

Progress Point meeting (1- 3)

The Progress Point meetings are designed to be professional discussions between the mentor and trainee focusing on the three MTEP curriculum themes. Trainees need to be encouraged to reflect on key questions and prompts prior and during their meeting. Trainees will then need to share these thoughts linked to evidence with mentors. Trainees and mentors should consider both the trainees learning and that of the children their class/classes. Target setting will be an essential part of this process. The targets set will reflect next steps for individual trainees and show progress to date.

Trainees: based on the outcomes of your progress discussions, please consider both the children’s progress and your own progress over time/your placement or training to date.

Mentors: based on the outcomes of your progress discussions, please consider setting targets that reflect the trainees next steps as they move onto the next phase of their placement/training. Or if needed, please confirm that the previous targets have not yet been met. Please use the target section in Mosaic. **Please identify any areas of concern which need addressing.**

Effective targets are **evaluative** rather than descriptive and focus on the impact of trainees’ teaching on the progress and learning of all pupils.

Please use the ‘MTEP Progress Prompts’ to support reflections and discussions.

The professional role of the developing teacher TS1, TS4, TS5, TS7, TS8, Part 2
Development of teaching and learning TS1, TS2, TS4, TS5, TS6, TS7, TS8, Part 2
Curriculum and specialisms TS3, TS4, TS5, TS6

Pupil progress: in lessons taught and over time the progress pupils have generally made has been			
Below expected levels	At least Satisfactory	Good	Outstanding

Trainee progress: in lessons taught and over time the progress made has shown that the trainee is	
Not yet meeting expectations of this placement/phase	Meeting expectations of this placement/phase