Principles for Target Setting

Overview

The quality of a trainee's teaching should be assessed against the Teachers' Standards in full at the end of the PGCE course. During the course, a trainee is assessed against the rigorous, ambitious planned University of Worcester (UW) ITTE curriculum which includes all elements of the Initial Teacher Training Early Career Framework (ITTECF). Reviewing the evidence of the impact a trainee has on the learning and progress of pupils over time is a key process in this assessment. To make progress, the trainee and mentor need to work in partnership, setting, monitoring and reviewing targets to support a continuous cycle of improvement throughout the PGCE year and beyond. This complex granular problem-solving process is an important part of the **Mentoring Cycle.**

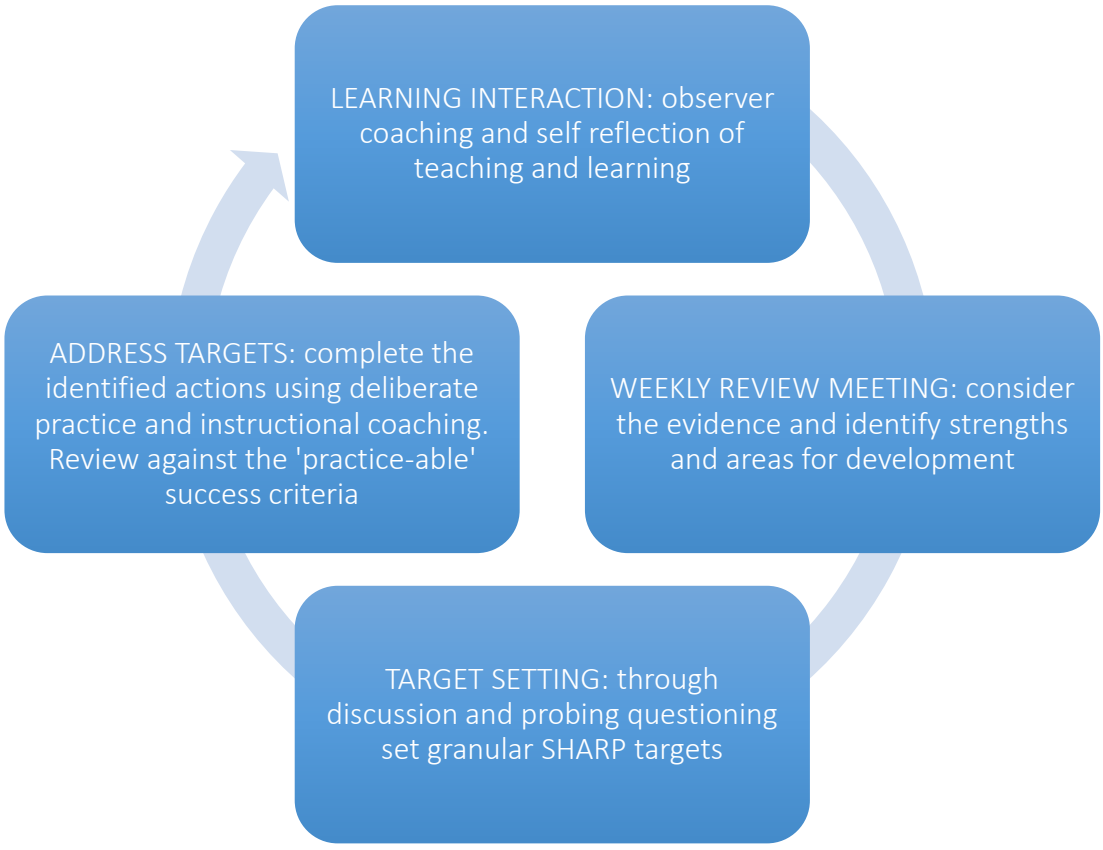


Figure 1: The Mentoring Cycle

This guide is intended to:

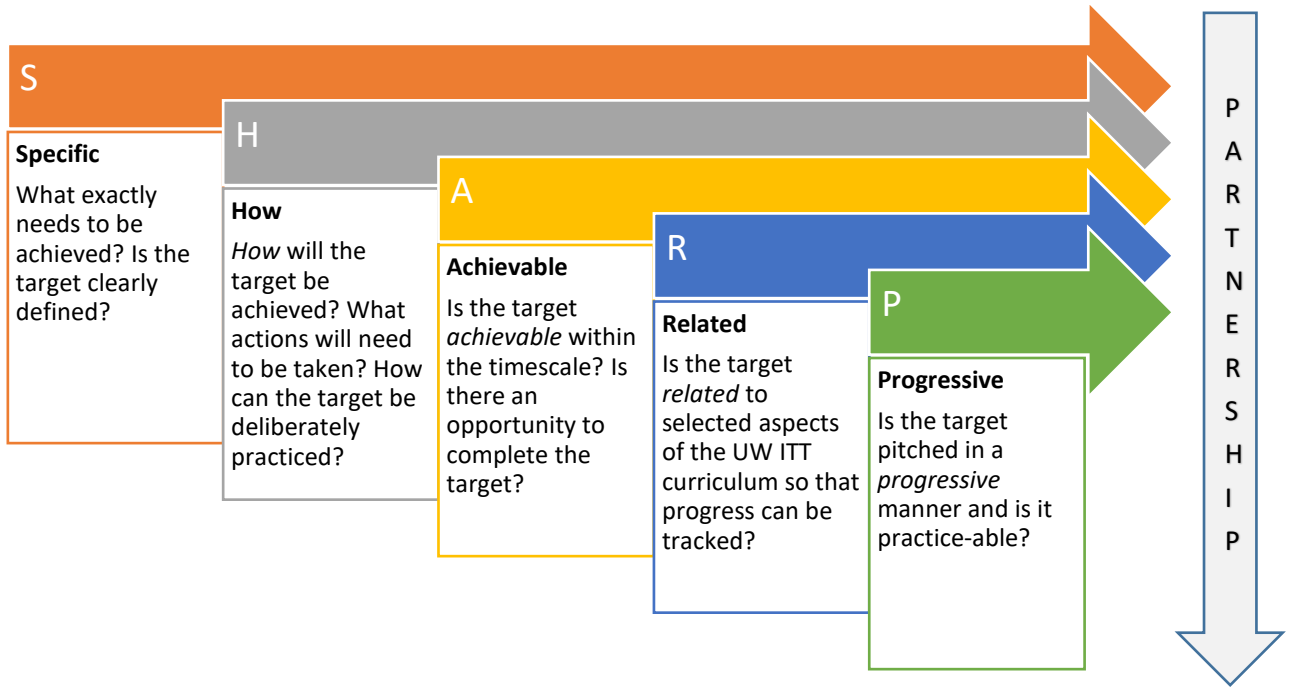
- Support trainees and mentors to write granular targets that focus on a trainee's knowledge, understanding and enactment of the UW ITTE curriculum. If they cannot be achieved in a week, they are not granular enough.
- To support a cycle of continuous development.
- To clarify and exemplify good practice in the setting of **SHARP** formative targets.

Where target setting happens in the University of Worcester PGCE and its purpose

All targets are linked to the UW ITTE Curriculum map. Therefore, most targets should be guided by the assessment criteria in the **Progression** booklet.

Location of targets		Rationale/purpose
1. Weekly Review forms on PebblePad	*Short Term*	1-2 priority short term targets identified in partnership between the trainee and mentor for focus during the week. These arise from lesson observations and are reviewed at weekly review meetings.
2. Lesson observation forms (2 per week)	*Short Term*	Granular targets identified at the weekly review are the key focus for identified lessons. Key areas for development arising from the lesson inform the targets for the following week.
3. School Reports	*Medium Term*	Mentors periodically (3 times per year) identify medium term areas for development.
4. Career Entry Profile (CEP)	*Long Term*	The Career Entry Profile (CEP) is emailed to employing schools and includes targets for the start of the Early Career phase.

The Target Setting Process



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Specific

Clarifying targets is a complex problem-solving process, therefore initially targets tend to be written in very general terms. They are *blunt* targets. Unravelling the **specific** within the general needs to be done so that actions which demonstrate progress towards the target can be identified. Unravelling takes a little time and it's always helpful to have someone asking probing questions to help tease out the granular detail. Select the target that will have the 'highest actionable leverage'– a single, precise change in practice that will have the biggest impact on learning.

Partnership	**Mentor** can … draw on all available evidence (e.g. post lesson conversations, trainee self-evaluation, discussions with teachers/expert colleagues etc.) to inform initial discussion. Have questions pre-prepared to help draw out the detail with the trainee. **Trainee** can … draw on critical self-reflection, weekly reviews, pupil feedback etc. to identify the key granular area for development.

How

Asking the question, "**How** will the target be achieved?" is crucial. If the action needed is beyond current experience, then no progress is made. If the action needed is not challenging, then progress is stagnant, resulting in complacency. So, asking the "How…?" question will also help to hone the target and make it specific and granular. This part of the target setting process then ensures that the target is 'practice-able' and measurable as each action is completed successfully.

Partnership	**Mentor** can … draw on own experience; look at the course Blueprint and purposeful integration emails sent by tutors, consider training activities to rehearse the actions, direct the trainee to research/reading or observe 'expert' teachers within the school. **Trainee** can … draw on university sessions, suggested actions on lesson observation feedback forms, from discussion with other trainees, from their reading.

Achievable

Targets that are set on a weekly basis need to be **achievable** within that weekly timeframe. Targets also must be achievable within the 'sphere of influence' of the trainee – there needs to be an *opportunity* to take suitable actions and *classes* or *age groups* identified. Initially support may be needed from the Blueprint, mentor, class teacher or fellow trainee. Longer term target setting needs to become autonomous allowing for independence and ownership of personal development. Medium- and long-term targets, by their nature, will require a level of support to achieve them and this support should be clearly identified especially in the CEP.

Partnership	**Mentor** can … check the actions are pitched so that the trainee has the right amount of time and expertise to complete them. There may be opportunities to rehearse the actions (with targeted feedback). **Trainee** can … rehearse actions, manage the time available so that 'time' does not become a barrier to success; focus on personal organisation; schedule tasks in a realistic timeframe.

Related to the UW ITT Curriculum (including the ITTECF)

The target setting process is, as indicated in the introduction, a means of gathering evidence of a trainee's knowledge, understanding and enactment of the UW ITTE curriculum. Therefore, targets will need to relate to the curriculum and language in the Progression booklet/Blueprint but do not need to take on the exact wording. Targets need to be more specific and tailored to the needs of the individual trainee. It is likely that a target will cover elements of several subject specific

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curriculum principles, and these should be clearly identified as the target is constructed. Careful and regular use of the Progression booklet/Blueprint will help with this process.

Partnership	**Mentor** can … deconstruct the UW ITTE curriculum (including the Blueprint) with the trainee and support them in prioritising so that progress becomes visible. **Trainee** can … become familiar with the language of the UW ITTE curriculum and Blueprint; make use of the Progression booklet to track progress against each principle.

Progressive

All trainees entering the PGCE course are suitable to train to teach but all have very different prior experience. When setting targets, the starting point must be decided on an individual basis. The **Progression** booklet outlines a clear route from 'emerging' through to 'high performing'. The Blueprint provides 'practice-able' teacher behaviours. Becoming familiar with the characteristics of each stage and the language used in the descriptors will help to frame each target appropriately.

Partnership	**Mentor** can … establish a trusting relationship with the trainee so that appropriate challenge can be leveraged at the right time. **Trainee** can … write a clear introduction, including prior experience, on the 'About Me' page in PebblePad which is shared with mentors; be prepared to take the initiative and rehearse; be prepared to be challenged and take risks.

Example of an outcome of the Target Setting process

Context: School 1 (phase 1) - trainee is being asked to plan a retrieval practice task.

This is the first opportunity the trainee has had of planning such a task. She has observed her mentor using retrieval practice tasks in two lessons. She has made notes about the structure of the tasks and how her mentor managed the classroom during this phase of the lesson. She has also reviewed appropriate university sessions on 'How Pupils Learn' and a subject session in which different task types were discussed. The trainee and her mentor have discussed the expected prior knowledge of the students and have considered a key potential misconception that may emerge. The trainee is progressing towards 'emerging' in Subject Knowledge and Pedagogy SKP and How Pupils Learn. HPL

Specific target (what?)	How will you achieve the target (2-3 measurable actions/strategies – list as bullet points)	Lesson where target will be demonstrated	Curriculum thread(s)
Plan a retrieval practice task with Year 7 set 1 for week beginning 1 November which is focused on helping students remember how to find the area of a rectangle.	• Recall taught sessions on retrieval and observe an expert colleague. Identify an appropriate retrieval method. • Identify the key knowledge and understanding that students need to 'bring to mind'. Share planning in advance with mentor A. Make any suggested adjustments. • Write a plan (or script) and talk-out-loud how the task will be managed and how the mentor will provide support. Rehearse this several times adjusting as applicable before the observation lesson on Friday.	Year 7 – set 1 – Fri 5 Nov	SKP1 HPL1 HPL4

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Index of further examples

In this section we have provided examples of granular SHARP targets. We have also included the thinking scaffolds (Brown 2016). Thinking scaffolds are used as a training tool for writing practice-able measurable targets.

1. From *Emerging* to *Confident*

Managing Behaviour Target

Effective use of lesson time Target

Questioning Skills Target

Managing Behaviour Thinking Scaffold

Effective use of lesson time Thinking Scaffold

Questioning Skills Thinking Scaffold

2. From *Confident* to *Good*

Setting high expectations Target

Promoting pupil progress Target

Wider professional responsibilities Target

Setting high expectations Thinking Scaffold

Promoting pupil progress Thinking Scaffold

Wider professional responsibilities Thinking Scaffold

3. From *Good* to *High Performing*

Adapting teaching to respond to needs of all Target

Effective use of lesson time Target

Wider professional responsibilities Target

Adapting teaching to respond to needs of all Thinking Scaffold

Effective use of lesson time Thinking Scaffold

Wider professional responsibilities Thinking Scaffold

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Examples of Progression in Target Setting

From ***Emerging*** to ***Confident***

Specific target (What?)	How will you achieve the target (2-3 measurable actions/strategies – list as bullet points)	Lessons where target will be demonstrated	Curriculum thread
Establish clear rules and routines to manage behaviour at the beginning of the lesson.	• Write a script to establish clear expectations at the beginning of the lesson to create an atmosphere that is unreservedly positive. • Use a seating plan to make sure that I know pupils' names. • Reinforce and praise expected behaviours.	Observation lesson 9X3 – Friday lesson 3.	**BM4** (Also BM3)
Use a 'chunking' technique to break the lesson into timed learning episodes focusing on the plenary to consolidate learning. Reflect on the impact.	• Observe RT teach and identify the key 'chunks' (with timings). • Plan the lesson for 7Y2 in clear chunks with times identifying the key learning objectives for each chunk. Include a plenary that consolidates the learning objective. (ask for this to be reviewed and amend) • Reflect during the post lesson conversation on the effectiveness of the lesson and use this for planning next week.	7Y2 Thursday P3.	**HPL6** (Also HPL4)
To demonstrate questioning skills that include all learners and that probes understanding.	• Take responsibility for developing questioning skills by observing SR teaching (11X2 – Monday p3) • Encourage learners to participate and contribute using a random name generator to include more pupils in the lesson (observed lesson 9X3 Friday p1) • Rehearse, get feedback and use the 'pose, pause, pounce and bounce' technique to probe understanding.	Observation lessons Monday p3 and Friday p1.	**A2** (Also BM1, PB4)

From ***Confident*** to ***Good***

Specific target (What?)	How will you achieve the target (2-3 measurable actions/strategies – list as bullet points)	Lessons where target will be demonstrated	Curriculum thread
Take ownership of the start of 10Bs lesson and share **expectations** at the beginning of group activities.	• Set up the classroom with exercise books on each desk and 10 questions relating to prior learning on the board. • Script the explanation for the group task and rules for working together. Rehearse and amend. Check understanding of the task instructions asking a pupil to repeat the instructions in their own words. • Use language economically by: giving clear, intentional consistent instructions with as few words as possible to prevent cognitive overload.	Year 10B (all 3 lessons).	**BM1** (Also BM5)
Pre plan and ask **knowledge based questions** to focus pupils in 11C. Ask for examples to illustrate the meaning of the key term.	• Identify key pupils (who often have misunderstandings and require clarification) to focus on when questioning. Ask a focus pupil a question about the key term or definition. Script this in the lesson plan. Once the focus pupil has answered then ask another (stronger) pupil – do you agree with the answer? • Bounce question back to first pupil if they didn't answer fully.	Year 11C (Wednesday period 4.)	**HPL2** (Also SKP1)

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	• Ask pupils questions to show they can give an example to apply the key term based on a business scenario		
Actively evaluate Year 9 lessons, **seek advice** to support specific pupils and show that you have acted on agreed targets.	• Make specific reference to the key parts of lessons when reflecting on targets in the weekly review. Give evidence that learning is happening. How do you know? • Independently talk to colleagues/SENCo for advice on working with pupils – SL and TW. • Highlight on lesson plan how you are using the advice to support key individuals.	Year 9 lessons (week beginning 2nd March and 9th March),	**PB4** (Also PB2)

From ***Good*** to ***High Performing***

Specific target (What?)	How will you achieve the target (2-3 measurable actions/strategies – list as bullet points)	Lessons where target will be demonstrated	Curriculum thread
Use **flexible questioning** in an extended class discussion with Y8 in order to develop critical thinking for a range of pupils.	• Observe two expert colleagues – reflect and make notes making 2-3 'key findings' bullet points. • Familiarise with question stems for higher order thinking (refer back to university session) • 15 minutes 'talk plan' with mentor • Manage, then evaluate, a class discussion with Y8 using flexible questioning to develop critical thinking for different ability pupils within the class. The post lesson conversation will look at evidence of critical thinking.	Y8 (Thursday period 2).	**AT1** (Also A2, HPL1).
Take the initiative and explore different **teaching strategies** to create an innovative approach to a Y10 Shakespeare unit and high-quality resources for Y12 scheme of work for a new novel.	• Use assignment B reading to give strategies to offer different approaches to teaching Shakespeare. • Identify an ambitious strategy (with resources). Plan meticulously sharing the planning for feedback. • Write precise measurable learning objectives that are curriculum driven (cross refence to the exam specification) – share the strategy and outcomes at the department meeting.	Year 10 and Year 12. Two weeks after May half term.	**HPL10** (Also HPL7, AT2).
Take the initiative by offering a **curriculum enrichment** opportunity for Y8 and supporting with the organisation of a Y10 theatre trip in order to become more fully involved with school life.	• Volunteer to go on the Y10 theatre trip and seek guidance on the routines and procedures; filling in the risk assessment form, writing a letter to go to parents, collection of monies, etc. • Consider the learning that will take place, write 2-3 clear measurable objectives and plan/design/develop a resource that will enhance the activity. • Evaluate on the intent, implementation and impact in the target review section on PebblePad.	Year 8 and Year 10. Week beginning 8th June for Year 8 and Friday 12th June for Year 10.	**PB1** (Also PB2, BM7).

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Thinking Scaffolds to support SHARP Target Setting

Text in *italicised red* format is taken directly from the Progression Booklet. The Progression incorporates the 'learn how' statements from the Initial Teacher Training Early Career Framework

Emerging to *Confident*

Blunt Target	Improve behaviour management	
SHARP	**Key questions**	**Breakdown of target**
Specific	What exactly do you want to achieve? What is the area of specific focus?	Problem is not knowing names, being negative and not clear with expectations
How		Improve my use of – using seating plans, know names, set clear expectations, being positive, using the school behaviour policy.
Achievable	Can I achieve the target in my professional context? Can I achieve it in the time frame? Do I have the opportunity? Which class(s)/year group will I focus on?	9X3 over the next week (observed lesson on Friday). Observe CW teaching 9Y3 on Tuesday
Related – to the Progression booklet		Specifically BM5. Also BM3
Progression	Progression booklet? Where am I at and where am I aiming to be?	*"Communicate high expectations for pupils" (BM5) also "model positive attitudes, values and behaviours" (BM3)* - be very explicit at the beginning of the lesson about what is expected. " (emerging to confident) "*Manage classes appropriately*" (BM5) - use seating plans so that I know pupils' name. Use the school C1, C2, C3 behaviour policy (emerging to confident) "*Use praise, rewards and sanctions*" (BM5) – (emerging to confident)
Revised SHARP Target with actions	**Target:** Establish clear rules and routines to manage behaviour at the beginning of the lesson (observation lesson 9X3 – Friday lesson 3) **(BM4 and BM3)** **Actions:** • Write a script to establish clear expectations at the beginning of the lesson to create an atmosphere that is unreservedly positive. • Use a seating plan to make sure that I know pupils' names. • Reinforce and praise expected behaviours	

How?: asking the '**how…?**' question will help to hone the target and make it specific and where possible practice-able. This ensures that the target is measurable as each action is completed

Achievable: Targets need to be granular and **achievable** within the time frame and 'sphere of influence'. Consider the opportunity for suitable actions including identified classes or age groups. Not achievable in a week = not granular

Related to the UW ITTE curriculum: Target should relate to the curriculum threads in the Progression booklet. Focus on 2-3 bullets (as appropriate) for each target.

Progressive: Use the **progressive** language from the Progression Booklet. In this case wording from 'confident' has been used.

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Blunt Target	Effective use of lesson time.	
SHARP	**Key questions**	**Breakdown of target**
Specific	What exactly do you want to achieve? What is the area of specific focus?	Feedback suggests that lessons start well but I cannot deliver all that I plan and lessons over run without the opportunity to consolidate the learning at the end. I do not 'really' know what the pupils have learnt.
How	What actions will you need to take to achieve the target? What support will you need?	Watch my mentor teach a lesson and think about how it is divided into chunks. Use the lesson planning tool kit to help me plan a lesson in chunks. Identify how each chunk addresses a specific learning objective. Evaluate and reflect on the success of this strategy. I will need to plan a formative assessment task (mini plenary) to find out if the pupils have learnt what I intended.
Achievable	Can I achieve the target in my professional context? Can I achieve it in the time frame? Do I have the opportunity? Which class(s)/year group will I focus on?	7Y2 period 3 on Thursday (observe them in advance being taught by RT on Monday)
Related – to the Progression Booklet	Which is the main curriculum thread in the Progression Booklet and are there any others?	HPL6 and HPL9
Progression	Can I use the language from the Progression booklet? Where am I at and where am I aiming to be?	Break the lesson into chunks matched to learning outcomes to '*structure lessons that support learning*' (HPL6) Put timings onto the lesson plan focusing on the final 'chunk' to consolidate the learning ' making *effective use of lesson time*' (HPL6) Use information from the plenary to '*review and evaluate teaching'*. (HPL9)
Revised SHARP Target with actions	**Target:** Use a 'chunking' technique to break the lesson into timed learning episodes focusing on the plenary to consolidate learning. Reflect on the impact. **(HPL6 and HPL9)** **Action:** • Observe RT teach and identify the key 'chunks' (with timings). • Plan the lesson for 7Y2 in clear chunks with times identifying the key learning objectives for each chunk. Include a plenary that consolidates the learning objective (ask for this to be reviewed and amend). • Reflect during the post lesson conversation on the effectiveness of the lesson and use this for planning next week.	

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Blunt Target	Improve questioning.	
SHARP	**Key questions**	**Breakdown of target**
Specific	What exactly do you want to achieve? What is the area of specific focus?	Lesson observations have highlighted the need to improve my questioning skills. I tend to focus on pupils with their hands up. I accept answers without probing using mostly recall questions.
How	What actions will you need to take to achieve the target? What support will you need?	Have a go at a no hands up approach to questioning (random name generator (cold calling) and some targeted focused questions for individuals). Use the 'pose, pause, pounce and bounce' technique modelled in university sessions. Observe how staff in the department use questioning.
Achievable	Can I achieve the target in my professional context? Can I achieve it in the time frame? Do I have the opportunity? Which class(s)/year group will I focus on?	Target all groups next week with formal lesson observation feedback on Friday p1 (9x3)
Related – to the Progression Booklet	Which is the main curriculum thread in the Progression Booklet and are there any others?	A2 but also BM1 and PB4
Progression	Can I use the language from the Progression booklet? Where am I at and where am I aiming to be?	Observe SR teaching and focus on how they use questioning '*to respond positively and proactively to advice from mentors/expert colleagues* (PB4) Use a random name generator to engage more pupils in the lesson -'*to encourage learners to participate and contribute.*' (BM1) Use the 'pose, pause, pounce and bounce' technique '*to use formative…assessment strategies that indicate a learner has made progress*' (A2)
Revised SHARP Target with actions	**Target:** To demonstrate questioning skills that include all learners and that probes understanding. understanding **(A2, BM1 and PB4)** **Action:** • Take responsibility for developing questioning skills by observing SR teaching (11X2 – Monday p3) • Encourage learners to participate and contribute using a random name generator to include more pupils in the lesson (observed lesson 9X3 Friday p1) • To use the 'pose, pause, pounce and bounce' technique to probe understanding.	

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Confident to Good – in this example the trainee has already established rules and routines but these 'need resetting' as behaviour is splipping

Blunt Target	To be able to set **high expectations** in terms of behaviour and aim for consistency.	
SHARP	**Key questions**	**Breakdown of target**
Specific	What exactly do you want to achieve? What is the area of specific focus?	Re-establish a strong start to every lesson where expectations are clearly communicated to the class. Take ownership of the seating arrangements and groupings, and give clear instructions about how and when pupils move around the classroom. Have an initial task ready before pupils enter the classroom and give instructions so they can begin straight away. Plan for the transitions between tasks so that there is minimal disruption when moving to start group work. Share expectations (or rules) about how to work in a group and roles of each person.
How	What actions will you need to take to achieve the target? What support will you need?	Set the room up so that learning can start straight away. Use the seating plan, and plan for which pupils will work together in group work. Indicate the groupings in lesson plan. Script very clear instructions for what is expected. Rehearse this and refine the script. Try to use language economically so that things do not get over complicated. Make sure that pupils REALLY know what is expected rather than expecting them to just nod!
Achievable	Can I achieve the target in my professional context? Can I achieve it in the time frame? Do I have the opportunity? Which class(s)/year group will I focus on?	Focus on one class (10B) for the three lessons timetabled next week. It is achievable to begin these routines straight away and use them all week. There is no scheduled disruption to teaching time all lessons will be taught consecutively with 10B.
Related – to the Progression Booklet	Which is the main curriculum thread in the Progression Booklet and are there any others?	BM1 and also BM5.
Progression	Can I use the language from the Progression booklet? Where am I at and where am I aiming to be?	Confident (*Use routines to maintain a safe learning environment*), moving to good (*create a culture of respect and trust with pupils that promotes challenge and aspirations. Apply rules, sanctions and rewards in line with school policy*.)
Revised SHARP Target with actions	**Target:** Take ownership of the start of 10Bs lesson and share expectations at the beginning of group activities. **(BM1 and BM5).** **Action:** • Set up the classroom with exercise books on each desk and 10 questions relating to prior learning on the board. • Script the explanation for the group task and rules for working together. Rehearse and amend. Check understanding of the task instructions asking a pupil to repeat the instructions in their own words. • Use language economically by: giving clear, intentional consistent instructions with as few words as possible to prevent cognitive overload.	

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Blunt Target	Target questioning to pupils who need support during lessons. Ensure that I pick up on and challenge misconceptions.	
SHARP	**Key questions**	**Breakdown of target**
Specific	What exactly do you want to achieve? What is the area of specific focus?	To identify specific pupils who need support. To explain key terms and check if those pupils understand the key terms.
How	What actions will you need to take to achieve the target? What support will you need?	Identify key pupils (who often have misunderstandings and require clarification) to focus on when questioning. Ask a focus pupil a question about the key term or definition – e.g. What is SWOT analysis? Once the focus pupil has answered then ask another (stronger) pupil – do you agree with the answer? Bounce question back to first pupil if they didn't answer fully. Ask pupils questions to show they can give an example to apply the key term- e.g. What would be a strength of the production methods used by Coca Cola? eGive a scenario for a business, e.g. ask 'Which sources of finance could be suitable for business X?'
Achievable	Can I achieve the target in my professional context? Can I achieve it in the time frame? Do I have the opportunity? Which class(s)/year group will I focus on?	Focus on one class (11C) for the two consecutive lessons timetabled next week.
Related – to the Progression Booklet	Which is the main curriculum thread in the Progression Booklet and are there any others?	HPL1, SKP1, and AT1
Progression	Can I use the language from the Progression booklet? Where am I at and where am I aiming to be?	HPL1 Confident (*make regular use of assessment to garner learner confidence in the taught content and or skills*) moving to good (*monitor and assess learners' achievements and provide feedback to them based on their specific needs as individuals*). SKP1 Confident (*pre-empt misunderstandings and misconceptions*) moving to good (*be aware of common misconceptions and know how to address these to help pupils master important concepts. Provide tasks that support pupils to learn key ideas securely.*) AT1 Confident (*track the needs of different learners and, with support of mentors/expert colleagues, plan lessons that meet their needs*) moving to good (*adapt lessons, whilst maintaining high expectations for all, so that all learners have the opportunity to meet expectations and experience success*)
Revised SHARP Target with actions	**Target:** Pre plan and ask **knowledge based questions** to focus pupils in 11C. Ask for examples to illustrate the meaning of the key term. **(HPL1, SKP1, AT1)** **Action:** • Identify key pupils (who often have misunderstandings and require clarification) to focus on when questioning. Ask a focus pupil a question about the key term or definition. Script this in the lesson plan. Once the focus pupil has answered then ask another (stronger) pupil – do you agree with the answer? • Bounce question back to first pupil if they didn't answer fully. • Ask pupils questions to show they can give an example to apply the key term based on a business scenario	

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Blunt Target	Reflect on lessons and act on and value feedback.	
SHARP	**Key questions**	**Breakdown of target**
Specific	What exactly do you want to achieve? What is the area of specific focus?	Evaluation of lessons to include specific examples of areas of good practice, identifying where pupils made most progress and areas for development. Take the initiative to ask for advice and feedback from colleagues and act on this.
How	What actions will you need to take to achieve the target? What support will you need?	Make specific reference to key parts of lessons when reflecting in weekly reviews. Independently talk to colleagues/SENCo for advice on working with specific pupils. Clarify targets and strategies in post lesson discussions and act on these.
Achievable	Can I achieve the target in my professional context? Can I achieve it in the time frame? Do I have the opportunity? Which class(s)/year group will I focus on?	Focus on Year 9, one lesson a week for the next two weeks.
Related – to the Progression Booklet	Which is the main curriculum thread in the Progression Booklet and are there any others?	PB4, PB2
Progression	Can I use the language from the Progression booklet? Where am I at and where am I aiming to be?	PB4 Confident (*respond positively and proactively to advice from mentors/expert colleagues*) moving to good (*use weekly reviews to evaluate professional practice – responding positively and proactively to advice/feedback from colleagues*) PB2 Good (*discuss and analyse with mentors the importance of the right support (eg. from the SENCO*)
Revised SHARP Target with actions	**Target:** Actively evaluate Year 9 lessons, seek advice to support specific pupils and show that you have acted on agreed targets. **(PB4 and PB2)** **Action:** • Make specific reference to the key parts of lessons when reflecting on targets in the weekly review. Give evidence that learning is happening. How do you know? • Independently talk to colleagues/SENCo for advice on working with pupils – SL and TW. • Highlight on lesson plan how you are using the advice to support key individuals.	

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Good to High Performing

Blunt Target	Use more questioning to adapt learning.	
SHARP	**Key questions**	**Breakdown of target**
Specific	What exactly do you want to achieve? What is the area of specific focus?	Observation feedback shows that I have made improvements with questioning. I can now confidently implement a spread of questioning to ensure inclusivity. I pre-plan key questions to consider the appropriate pitch and challenge for my pupils (mostly using university templates to help me structure these). My mentor has commented that I now need to think about how I can 'reflect in action' and teach in the moment to be more flexible with my questioning. She has asked me to use questioning to support different pupils with their own rates of progress. I want to challenge all pupils to stretch their thinking and understanding around the text to deepen the engagement with the key themes and characterisation in *Romeo and Juliet.*
How	What actions will you need to take to achieve the target? What support will you need?	• Observe an RQT in History who has been noted to question pupils effectively • Feedback to my mentor on what I observed in the history lesson (10 minutes of weekly review meeting) – 2-3 points • Observe my Head of Department lead a class discussion in Y10 on the demise of Lady Macbeth with no pre-planned questions • Re-visit question stems on higher order questioning sheet from university • Spend 15 minutes of my weekly review meeting this week explaining my findings and proposed plan for my Y8 *Romeo and Juliet* lesson
Achievable	Can I achieve the target in my professional context? Can I achieve it in the time frame? Do I have the opportunity? Which class(s)/year group will I focus on?	• I need to time manage this target specifically to make sure that I can use all the above scaffolds available to me • It is achievable if I map this into my planner and adjust my marking schedule accordingly. • I can ease myself into a practice lesson by choosing my high ability Y8 class. I have good relationships with them and we are doing Shakespeare. This means I can feel more confident 'taking a risk' and I can transfer some of the English practice I saw in Y10 Macbeth. • My HoD or mentor will swap classes with the normal class teacher this week so they can observe and evaluate my questioning specifically.
Related – to the Progression Booklet	Which is the main curriculum thread in the Progression Booklet and are there any others?	**AT1** with elements of A2 and HPL1 (also contributing to BM1)

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Progression	Can I use the language from the Progression booklet? Where am I at and where am I aiming to be?	Move from using pre-planned targeted questioning to stretch and challenge individuals (*AT1 good – adapt lessons whilst maintaining high expectations for all*) to flexible questioning throughout a class discussion in which all or most pupils are actively involved, where pupils are challenged to re-think or develop their ideas and extend their evaluation of the writer's craft. (*AT1 high performing – plan to connect new content with pupils' existing knowledge – reframe questions to provide greater scaffolding or greater stretch.*) Listen carefully to the pupils' responses and use these as learning opportunities with the rest of the class to either summarise or hypothesise about characters' future actions. Encourage pupils to make predictions in a safe environment and comment on each other's thoughts. (*BM1 – high performing – create inclusive lessons using intentional and consistent language in which pupils feel their contributions are consistently values and welcomed.*). Also covers aspects of HPL1.
Revised SHARP Target with actions	**Target:** Use flexible questioning in an extended class discussion with Y8 in order to develop critical thinking for a range of pupils. **(AT1, A2, HPL1, BM1)** **Action:** • Observe two expert colleagues – reflect and make notes making 2-3 'key findings' bullet points. • Familiarise myself with question stems for higher order thinking (refer back to university session) • 15 minutes 'talk plan' with mentor • Manage, then evaluate, a class discussion with Y8 using flexible questioning to develop critical thinking for different ability pupils within the class. In the post lesson conversation we will look at evidence of critical thinking.	

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Blunt Target	Develop my contribution to the design and provision of an engaging curriculum.	
SHARP	**Key questions**	**Breakdown of target**
Specific	What exactly do you want to achieve? What is the area of specific focus?	I have been creating and producing my own teaching resources to complement a medium term plan (one of which I used for assignment 2). I also attended a departmental inset and contributed to the planning of a new scheme of work. I want to develop my practice in this area in my final term in order to hone my skills for my NQT year and to achieve high performing in all aspects of HPL. The area of focus in going to be in two year groups: • Y10 to revise the current Shakespeare scheme which I will use as part of my assignment three research (impact of active approaches to teaching Shakespeare). • Y12 to plan a medium term plan for a new novel that the department will be teaching in September.
How	What actions will you need to take to achieve the target? What support will you need?	• I need to take advantage of my quicker planning time now that I am planning sequences of lessons and pencil in time to create the schemes • I plan to use a weekend day when I am not so tired and feeling more creative so need to ensure this time is free • I will use my A3 reading to give me ideas to offer different approaches to teaching Shakespeare • The Head of Department has asked me to run a team meeting to share this after the official presentation so that I can model and explain the strategies to staff • Write up my ideas within the department's scheme of work template • Read the new novel for Y12 • Explore literary criticism of the text to help me build my subject knowledge confidence • Meet with my HoD and mentor to show them the first draft of the medium term plan for Y12
Related – to the Progression Booklet	Which is the main curriculum thread in the Progression Booklet and are there any others?	HPL10 Elements of HPL7 and AT2.
Progression	Can I use the language from the Progression booklet? Where am I at and where am I aiming to be?	I want to move from HPL10 – good - *making a positive contribution to curriculum planning showing some examples of innovation and making creative use of resources to plan lessons to take account of the needs of groups of pupils and individuals* (which I did with my weekly planning and assignment resource) to– high performing - *showing initiative and examples of innovation, for example within a scheme of work, producing high quality innovative resources to ensure that all pupils make very good progress*.
Revised SHARP Target with actions	**Target:** Take the initiative and explore different teaching strategies to create an innovative approach to a Y10 Shakespeare unit and high-quality resources for Y12 scheme of work for a new novel. **(HPL10, HPL7, AT2)** **Action:** • Use assignment B reading to give strategies to offer different approaches to teaching Shakespeare. • Identify an ambitious strategy (with resources). Plan meticulously sharing the planning for feedback. • Write precise measurable learning objectives that are curriculum driven (cross refence to the exam specification) – share the strategy and outcomes at the department meeting.	

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Blunt Target	Be more involved in wider school life.	
SHARP	**Key questions**	**Breakdown of target**
Specific	What exactly do you want to achieve? What is the area of specific focus?	Feedback shows that my mentor and Head of Department consider that I have become a member of the team in the English Department. I have attended two school parents' evenings. The focus for the target is broader than subject or departmental involvement with the school. My mentor thinks that my professional persona could be developed further through embracing more of the wider school life.
How	What actions will you need to take to achieve the target? What support will you need?	• Research what is available in school extra-curricular provision • Chat to mentor about a half term creative writing club for Y8 • Volunteer to go on the Y10 theatre trip and ask the member of the English department if I can go through the organisation aspects of the trip with her; filling in the risk assessment form, writing a letter to go to parents, collection of monies, etc. • Discuss time management of additional activities with the NQT in the department
Achievable	Can I achieve the target in my professional context? Can I achieve it in the time frame? Do I have the opportunity? Which class(s)/year group will I focus on?	• Yes, I can achieve this but I will need to take care to adjust my work plan accordingly • Yes, this can be a longer term target which is spread over a half term • I have chosen Y8 for the creative writing as I teach two Y8 classes and will have some 'known faces' in this group. There are also some able pupils who have shown an interest in this area.
Progression	Can I use the language from the Progression booklet? Where am I at and where am I aiming to be?	PB1. Some of PB2 – also BM7
Related – to the Progression Booklet	Which is the main curriculum thread in the Progression Booklet and are there any others?	Move from *(PB1 – good) regularly contributing to the wider life and ethos of the school* to becoming more fully involved in school life contributing positively to the wider school culture developing a feeling of shared responsibility for improving the lives of all pupils within the school Move to *(PB1 – high performing)* *work as part of a team, seek challenge, feedback and critiques from mentors/expert colleagues in an open and trusting working environment*. (PB2 – high performing) *Work as part of a team. Seek challenge, feedback and critique from mentors/expert colleagues in an open and trusting working environment*.
Revised SHARP Target with actions	**Target:** Take the initiative by offering a curriculum enrichment opportunity for Y8 and supporting with the organisation of a Y10 theatre trip in order to become more fully involved with school life. **(PB1 and PB2)** **Action:** • Volunteer to go on the Y10 theatre trip and seek guidance on the routines and procedures; filling in the risk assessment form, writing a letter to go to parents, collection of monies, etc. • Consider the learning that will take place, write 2-3 clear measurable objectives and plan/design/develop a resource that will enhance the activity. • Evaluate on the intent implementation and impact in the target review section on PebblePad.	

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