

## Professional review meeting: record of discussion

### *Review of progress & achievement since the last meeting*

<b>NQT:</b>	<b>Date: 20/10/17</b>	<b>Date of previous meeting: NA</b>
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#### **Areas of Strength:**

- 1a. Your classroom environment developed and is growing despite not having access to your room until the last day of term due to building works. Great effort in getting it child ready and stimulating in the short turn around.
- 3e. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. During a 'drop in' as a part of a learning walk with our LLP, you were seen modelling appropriate strategies (part, part whole on the bar model with 1:1 representation as had just been introduced to the class). Our LLP commented on this effective practice and your use of the CPA approach. Clear modelling of adapting word choice to improve sentences was seen through the English observation: children responded well and thrived on the challenge given to them after being hooked into the activity by discovering the 'hidden place'.
- 4e. Contribute to the design and provision of an engaging curriculum within the relevant subject area. Children have been highly motivated and engaged by the enquiry based topic you planned – it is well designed and builds on appropriate skills. The allotment trip was loved by all and really hooked them into it. Well done.
- 5a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. As seen in your lesson observation and during the LLP learning walk, you timely break groups aware and are accurate in your assessment of the children's understanding by keeping a focus group with you on the carpet. Children move on when they need, not when you're ready – that's the correct way around, well done.
- 6b. Make use of formative and summative assessment to secure pupils' progress. Your English planning for your lesson observation (series of planned lessons seen) showed lessons which built on accurate formative assessment and worked through word level into sentence level. The lesson observed demonstrated this and was pitched perfectly for the children's needs. Well done.
- 7a. Children in the class are very aware and responsive to your behaviour management strategies, including rules, routines, your varied tone and clear meaning body language – effective and appropriate for this age phase and for those with SEMH needs in your class.
- 7b. Your high expectations are good to see. Children understand your expectations and your rapport with them supports this being achievable. Well done.
- 8c. Deploy support staff effectively. Your strong relationships extend to the support staff working with you. You clearly discuss plans and deploy them effectively as seen in lesson observation and from discussions with your LSA. It's not always easy, so well done.

#### **Areas for development:**

- 2b. Be aware of children's capabilities and their prior knowledge, and plan teaching to build on these: trust what your effective cold tasks are telling you and challenge the children appropriately, don't take them too far back during the first phase.
- 2d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching: you are doing this, however, ensure all groups and needs in your class are considered and seek advice for specific needs.

**Signed: NQT..... Induction Tutor.....**

**Date of next review meeting: End Autumn 2 (30/11/17)**