

Mentor Support 2

Date of issue: xxxxxxxx

Your progress to date requires further support for the reason(s) outlined below. Please note that this support is given to student teachers, about whom concerns exist at this stage, including those who are very near to achieving a pass standard.

Concern	Linked to Teachers' Standards 2012
<ul style="list-style-type: none">• Not fully implementing behaviour management strategies resulting in the class displaying low level disruption. This in turn is affecting the progress that the pupils are making.• Planning: differentiation not always appropriate; activities need to be more engaging; resources should be appropriate and prepared• Ensure all work is marked prior to subsequent lessons.	7a,b,c,d 2a 5a,c 7c 6d,2a

Date to be achieved by (usually 4-5 working days):

Action Plan (Mentor Support 2)

When Mentor Support 2 has been issued, the SMART targets in this plan should be completed by the student teacher in consultation with the school mentor/university mentor, and it should be regarded as an action plan for change. The student teacher must take ownership of the targets and the interventions that are agreed within the time scale given (normally 5 school days). The student teacher must demonstrate that they have adjusted their practice to meet the targets within this time scale and the mentor will meet with the student teacher and discuss whether or not the targets have been met. Mentor Support 2 may be re-issued if appropriate and is timely according to each specific school experience calendar.

SMART targets	Link to Teachers' Standards	Action to be taken	Agreed with Mentor?	Date for Completion	Confirm completed by Mentor Yes/No
Have a clear strategy for rewards and sanctions within the classroom	7a	Have a chart displayed in classroom which will be marked by adults. Put this into action in the class and on lesson plan evaluation comment on how this has worked within lessons	yes	xxxx	
Use praise and sanctions consistently	7b	Model expected behaviour. Noted in lesson plan reflections	yes	xxxx	
Ensure that the whole class is behaving appropriately throughout the lesson	7c	Scan class frequently addressing any issues using the chart mentioned above Carry out a further focussed observation on behaviour management by the class teacher	yes	xxxx	
Ensure planning is ready to view by the class teacher at least a day ahead, complete with appropriate	2a, 5a,c	Use school plans and expand adding any detail necessary to teach the lesson effectively. This needs to clearly show any differentiation by	yes	xxxx	

differentiation catering for the range of abilities and resources		activity, resources or adult support and for which children/groups. Resources to be ready before the lesson starts			
Ensure that all work is marked according to the school policy as soon as possible after a lesson.	6d,2a	Mark work according to the school policy before subsequent lessons in order that you can take the learning that has taken place into account when planning. Use tracking sheets to record attainment and progress	yes	xxxxx	

BY SUBMITTING THIS FORM YOU CONFIRM THE ABOVE HAS BEEN DISCUSSED WITH THE STUDENT

Mentor Support 2

Date of issue: xxxxxxx

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Concern	Linked to Teachers' Standards 2012
<p>You have identified that you are finding it hard to plan lessons without intensive support from your class teacher. Without this support, the quality of teaching/lessons is often insufficient. Your class teacher and I are also concerned about your readiness to plan and teach core subjects after half term. Your subject knowledge of the KS2 core curriculum should be developed.</p> <p>You haven't been able to provide evidence to show that you can transfer previously achieved standards from Y2, to this setting. The shift from a Y1/2 class is proving tricky.</p> <p>We feel that you need help to manage your time and workload. You are spending a lot of time working, but it is not always efficient to enable you to complete necessary tasks in good time.</p>	<p>2a 2b 2d 3a 4a 4e 8d</p>

Date to be achieved by (usually 4-5 working days):

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SMART targets	Link to Teachers' Standards	Action to be taken	Agreed with Mentor?	Date for Completion	Confirm completed by Mentor Yes/No
To be able to plan a sequence of lessons independently which enable you to teach good lessons.	3a 4a 2b	Know the KS2 curriculum objectives for the lessons you teach and have secure subject knowledge in these areas. Plan using detailed power points. Include LOs, success criteria, an example of the activity for you to 'teach' from, the activities, key questions, plenary. Discuss planning and teaching resources with your CT and the LOs to be covered. Plan	yes	xxxx	

		and send to CT for review. Teach from your planning and adjust future lessons as appropriate to ensure pupil progress.			
Plan ahead	2a 2b 2d 4e	Plan the MTP with CT on Thursday. Plan the outline of two weeks of maths lessons (to teach after half term), building on learning in each lesson. Plan teaching to develop pupils understanding. Have <i>outline</i> plans ready to discuss with your CT before the end of this week. Send planning to CT to review by	yes	xxxx	
Plan ahead for when you begin to teach English	2a 2b 2d 4e	Observe/team teach English in week 6. Discuss English objectives on Thursday and research/think about lesson content during half term. Outline plan English in week 6, to	yes	xxxx	

		teach from this in week 7.			
Manage time effectively	2a 2b 2d 3a 4a 4e 8d	Mark within lessons. Use support staff to help with marking. Track pupil progress in a more efficient way – this is a working document to be <i>used</i> . Add notes to a word document daily to help inform your weekly reflection at the end of the week. Fully resource the next days lessons before leaving school.	yes	xxxx	
Transfer skills and standards achieved in Y2 to this placement	8d	Provide supporting evidence for standards met in Y2 – these could be standards met at stage 3. Demonstrate that you can transfer skills within standards 1-6 at stage 3 at least.	yes	xxxxx	

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