

Weekly Meeting -

Date

Area Of Focus

Curriculum and Assessment
How Pupils Learn, Classroom Practice and Adaptive Teaching

Current target (from previous weekly progress meeting)

Develop understanding of RWI phonics. Use AFL strategies effectively to formatively assess phonics

Summary of Progress against the ITE curriculum (please refer to the ITE curriculum and prompts for guidance including progress against this week's target, impact on pupil progress and subject specific and pedagogical strengths)

R has started to attend weekly Read Write Inc training sessions on Wednesdays after school, where she has been increasing her knowledge of early phonics (this week's focus was set 1 speed sounds for 1:1 tutoring). Structure of phonics lesson appropriate to RWI programme - Special Friends, Fred Talk, RW, Fred In their Head and speedy sounds. Fluency in phonics lessons is developing and she is beginning to see the impact of teaching on the children's abilities. AFL strategies are being used effectively in phonics lessons, checking on learning and ensuring that phonemes are revisited during the day. Adaptive teaching strategies used to ensure there was appropriate support and challenge (eg sound mats on tables). Misconceptions were addressed. Phonics – children have retained the subject knowledge delivered in your lessons from last week. Improvement in class writing using the 'ai' vowel digraph. Confident articulation of the phonemes, this was modelled well. Seating plan maximises opportunities for collaborative learning and Voice 21 conversations, but ensure 'V for Vision' is used consistently in phonics lessons. You have high expectations of behaviour and equally high expectations for children's concentration levels on tasks. You ensure the children are given individual feedback throughout the lesson to support understanding, offer challenges etc. Your support of a child's emotional needs (ST) meant that she could then return to her learning and remain focussed. The atmosphere in your classroom is calm, supportive and nurturing, it really feels like your class now! - I think that my third week has been successful and have I been grateful for the opportunities I have been given e.g. Maths No Problem training & lessons, RWI training. I think my confidence is gradually improving and I think that I am developing strong relationships with the pupils. R – P has continued to settle in well and has taken every opportunity that has been given to her so far on her journey with us. She is building her confidence in using RWI and making good progress with using appropriate terminology. Observing RWI lessons in different year groups will help build confidence further.

Next step targets to develop subject specific understanding and classroom practice and pedagogy. Please include what additional training opportunities and actions will be offered.

Responding to feedback. - continue to build on knowledge of RWI. Work on modelling the speedy sounds; model flipping it back and forth first for the children to read. Model rather than explaining what you are going to do. Observe expert colleague (JS) doing KS2 phonics intervention in year 3, week beginning 11.10. Collaborative planning of KS2 phonics intervention, team teaching and then deliver own intervention week beginning 25.10.

Progress

Yes