

NQT_Middleton NQT Weekly Tracker

Record Date: 16/09/2020 Status: New

Owner List

Wilkinson; Jenna (JW)

Faculty/Subject/Staff

Faculty: NQT/PGCE
Subject: ---
Staff: ---

NQT and Mentor Weekly Tracking Meeting

Focus

Comments:

How strong were their lesson starts?

Outcome:

Comment on Strengths

Comments:

1. Climate – Showing development in:

Outcome:

2. Climate – Showing development in:

Outcome:

1. Planning - Showing development in:

Outcome:

2. Planning - Showing development in:

Outcome:

Smart Target 1

Comments:

Smart Target 2

Comments:

Smart Target 3

Comments:

General Comments

Comments:

Criteria Appendix

How strong were their lesson starts?

Excellent - Excellent
 Good - Good
 Further Develop - Further Development
 Support - Support to Improve
 Needs Support - Needs Support
 Not Seen - Not Seen in Lesson
 N/A - N/A

1. Climate – Showing development in:

Corridor - Corridor Approach
 Calm Entry - Calm Entry
 Resources - Resources
 Self-Start - Self-Start
 Seating Plan - Seating Plan
 Lesson End - Lesson End
 Rescript - Rescript
 Cut it Short - Cut it Short
 In the Moment - in the Moment
 Tracking - Student Tracking

2. Climate – Showing development in:

Corridor - Corridor Approach
 Calm Entry - Calm Entry
 Resources - Resources
 Self-Start - Self-Start
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 Rescript - Rescript
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 In the Moment - in the Moment
 Tracking - Student Tracking

1. Planning - Showing development in:

End Point - End Point:

Teacher has set the bar for excellence by scripting out the perfect written/discussion responses for students to produce during independent practice by the end of the lesson/SOW. Where the lesson is practical, diagrams with annotations script out what successful practice will look like.

Objectives - Lesson Objectives:

PURPOSEFUL in building up to achieving your END GOAL.

Stickability - Stickability:

Planning shows well thought out stickability moments. 'What do you want your students to have learnt by the end of the lesson/topic? Teacher has clearly spent time reflecting on key sticking points and this is reflected in the pupils work.

Planning Qs - Planning Questions:

Q & Reflection Planning shows the teacher understands how questions engage pupils and provide responses to achieve the END point.

Modelling - Modelling:

I Do, We Do and You : Tailor the Lesson to Match Exemplar/Data • Anticipate student errors - make sure that the model starts addressing the errors you expect before they happen, and the We Do gives students a chance to practice their way through those pitfalls with guidance before navigating them on their own in independent practice - (You Do).

Scripting - Scripting:

Script I Do and We Do Script I Do and We Do word-for-word before delivering in class - teacher has thought about their explanation/model and how the pupils will apply this during independent practice to reach their end goal.

Lesson Time - Lesson Time:

Knowing how to fill lesson time. Effective learning milestones - Clear - Phrased in such a way that you and your students can quickly understand what they are aiming for (within a lesson or SOW). Success criteria is a purposeful.

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