Primary PGCE

Mentor Guide
Summer 2017

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Transforming lives through education

At Reading we train teachers who become reflective professionals able to secure the very best for all children. We support them to be resilient, creative and inclusive. With the highest expectations of learning, progress and development, they inspire children to become confident, active citizens who are able to cope with the fast-moving demands of the 21st century.

We offer a range of routes into teaching that utilise our strong partnership with local schools, providing a personalized approach to trainees from diverse backgrounds and experiences. Our commitment to ensuring equal opportunities is evident through our pastoral support which recognises and nurtures the potential in every trainee. All programmes incorporate practical experience grounded in rigorous educational research. Between the campus environment and the diversity embedded within partnership schools, our trainees develop a strong identity as beginner teachers and educators of the future.

Our ITT priorities for 2016 – 17:

1. Develop RPTs’ ability to assess and secure children’s learning, progress and development (Teachers’ Standards 2, 3, 5 and 6):
   - Develop RPTs’ subject knowledge to ensure confident planning of next steps in learning
   - Develop RPTs’ understanding of mastery and deep learning
   - Develop RPTs’ understanding and confidence to use assessment within lessons to adapt teaching and secure learning
   - Develop RPTs’ use of strategies to support a wide range of learners
   - Develop RPTs’ skills in making assessment judgements.

2. Further secure the consistency and quality of mentoring, with a particular focus on tailored support and developmental target setting.

3. Support RPTs to recognise priorities and manage time effectively, thus keeping up to date and achieving a work-life balance.

4. Work across the partnership to develop support for RPTs beyond their initial training.
Dear Mentor

Thank you for mentoring a Reading Partnership Teacher (RPT) on their PGCE School Experience. We hope that you will find the process rewarding. Previous feedback from mentors who have worked with our RPTs have indicated that there are mutual benefits involved in mentoring, particularly the opportunities for reflection on practice and professional development that working with a teacher at the beginning of their career can bring.

We do hope you will consider one of our programmes of mentor certification, please see page 9 for further details and the link to the mentor certification webpages.

Please read this handbook carefully. We aim to provide you with all the information you need to fulfil your role as a mentor, as well as answers to any questions you may have.

Best wishes

Mandy Cockayne and the PGCE team
The Role of the Mentor

The mentor checklist of expectations can be found in appendix 1, also as a downloadable doc on the mentor support webpage.

Please

- Support your RPTs:
  - Formally, via a mentor meeting once a week, to be recorded on the WRoP (p.9)
  - Informally, with regular opportunity for reflective chats (and TLC if necessary!)

- Support RPTs to plan, teach and assess, being mindful of expectations at each stage of training

- Observe lessons (at least one per week, more if possible) and provide constructive written and verbal feedback

- Support RPTs to gain evidence towards the Teachers’ Standards, at the level expected for this stage in their training. Evidence should be recorded on the ‘Evidence of Progress’ document, with a link to the RPTs School Experience file.

- Support RPTs with their School Based Tasks

- Assess your RPT being mindful of their progress through the PGCE and particular expectations for this stage in their training (appendix 1, also the Grading Statements)

- Notify the University (your tutor or Mandy) if you have any worries or queries at all

The University Partnership Agreement, which is signed by all Partnership Schools, formalizes the requirements of the role of the Mentor. The full Partnership Agreement can be downloaded from the website.

Key Documentation

All the documents associated with the PGCE School Experiences can be found on the PGCE mentor support webpages. The following documents are key:

- **Evidence of Progress towards the Teachers’ Standards.** This is an electronic record of the evidence the RPT is gathering as the School Experience (SE) progresses. RPTs have been advised that they should spend time each day considering their evidence and collating it in their ‘Evidence of Progress’ document. Evidence should be cross referenced to the SE file. *It is the RPT’s responsibility to maintain their Evidence of Progress document.*

- **Assessment of Progress (AoP).** The AoP is an electronic document which tracks progress through the PGCE. At 5 Review Points during the School Experiences, progress is explicitly assessed with regard to the evidence collected to support achievement towards the Teachers Standards. A grade is awarded for each Teachers’ Standard, together with opportunities for further comments and target setting. *It is the RPT’s responsibility to update their AoP at each Review Point and submit on Blackboard.*
Weekly Reflection on Progress (WRoP). The WRoP is an electronic record which combines:

- The RPTs weekly reflection
- A record of your weekly meeting with the RPT
- The agreed targets for the RPT to take forward

The Weekly Meeting

Throughout the training the RPT is entitled to a weekly meeting with their Mentor. These meetings should appear on both the Mentor and RPT’s timetables so that the time is protected.

At these meetings you will be able to:

- Look back to reflect on and celebrate the RPT’s progress and achievements
- Share and discuss feedback received from other teachers this week
- Discuss any immediate issues, such as classes/curriculum areas to be taught this week;
- Agree targets for the coming week
- Please do monitor the RPT’s SE file and collection of evidence towards the Standards (refer to the RPT SE/PDP handbook for specific details about content).

A common model is for mentor and RPT to meet on Thursday or Friday in order to review progress for the week. The RPT’s reflections on the WRoP (note form is fine) should generate a provisional agenda and this should be given to you the day before the scheduled meeting, to give you time to prepare. The RPT’s reflections (as recorded on the WRoP) should form the basis of discussions. A record of the meeting, together with targets, should then be added to the WRoP.

RPTs must submit their WRoP on Blackboard and this generally happens at the beginning of the following week, thus allowing everyone to complete their contributions and the RPT to collate on the WRoP.

Nb if it suits you, it is fine to have one weekly meeting with both your RPTs (if the placement is paired).

Assessment

The progress and development of your RPT is continuously assessed and monitored throughout the School Experiences, through discussion and regular teaching observations, by you as Mentor, as well as by other staff in school and the University tutor. Formal assessment takes place at 6 points through the year: an Interim Review midway through each School Experience and a Progress Review at the end of each School Experience.

Interim Review 1 (week 2/3 of the Autumn School Experience) is an electronic questionnaire. All other Reviews are completed on the RPT’s Assessment of Progress (AoP).

Please see appendix 3 for more specific guidance on assessment for this School Experience.
If there are any concerns at any point during the School Experience, please consider an Extra Support form (appendix 6). Remember your tutor and the Programme Directors will offer support and guidance should this be necessary.

Observing Lessons

The mentor must ensure that the RPT is regularly observed teaching and receives written feedback on the lessons observed. A focus for the observation should be given by the RPT prior to the lesson. They should provide a plan and be able with your help to identify evidence towards the Standards on the feedback sheet, which they should then highlight.

Targets given should be SMART with a Teachers’ Standard reference and a date by which progress will be reviewed.

More guidance, including exemplar completed observation proformas, can be found on the PGCE mentor support webpages.

Setting Targets

The target setting process should drive the progress of the RPT, and targets will be generated from discussions and lesson observations. During the weekly meeting, the RPTs targets should be a focus, reflection on whether targets have been achieved and generating a new set of targets to take forward into the week ahead. Targets should be recorded on the WRoP.

Observing experienced teachers

Opportunities to observe experienced teachers can be invaluable for RPTs. Please support RPTs to identify and approach members of staff to observe, and ensure that observations are focussed on an aspect of practice, ideally linked to a target.

How you can support a RPT who requires extra support

To support struggling RPTs, you will need to know on whom to call as well as what advice to give. Suggested actions in the event of a RPT judged to be struggling or who has issues which need to be addressed:

- Contact your school tutor, the Programme Director or the Partnership Office as soon as possible. It is much easier to resolve problems if tackled earlier rather than later
- Keep the school ITT Co-ordinator informed
- Complete an ‘Extra Support’ form (appendix 6, blank proformas on website)
- Be specific in targets for improvement in discussion with the RPT
- Create early opportunities for how improvement can be demonstrated
- Create early relevant training opportunities e.g. observe another teacher
- Encourage, and record, the RPT’s reflection on their work in school
**RPT Attendance at School/Absence from School**

The RPTs are expected to inform the Partnership Office, University Tutor (Partnership) and the school they are working in during an SE whenever they are absent. At the end of the placement please sign the RPT’s attendance record.

**Mentor Support**

We support our mentors in the following ways:

- **Partnership meeting** prior to the School Experience (in response to mentor feedback that they would like us to reinstate these face to face meetings
- **The PGCE mentor support webpages** are intended to provide ongoing support for mentors at a time to suit them.
- **Tutors and Programme Directors** are always available via phone or email should you need advice.

We will visit a selection of RPTs in school; this will include RPTs about whom you have concerns.

**Mentor Certification**

A new mentor certification has been developed and is being piloted this year.

Mentor certification:

- Provides an opportunity for mentors to develop their skills, knowledge and understanding of mentoring
- These skills, knowledge and understanding are transferrable
- The learning outcomes have been designed to prepare mentors for our M level Mentorship module, should mentors aspire to this route

Further details for mentor certification can be found on the mentor certification webpage: http://www.reading.ac.uk/education/partners/Reading_Partnership_Mentor_Certification.aspx

**MA Mentorship Module**

The MA Mentorship module attracts a range of professionals from different phases of education with a variety of experience and expertise in mentoring. Its aims include training teachers in principles of mentorship, and in undertaking evaluation and research in their own contexts. The complete module comprises a three day course, pre-course tasks and school-based preparation for the third day, and covers topics such as models of mentorship, target-setting and evaluation, and professionalism.

For further information please contact the programme administrator: IoE-MA@reading.ac.uk
CPD entitlement for mentors and schools

All Partnership schools can take part in the Institute inset days and twilight sessions. You are warmly invited to all staff training events, twilight sessions, conferences, etc.

If you would like more details please speak to your University tutor.
Appendix 1: The Independent (Summer) Placement

The nine week Summer placement is the third and final placement on the Primary PGCE. This placement is pass/fail, with the summative assessment point happening in the final week.

Teaching requirements/commitments for Summer SE

Please note, this guidance is flexible and the specific needs and requirements of the school and the class need to inform planning.

Week 1
- Plan and teach at least one maths lesson
- Plan and teach at least one English lesson
- Plan and teach at least one science lesson
- Plan and teach at least two Foundation subjects lessons

Week 2
- Take responsibility for planning and teaching at least 50% of the timetable including science

Week 3
- Take responsibility for planning and teaching at least 60% of the timetable including science

Week 4
- Take responsibility for planning and teaching at least 70% of the timetable including science

Weeks 5, 6, 7 & 8
- Take responsibility for planning and teaching at least 80% of the timetable including science

Week 9 (w/c 3/7)
The final week of this final School Experience is designed to be flexible, particularly for RPTs who have made excellent progress. The following rubric should be applied, in consultation with the tutor and taking into consideration the gradings from IR3 and the subsequent progress:

- RPTs who are clearly going to achieve 1 should arrange the PR3/tripartite meeting for week 8 (26.6)
- RPTs who may be graded 2 during week 8 but could potentially be graded as a 1 towards the end of week 9 should have their PR3/tripartite meeting during week 9
Appendix 2: Mentor checklist of expectations

This checklist guides you through the requirements of the Summer School Experience.

Please note that this is a 9 week placement. For RPTs making good progress the final assessment will take place at the end of week 8, with week 9 being an "enrichment" week. For our maths specialism and foreign language leadership RPTs activities are prescribed for week 9.

Visit days and Week 1

- Please read your RPTs Needs Assessment document (this should have been emailed or given as a paper copy)
- Read the RPT Summer School Experience checklist (your RPT will have a copy, or have access to one)
- Locate the supporting documents on the PGCE mentor webpages
- Carry out inductions on relevant aspects of:
  - Health and safety
  - Data protection
  - Child protection
  - Behaviour management
  - Social media
- Carry out or arrange an introduction to the school's Phonics Scheme - what programme, how implemented, groupings, resources, extra support etc
- Please sign RPT induction form to say above have been done
- Give a general introduction - tour of the school, introduction to other staff, photocopier training, access to school network etc
- Consider whether there are whole school opportunities happening during the placement in which the RPT could become involved
- Provide opportunities for RPTs to work with the whole class, with activities such as register or reading a story
- Discuss the School Based Tasks and support the RPT to make appropriate arrangements
- Provide opportunities for RPTs to work with groups of children (following your planning)
- Observe a lesson and give written and verbal feedback
- Enable RPT to share their targets with you
- Discuss and provide curriculum planning for the block period, including a provisional discussion of the teaching commitment and PPA/non contact time for the RPT
- Enable your RPT to have non-contact time and to use this constructively
- Discuss opportunities for RPTs to be involved in medium term planning
- Provide relevant assessment information about your class
- Support RPT to identify opportunities to observe experienced teachers
- At the end of week 1 have a weekly meeting and contribute to the RPT’s Weekly Reflection on Progress (WRoP)
- Support the RPT to identify opportunities for Standards evidence and record these on their 'Evidence of Progress' document
- Support the RPT with target setting and develop targets (to be recorded on the WRoP)
- During week 1 you will be contacted by your tutor (email or phone). Please update the tutor on progress and share any concerns
**Weeks 2 - 8**

- Support your RPT to fulfil their teaching commitments
- Enable your RPT to observe experienced teachers
- Enable your RPT to have opportunities to carry out their School Based Tasks
- Enable your RPT to have opportunities to observe children
- Enable your RPT to have PPA/non-contact time and to use this constructively
- Observe lessons and give written and verbal feedback
- Support the RPT to identify opportunities for Standards evidence and record these on their ‘Evidence of Progress’ document
- At the end of the week, have a weekly meeting and contribute to the RPT’s Weekly Reflection on Progress (WRoP).
- Support the RPT with the target setting and develop targets (to be recorded on the WRoP).
- Pass on any concerns to your tutor/Programme Director and consider whether an Extra Support form is appropriate

**Week 3**

- Make initial arrangements (as per checklist) for Interim Review 3 (IR3)
- In preparation for IR3, support your RPT to consider their evidence for part standards and assign provisional grades on the EoP

**Week 4**

- Please do a joint observation with the school tutor who will visit this week or by arrangement (where there are concerns around RPT progress, there may be an earlier visit)
- At the end of the week carry out IR3 and complete the AoP
- Ensure the updated AoP is submitted on Blackboard (RPTs responsibility)
- Consider the grades and support the RPT with the following (more details in your Mentor Guide):
  - Part Teachers’ Standards graded as 3 should trigger a Standards Booster Form
  - Whole Standards graded as a 3 should trigger an Extra Support Form
- Discuss week 9 with your RPT (more details in Mentor Guide)

**Week 7**

- Make initial arrangements (as per checklist) for Progress Review 3/tripartite
- In preparation for PR3/tripartite, support your RPT to consider their evidence for part standards and assign provisional grades on the EoP

**Week 8**

- With tutor, carry out PR3 and complete the AoP
- Ensure the updated AoP is submitted on Blackboard (RPTs responsibility)
- Support your RPT with their ‘Needs Assessment’ doc, particularly the targets they will take into their final School Experience
- Complete an online evaluation of the School Experience (this will be emailed)
Appendix 3: Assessment for the Summer School Experience

Assessment opportunities include:

- Feedback from lesson observations
- The weekly meeting

Formal assessment for this Spring School Experience happens at two points:

- **Interim Review 3 (IR3) – Week 4**
  IR3 is a formative assessment to gauge progress at the midpoint of the School Experience.

- **Progress Review 3 (PR3)/Tripartite – Week 8/9**
  PR3 is a summative (pass/fail) assessment completed in the final week of the School Experience. The tripartite meeting is attended by mentor, RPT and school tutor.

IR3 and PR3 are recorded on the Assessment of Progress (AoP). This is the excel document that records RPT progress and achievement against the Teachers’ Standards through the training year (your RPT should have shared their AoP with Progress Review 2 completed with you at the beginning of the School Experience).

IR3 and PR3:

- RPTs should follow the Progress Review checklist (appendix 4) to make appropriate arrangements.
- Prior to each Review Point please support the RPT to grade the part standards, using the appropriate Grading Statements (separate doc).
- During the Progress Review meeting, please consider these grades and the evidence presented to support the grading, and agree a formative grade for each standard. This should be recorded on the AoP.
- Grading should take into account:
  - the robustness of the evidence as presented on the Evidence of Progress document
  - the RPTs verbal contributions during the meeting
  - the reflective comment for each Standard on the Evidence of Progress
  - your professional judgement

Please note that grades should be given against the grading statements (available as a separate doc) with regard to the following:

- The RPT should be teaching the prescribed amount at the assessment point, unless there are exceptional circumstances
- Support from mentor and tutor should be at an appropriate level for that point in the placement
- Supporting evidence should reliably and consistently confirm achievement of the particular Teachers’ Standard

**RPTs should be graded against the expectations of a trainee at the end of the training year (as defined by the Grading Statements), not as an experienced teacher.**


Appendix 4: RPT Progress Review Checklist

During the week prior to the Review Point:

View the guidance video made by Mandy

Download your Assessment of Progress document and save with new filename

Make sure Mentor (and tutor for Progress Review 2 and 3/tripartite) is informed about the process

Organise time and place for Review Point meeting with Mentor. You should ensure:
- you have at least 45 minutes for the meeting
- there is a quite and private space for the meeting
- you have access to a PC/laptop

Make sure your ‘Evidence of Progress’ document is up to date

Grade your standards evidence on your ‘Evidence of Progress’ document

Complete a brief reflective comment for each Standard (this will form the basis of your reflective entry)

Progress Review and Interim Review:

With your Mentor (and tutor for PR2 and 3), complete the relevant Progress Review/Interim Review. Make sure you have clicked on and are working on the correct sheet (via the tabs at the bottom of the page). You should take into account your standards evidence, as well as outcomes and targets from the previous Review, if appropriate.

Following the Review:

Complete your reflective entry using the reflective comments for each Standard on your ‘Evidence of Progress’ document as guidance

Make sure the updated document has the correct filename

Upload the updated AoP onto Bb and email to your tutor.

It is essential that your updated AoP is saved, with the correct file name, in a safe place (NOT on a memory stick).
## Appendix 5: Guidance for Effective Lesson Feedback

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<thead>
<tr>
<th>INSTITUTE OF EDUCATION: Primary Initial Teacher Training Feedback On School Experience</th>
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<tr>
<td>Whatever the focus of the feedback, all lesson feedback should comment on the impact made on the children’s learning. This is why we are all here and is a key factor in deciding how successful a lesson has been. You may need to think about how you observe a lesson – can you see the children from where you sit? Do you look at the work they have done and talk to them in order to gauge impact? Comment on impact will vary according to where the RPT is at in his/her training; impact would be a key component in comments to RPTs in or Spring or Summer SE whereas feedback in the Autumn SE should achieve more of a balance between their teaching pedagogy and its impact.</td>
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It is good practice to agree (in advance) with the RPT the core focus for your feedback. This would usually be related to one of their current targets or areas for development. Feedback that responds to need in this way means that improvement can be driven in the areas that need it and it is a constructive way of supporting the RPT. This does not mean that you should not comment on anything else at all, just prioritise what you choose to say.

Be clear and positive about things done well. One comment that we sometimes hear is that “My feedback just stated what I’d done; it didn’t say if it was good”. A statement like “The praise in the plenary linked to the objective” could be transformed into approval by adding a positive adverb or just a well done on the end. RPTs thrive on positive reinforcement.

Questions are a vital part of quality feedback. A comment, for example, that “There was poor behaviour,” makes the RPT a passive recipient, whereas rephrasing this as “Why do you think there was poor behaviour on table x?” means that a dialogue is begun and the RPT is challenged to think. Feedback should be a two way process.

If your lesson feedback is specific to the pedagogies and approaches of the subject being taught it is more likely to be helpful to the RPT in developing them as a teacher of that subject.

Always remember where the RPT is in his/her training. Expectations increase as the RPT progresses through his/her programme and thus feedback that tunes in to this is the most successful. (Exemplar completed feedback proformas can be found on the PGCE mentor support webpages.)

Think carefully about the target(s) that you suggest. Are they appropriate to the stage in training? Do they relate to something in the lesson feedback? Are they specific enough and related to one of the Teacher’s Standards? In particular, be careful about not giving ‘to-do list’ targets; a target such as “Next week, plan a longer sequence of maths lessons” is just part of next week’s requirements, and does not actually support the RPT by indicating how his/her skills need to develop.

RPTs are not graded on individual lessons but it is helpful if the relevant achievement statement at the end of the form is ticked or highlighted. The development process is a transparent one and all parties need to understand how things are moving, either for reassurance or to ensure messages are understood.

Please do not write up your feedback ‘in best’! As long as feedback is readable, it can be in note form, use bullet points or include crossings out and added bits. Feedback is more resonant when delivered soon after the lesson as the discussion will be fresh, plus we are not in favour of anything that requires duplicated effort!
There are exemplars on the PGCE mentor webpage.
Appendix 6: Extra Support Proforma and Exemplar

EXTRA SUPPORT FORM

The Supervising Tutor, Mentor, ITT Co-ordinator or the RPT may raise this form to signal the need for extra support, however, **this must be discussed with the RPT.**

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<thead>
<tr>
<th>RPT</th>
<th>School:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Target (linked to standard or course requirement)</td>
<td>Support Actions:</td>
<td>By whom:</td>
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Any other issues to be noted:

Signed by RPT: 
Signed by School Mentor: 
Signed by ITT Coordinator: 
Signed by Tutor: 

<table>
<thead>
<tr>
<th>Target:</th>
<th>Review notes:</th>
<th>Has target been achieved? (Y/N)</th>
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Signed by RPT: 
Signed by School Mentor: 
Signed by ITT Coordinator: 
Signed by Tutor: 

If targets are not achieved then a further copy of this form should be completed. 
Nb Directors MUST be informed at all stages.
EXTRA SUPPORT FORM (exemplar)

The Supervising Tutor, Mentor, ITT Co-ordinator or the RPT may raise this form to signal the need for extra support, however, **this must be discussed with the RPT.**

<table>
<thead>
<tr>
<th>RPT:</th>
<th>School:</th>
<th>Date:</th>
<th>Standard to be addressed</th>
<th>Support Actions:</th>
<th>By whom:</th>
<th>Review date:</th>
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<td></td>
<td>2.1 be accountable for pupils’ progress and outcomes (It is very clear which Standard is being addressed)</td>
<td>RPT to set appropriate learning objectives with success criteria for each lesson taught, drawing on NC and other appropriate documentation. (RPT is given a clear and specific way forward to enable her to demonstrate the relevant Standard.)</td>
<td>RPT to action and ask Mentor to review plans prior to teaching. (RPT has to do her part but the Mentor also has to commit to support)</td>
<td>With immediate effect: to be reviewed 10/05/13 (Timescale is very clear)</td>
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<td>6.2 make use of formative and summative assessment to secure pupils’ progress</td>
<td>1. Use existing data, previous assessments and level information to plan teaching, indicating prior learning on planning pro-forma 2. Indicate detailed questions on planning for all subjects to review understanding before setting children off on independent tasks, during the main phase of the lesson and during the plenary to review learning (Pro-active suggestions – the form is more than a list of what the RPT cannot do.)</td>
<td>Mentor to provide one lesson observation opportunity for student with formative assessment as focus RPT to incorporate questioning within lesson plans (Observation is a key support strategy.)</td>
<td>With immediate effect: to be reviewed 17/05/13 (Review dates are staggered – note they are not all the same)</td>
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