

**Weekly Mentor Meeting Agenda and Discussion Items -BSc Secondary Mathematics  
Placement B**

This list is to be used in conjunction with the ‘**Weekly Mentor Meeting /Review Record**’. This is a suggested list of discussion points / activities. It is expected that mentors and students will prioritise discussion points and mentor activities based on the individual progress of the student.

It is the student responsibility to organise the weekly mentor meeting record and add these to their TEF.

Week		Completed (✓ or x)
<b>Achievement Phase</b>		
<p><b>14/2/21</b> <b>1</b> <b>Induction</b></p>	<ul style="list-style-type: none"> <li>• Discuss expectations of the setting/faculty e.g., professionalism, attendance etc.</li> <li>• Discuss expectations for mentor-mentee relationship</li> <li>• Discuss induction activities for first week and student reflections on any activities completed to date. Ensure student has clear structure for each day and knows how to use non-contact time effectively</li> <li>• Arrange a time to carry out a joint lesson observation with student of expert colleague to help understand good teaching and learning</li> <li>• Familiarise student with school and department</li> <li>• Ensure student has full access to all departmental teaching resources/schemes of work</li> <li>• Check student has access to school policies and handbook etc.</li> <li>• Check student understands school behaviour policy and how they should manage behaviour and emergencies during their placement.</li> <li>• Discuss any further induction activities for following week</li> <li>• Discuss and plan for classroom experiences for the following week including teaching episode</li> <li>• Look at subject knowledge (SK) audit and consider how this might inform timetable structure.</li> <li>• Discuss impact of school’s professional development session</li> <li>• Finalise timetable and discuss timeframe for beginning to teach classes</li> <li>• Discuss targets set from Placement A final report</li> <li>• Discuss planning lessons for placement B</li> </ul>	
<b>Half Term for most schools</b>		
<p><b>28/2/22</b> <b>2</b> <b>20%</b> <b>Planning and Teaching</b></p>	<ul style="list-style-type: none"> <li>• Discuss induction activities and student reflections on activities completed to date. Agree time for completion of any remaining activities.</li> <li>• Discuss and plan how student will use non-contact time effectively – complete any outstanding induction activities</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Discuss subject knowledge audit and strategies to address “gaps”</li> <li>• Check student understands school behaviour policy and has observed implementation in lessons</li> <li>• Introduce medium term planning (schemes of work) to take the student teacher through to the end of term for potential classes on timetable</li> <li>• Discuss and plan for classroom experiences for the following week including planning for teaching</li> <li>• Discuss any joint planning and potential team teaching</li> <li>• Agree expectations for submission of lesson plans and feedback. Discuss lesson plans for the following week</li> <li>• Agree a plan for scheduling formal observations during Placement B</li> <li>• Discuss how workload will be managed. Consider the potential pressures of taking up teaching and importance of smart working and building resilience</li> <li>• Discuss impact of school’s professional development session</li> <li>• Make reference to the Progression and Achievement Document (PAD)for student’s self-assessment</li> <li>• Share TEF with subject mentor.</li> </ul>	
<p><b>7/3/22</b> <b>3</b> <b>30%</b> <b>Planning and Teaching</b></p>	<ul style="list-style-type: none"> <li>• <b>7/3/22 Induction checkpoint</b></li> <li>• Reflect on teaching experiences from previous week.</li> <li>• Discuss progress against previous week’s targets</li> <li>• Discuss progress with lesson planning for following week.</li> <li>• Make reference to the Progression and Achievement Document (PAD)for student’s self-assessment.</li> <li>• Discuss student learning from directed observations</li> <li>• Set SMART targets in relation to lesson observations for the coming week – ensure student knows how to meet these</li> <li>• Check TEF is up to date</li> <li>• Discuss impact of school’s professional development session</li> <li>• Ensure there is discussion in each meeting around wellbeing. Allow time for the student to express any concerns or share significant progress. This can be achieved through questions such as: <ul style="list-style-type: none"> <li>• <i>What was the most positive outcome of last week?</i></li> <li>• <i>Are there any classes you feel particularly concerned / pleased about?</i></li> <li>• <i>What do you feel you need support in achieving?</i></li> <li>• <i>What would you most like to improve on in the next week?</i></li> </ul> </li> <li>• Discuss literacy, oracy or numeracy and set targets if there are any concerns</li> </ul>	
<p><b>14/3/22</b> <b>4</b></p>	<ul style="list-style-type: none"> <li>• Discuss progress against previous week’s targets</li> <li>• Discuss and plan teaching for following week</li> <li>• Discuss wellbeing and workload management</li> <li>• Check progress with SK audit</li> </ul>	

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<p><b>40%</b> <b>Planning &amp; Teaching</b></p>	<ul style="list-style-type: none"> <li>• Discuss PAD in relation to the <b>Interim report due 22/4/22</b></li> <li>• Discuss suitable lesson for student to observe of expert colleagues for particular focus linked to targets</li> <li>• Check students is familiar with the school and departmental marking policy.</li> <li>• Discuss student learning from directed observations</li> <li>• Discuss impact of school's professional development session</li> <li>• Discuss Developing as a reflective practitioner (DRP) assignment.</li> </ul>	
<p><b>21/3/22</b> <b>5</b> <b>50%</b> <b>Planning &amp; Teaching</b></p>	<ul style="list-style-type: none"> <li>• Discuss progress against previous week's targets</li> <li>• Discuss and plan teaching for following week</li> <li>• Discuss wellbeing and workload management</li> <li>• Check student's understanding of marking policy. Engage in some joint marking of examples of pupil work</li> <li>• Discuss student learning from directed observations</li> <li>• Set SMART targets in relation to lesson observations for coming week – ensure student knows how to meet these</li> <li>• Check progress with SK audits</li> <li>• Discuss suitable lesson for student to observe by expert colleagues for a particular focus linked to targets</li> <li>• Discuss impact of school's professional development session</li> <li>• Discuss literacy, oracy or numeracy and set targets if there are any concerns</li> <li>• Check TEF is up to date</li> <li>• Discuss PAD in relation to the <b>Interim report due 22/4/22</b></li> <li>• Please liaise with university tutor for any additional comments or discussion required for interim report.</li> <li>• <u><i>NB If the student is struggling to make sufficient progress (for this early stage in the placement) you should discuss with your Professional mentor and the University Tutor whether it is appropriate to consider setting informal targets or the more formal Intervention Support Plan (ISP).</i></u></li> </ul>	
<p><b>28/3/22</b> <b>6</b> <b>50%</b> <b>Planning &amp; Teaching</b></p>	<ul style="list-style-type: none"> <li>• Discuss progress against previous week's targets</li> <li>• Discuss and plan teaching for following week</li> <li>• Discuss wellbeing and workload management</li> <li>• Check progress with marking</li> <li>• Check TEF is up to date</li> <li>• Discuss student learning from directed observations</li> <li>• Set SMART targets referenced to lesson observations for coming week – ensure student knows how to meet these</li> <li>• Make reference to the Progression and Achievement Document (PAD) for student's self-assessment</li> <li>• Discuss plans for the following week and check midterm plans are being updated</li> <li>• Discuss suitable lesson for student to observe by expert colleagues for particular focus linked to targets</li> </ul>	

	<ul style="list-style-type: none"> <li>• Discuss impact of school’s professional development session</li> <li>• Check the student is making progress on their Developing as a reflective practitioner assignment. <b>DRP due 22 Apr 2022</b></li> <li>• Discuss literacy, oracy or numeracy if there are any concerns</li> <li>• Discuss ILA- focus on inclusion in mathematics. <b>ILA due 6 May 2022</b></li> </ul>	
<b>Easter Holidays</b>		
<b>Ambition Phase</b>		
<p><b>19/4/22</b> <b>7</b> <b>50%</b> <b>Planning &amp; Teaching</b></p>	<ul style="list-style-type: none"> <li>• <b>Submission of Developing as a Reflective Practitioner assignment 22 Apr 2022</b></li> <li>• <b>Interim Report is due this week- 22 Apr 2022</b></li> <li>• Discuss progress against previous week’s targets</li> <li>• Make reference to the Progression and Achievement Document (PAD) for student’s self-assessment.</li> <li>• Discuss and plan teaching for following week including increase of lessons and how student will manage workload – strategies for smart working</li> <li>• Check progress with marking</li> <li>• Discuss student learning from directed observations</li> <li>• Set SMART targets referenced to lesson observations for coming week – ensure student knows how to meet these</li> <li>• Discuss suitable lesson for student to observe expert colleagues for particular focus linked to targets</li> <li>• Discuss impact of school’s professional development session</li> <li>• Check progress with the inclusive learning assignment. Due 6 May 2022</li> <li>• <u><i>NB If the student was placed on an ISP, this should be reviewed (two weeks after the initial targets were set) to decide if appropriate progress has been made or a further ISP is required. This process involves the students, the subject mentor, professional mentor and university tutor.</i></u></li> </ul>	
<p><b>25/4/22</b> <b>8</b> <b>60%</b> <b>Planning &amp; Teaching</b></p>	<ul style="list-style-type: none"> <li>• Discuss progress against previous week’s targets</li> <li>• Discuss and plan teaching for following week</li> <li>• Discuss well-being and how student managing increased workload. Consider strategies to speed up planning/ smart working</li> <li>• Check progress with marking/work scrutiny</li> <li>• Check TEF</li> <li>• Check progress with SK audit</li> <li>• Make reference to the Progression and Achievement Document (PAD) for student’s self-assessment.</li> <li>• Discuss student learning from directed observations</li> <li>• Set SMART targets referenced to lesson observation for coming week – ensure student knows how to meet these</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Discuss suitable lesson for student to observe expert colleagues for particular focus linked to targets</li> <li>• Discuss impact of school's professional development session</li> <li>• <u><i>NB If the student was placed on an ISP, this should be reviewed (two weeks after the initial targets were set) to decide if appropriate progress has been made or a further ISP is required. This process involves the students, the subject mentor, professional mentor and university tutor</i></u></li> <li>• Check progress with the inclusive learning assignment. <b>Due 6 May 2022</b></li> </ul>	
<p><b>2/5/22</b> <b>9</b> <b>60%</b> <b>Planning &amp; Teaching</b></p>	<ul style="list-style-type: none"> <li>• Discuss progress against previous week's targets</li> <li>• Make reference to the Progression and Achievement Document (PAD) for student's self-assessment.</li> <li>• Discuss and plan teaching for following week</li> <li>• Discuss well-being and how student managing increased workload</li> <li>• Check progress with marking/work scrutiny</li> <li>• Discuss student learning from directed observations</li> <li>• Set SMART targets referenced to lesson observation for coming week – ensure student knows how to meet these</li> <li>• Discuss suitable lesson for student to observe expert colleagues for particular focus linked to targets</li> <li>• Discuss literacy, oracy or numeracy and set targets if there are any concerns</li> <li>• Check TEF</li> <li>• <i>Discuss impact of school's professional development session</i></li> <li>• <b>Submission of Inclusive Learning in Mathematics assignment 6 May 2022</b></li> </ul>	
<p><b>9/5/22</b> <b>10</b> <b>60%</b> <b>Planning &amp; Teaching</b></p>	<ul style="list-style-type: none"> <li>• <b>9/5/22 last day student teacher can be placed on an ISP.</b></li> <li>• Discuss progress against previous week's targets</li> <li>• Discuss and plan teaching/activities for following week</li> <li>• Discuss wellbeing and reflect how student will managed workload</li> <li>• Check TEF</li> <li>• Check progress with SK audit</li> <li>• Discuss student learning from directed observations</li> <li>• Discuss suitable lesson for student to observe of expert colleagues to focus linked to targets</li> <li>• Discuss impact of school's professional development session</li> <li>• Discuss student learning from directed observations</li> <li>• Discuss the enrichment phase and what they need to do during the enrichment phase.</li> <li>• <u><i>Students on a second formal Intervention Support Plan (ISP) will receive visits from a senior moderator or examiner this or the following week</i></u></li> </ul>	

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<p><b>16/5/22</b> <b>11</b> <b>60%</b> <b>Planning &amp; Teaching</b></p>	<ul style="list-style-type: none"> <li>• Discuss progress against previous week's targets</li> <li>• Discuss and plan teaching for following week</li> <li>• Discuss well-being and how student managing increased workload</li> <li>• Discuss student learning from directed observations</li> <li>• Discuss suitable lesson for student to observe expert colleagues for particular focus linked to targets</li> <li>• Final TEF check</li> <li>• Discuss impact of school's professional development session</li> <li>• <b>Discuss the Progression and Achievement Document (PAD) in relation to the Final placement B report due 23/5/22 completed by PM, SM and student teacher</b></li> <li>• Please liaise with university tutor for any additional comments or discussion required for final report.</li> <li>• <u>Students on a second formal Intervention Support Plan (ISP) will receive visits from a senior moderator or examiner this week.</u></li> </ul>	
<p><b>23/5/22</b> <b>12</b> <b>60%</b> <b>Planning &amp; Teaching</b></p>	<ul style="list-style-type: none"> <li>• <b>23/5/22 Final placement B report to be uploaded to Moodle by student teacher</b></li> <li>• Discuss progress against previous week's targets</li> <li>• Final SK audit check</li> <li>• Discuss impact of school's professional development sessions during Placement</li> <li>• Discuss student learning from directed observations</li> <li>• Check progress on marking</li> <li>• Discuss the teaching experience /enrichment project for the three days after half term.</li> <li>• Final TEF check</li> </ul>	
<p><b>6/6/22</b> <b>13</b> <b>Enrichment</b></p>	<ul style="list-style-type: none"> <li>• <b>Enrichment Monday to Wednesday 6-8 June 2022</b></li> <li>• <b>University days 9 &amp; 10 June 2022</b></li> <li>• Check all marking is completed and books returned to class teachers</li> <li>• Check discussions have taken place re handing back of classes</li> </ul>	