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| **Student Teacher Name:** |  | **Phase:****(Term for Salaried):** |  |
| **ITT Mentor:** |  | **Weekly meeting number:** |  |
| **Establishment:** |  | **Date:** |  | **Checklist for weekly meetings: Have you?** |
| **Before the Meeting:****Review progress towards targets agreed at previous weekly meeting OR targets set in any intervention/cause for concern/at risk action plan.** | To check the box –double click (left) the square then ensure “default value” = checked. OK |
| **Review of Target 1**:**In this section the student teacher reviews progress against previous targets. This should be completed prior to the weekly meeting.****Review of Target 2**:**Review of Target 3**: | [x]  Reviewed feedback from lesson analysis forms and used this to focus discussion?[x]  Drawn on the ITE Curriculum to support training and targets?[x]  Identified progress against previous targets with a focus on the impact on pupils?[x]  Set appropriate targets for development for the coming week?[x]  Ensured some targets focus on **subject specific knowledge and pedagogy**?[ ]  Discussed the student teacher’s timetable and ensured it is sufficiently broad to meet their needs?[x]  Supported the student teacher’s understanding of different pupil needs? [x]  Checked the content of the QTS Training and Development file?[ ]  Checked planning and evaluation in the School Experience file?[ ]  Where appropriate, reviewed targets from an intervention action plan/CfC or an At-Risk Plan? |
| **At the Meeting:****Discuss and note the knowledge and understanding you have gained this week** (including from any LJMU curriculum sessions), and how your practice has developed as a result? **Make brief notes about your training discussion with your ITT Mentor.****In this section the student teacher and ITT Mentor discuss ITE curriculum knowledge gained and identify progress since the previous meeting. This will often be personalised by drawing on lesson feedback to discuss and support individual student teacher’s areas for development. The student teacher makes notes of the discussion.** |
| **Agree Specific Targets for Development** to **improve impact on learning** *(Targets should be specific and capture small steps).* **Targets should include subject knowledge targets**.**Please refer to the subject specific ‘Guidance for observation and target setting’ (in section B at** [**www.itt-placement.com**](http://www.itt-placement.com)**).** |
| **Target 1:** **Improve learning of more able pupils in (subject) by providing more challenging tasks.****Target 2:** **Ensure opportunities are provided for learners to review their achievement of planned learning objectives so that they are fully aware of their progress.****Target 3:****Act swiftly to address low level disruption from the outset so that maximum use is made of learning time.** |
| **Agree actions to be taken to address each target:** **Work on Target 1 by** **Explore a wider range of strategies for meeting individual needs. Focus on how more able learners are stretched when observing staff. Identify clearly in lesson plans how the needs of more able learners will be met, assess, and review their learning in evaluations.****Work on Target 2 by**  **Ensure planning identifies check points which revisit and review progress towards learning objectives. Ask mentors to focus on this aspect in observations of your teaching this week.****Work on Target 3 by**  **Revisit the school behaviour policy and ensure it is implemented consistently from the outset. Make notes when observing other staff to identify strategies used to tackle low level disruption.** |

**NB: A copy of each Weekly Meeting proforma must be stored by the Student Teacher in Sub Folder 1 of the QTS Training and Development File and a copy given to the ITT Mentor. It is the student teacher’s responsibility to type up the forms.**