '**3 Specific Areas for Development**' for the **next** phase.

In each phase targets should:

- take into account the progress made so far against the LJMU curriculum
- identify key aspects where the trainee would benefit from further experience and/or needs to further develop their expertise.
- recognise what can reasonably be achieved within the next phase
- where appropriate, take into account a change in school context and/or age phase;

On phase review forms, **broader targets** are appropriate. Examples might include:

- 1) Develop a wider repertoire of assessment for learning strategies (CCF6)
- 2) Gain sustained experience of using relevant data to monitor progress, set targets, and plan subsequent lessons (CCF2 and CCF6)
- 3) Plan and evaluate learning using medium-term plans (CCF4)
- 4) Differentiate more effectively for learners with SEND or who are below expectation (CCF5)
- 5) Gain more experience of out of class learning, including setting and marking homework (CCF4)
- 6) Work further on consistency of expectations with more challenging classes (CCF1 and CCF7)
- 7) Ensure that your planning anticipates misconceptions in your lessons. If you pre-empt what learners might struggle with, this should help you to cement their understanding more securely and promote deeper learning (CCF3)
- 8) Deepen your Subject Knowledge in xxxx (CCF3)
- 9) Gain additional experience of communicating effectively with parents/carers and support staff (CCF8)
- 10) Plan more detailed and increased use of formative assessment towards the end of the lesson; ensure concrete plenaries are used effectively to evaluate and celebrate learning (CCF4; CCF6; CCF6).