# Primary PG Weekly Planner (Summer)

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| **PLAN and EVALUATION FOR WEEK BEGINNING:** |  | **Date of Mentor Meeting:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|    | Monday  | Tuesday  | Wednesday  | Thursday  | Friday  |
| AM  |   |    |    |    |    |
| PM  |    |    |    |  |    |

**Overview timetable:**

You should use this timetable to indicate the following:

1. In class working with children in my class / teaching / in the role of the teacher
2. In class carrying out observations or SBTs but not responsible for children’s learning
3. On PPA/non-contact time
4. University-based training
5. Absent

**Review**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target** | **Teachers’****Standard** | **Professional development focus / target** | **How well has each been achieved? How do I know? How does it demonstrate my progress against the ITE Curriculum expectations? What do I need to do next?** | **Take forward into next week?** |
| **A** |  |  |  |  |
| **B** |  |  |  |  |
| **C** |  |  |  |  |

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| --- |
| **Observations:** Record below observations **made of you by experienced teachers (minimum of one lesson observation per week)** |
| **Date** | **Year group** | **Lesson/context** | **Observer (role) / insert file** | **Insert observation summary form** |
|  |  |  |  |  |
|  |  |  |  |  |
| Record below any observations **you make of experienced teachers**  |
| **Date** | **Year group** | **Lesson/context** | **Summary – what did I take away from this for my professional development?**  |
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|  |  |  |  |

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| **Mentor contribution** | **Yes** | **No** |
| The RPT is making appropriate progress at this point in the training (if no, the supervising tutor must be contacted, copying in pgceprimary@reading.ac.uk)   |[ ] [ ]
| The RPT is engaging in their School Based Tasks (Please make specific notes as to which ones have been completed):  |[ ] [ ]
| **Additional mentor comments:** |

**Plan**

**Agreed targets/foci for next week**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Professional development focus / target** | **Training opportunities: what experiences will feed into addressing the target (eg SBT(s), observation, co-planning, teaching, INSET, reading/study, data analysis/work scrutiny etc)?** | **This leads towards TS:** |
| **A** |  |  |  |
| **B** |  |  |  |
| **C** |  |  |  |

**Guidance**

This planner forms the heart of your training. At your weekly mentor meeting (refer to the Placement Learning Timetable):

1. Review and discuss your progress over the latest week (RPT should **draft** the review and reflect sections in advance of the meeting);
2. Have a focused developmental dialogue on identified area(s) of practice supported by evidence and expertise; and
3. Plan the next steps in your training (draw upon the Placement Learning Timetable to identify up to three areas to focus upon in your practice – these can be linked).

Consider how you will know you have developed and the kind of evidence you will gain. In the subsequent meeting, complete the observations and review sections then repeat the cycle to plan your next steps.

**Reflect**

Think back across everything you have learned this week. This includes reflecting upon: observation of your practice and related discussions; your observations of experienced teachers; your reflections on other teaching you have undertaken; and the school-based tasks and/or training activities you have completed. Consider the expert input you have received and the opportunities you have had to deconstruct practice in relation to the CCF ‘learn that’ / ‘learn how to’ statements.

Summarise what you have taken away from these experiences for your professional development in all relevant Standard(s). Consider what you have realised works well, what challenges you are encountering and the main implications for your practice. You should also reflect on any steps forward with curriculum coverage or growing issues in this area.