

Supporting mentors with target setting on the WDS



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Aims

By the end of this session it is hoped that you will:

- Develop your knowledge and understanding of what it means to set high-quality targets on the WDS and how these link to the opportunities provided.
- Feel more confident and assured when setting targets on the Weekly Development Summaries (WDS).

Setting targets

Central to our trainees' progress and success is their achievement of developmental targets. Throughout ITE and beyond, **identifying and framing clear targets for development will form an essential part of the role of mentors**. Setting, monitoring and reviewing targets, in discussion with those training to teach, is key **to supporting a cycle of continuous improvement in their professional training and development**.

What makes a good target?

- **Good targets are evaluative rather than descriptive.** For example 'Plan lesson for set 5' is a task rather than a target. It does not relate to the assessment of the trainee's skills or practice.
- They focus on the **impact of the trainee's teaching on the progress and learning of all pupils**, although they may well focus on the impact on particular groups.
- Targets will be **developmental, linked to the curriculum** and **focus on the trainee's progress** and on their impact on pupil learning.
- Targets will also **relate to the trainee's subject and curriculum knowledge and pedagogic understanding**.
- **Targets should be accompanied by suggested opportunities for the trainee to meet that target.**

- ❑ Subject specific where appropriate
- ❑ linked to the weekly curriculum;
- ❑ include a clear statement of what the trainee needs to focus on to improve and make progress
- ❑ state what actions the trainee needs to take to improve and make progress
- ❑ state what support/resources are required to help trainees achieve the target
- ❑ state where that support/resources can be found e.g. blog, book
- ❑ include clear success criteria explicitly stating what achieving the target will mean in terms of pupils' learning, well-being, behaviour etc. and the quality of the trainees' teaching - what will be demonstrated and how when the target is achieved
- ❑ set out a realistic and workable time-frame in which the target can be achieved state how and when the target will be reviewed (usually next weekly mentor meeting)
- ❑ Subject Knowledge Targets should be included regularly



WORK IN PROGRESS

Setting targets on the WDS



- We ask mentors **to set targets each week in agreement with the trainee and record these on the WDS**. The weekly mentor meeting allows time for targets to be reviewed and for new targets to be agreed.
- We encourage **trainees to be engaged in setting targets with their mentor which are evaluative rather than descriptive**.
- Targets will be developmental, linked to the curriculum and focus on the trainee's progress and on their impact on pupil learning. Targets will also relate to the trainee's subject and curriculum knowledge and pedagogic understanding.
- **Targets should be phrased as the identified opportunities which will assist in helping the trainee to develop**. For example 'Team teach KS3 nurture group with mentor to develop your adaptive teaching for low ability pupils'.
- **Actions should be specific and measurable**, so that trainees are able to show evidence of progress by the next weekly meeting.
- **Targets related to subject knowledge should be regularly included**. Trainees need to be familiar with all aspects of the curriculum in their subject (inc. KS2 and KS5), not just what is being taught during their time on placement.
- **Targets should enable progression and focus on the opportunity the trainee needs to engage with rather than a task to complete**.
 - For example, rather than 'Mark year 10 books' the target could be 'Moderate Yr10 books with mentor so you can develop how your understanding of the GCSE mark scheme'.
- **Targets should be reviewed by the trainee prior to their weekly meeting**. They should identify and note their progress against each target ready to share with their mentor in the meeting.

Setting targets on the WDS

To help mentors set targets which are specific and linked to key skills, the target setting on the WDS is separated into **two related, but separate questions**:

Based on the curriculum for this week, which skill(s) need(s) development? This question is designed to help mentors and trainee think about **the specific skill(s) which the trainee need to develop.**

How, where and/or when, could the trainee observe, practice and or receive feedback on these skills? This question is designed to help mentors and trainees **plan for the opportunities which the trainee will need** to observe, practice, and/or receive feedback on these skills.

Skills

Opportunities

Make more use of peer assessment so it provides useful data on how well pupils have learnt	Observe mentor making use of success criteria with Class 8
Engage with and get support from parents and carers to help manage behaviour	Write out a script you could use when calling home for a pupil who has misbehaved in lesson.
Improve subject knowledge related to the Tudors	Review resources in the department subject folder
Develop your use of hinge questions to check progress	Practice and receive feedback from mentor with class 2 on Thursday
Transitioning pupils in and out of the room to assist with an orderly start/end to lesson	Practice meeting pupils at the door each lesson and dismissing them at the end. This will need you to adjust your planning.

Examples from WDS'



Based on the curriculum for this week, which skill(s) need(s) development?	How, where and/or when could the trainee observe, practice and or receive feedback on these skills?
Practice in marking summative assessments to an exam board mark scheme.	[Trainee] is going to mark a sample of a summative end of unit assessment from one of his GCSE classes. I will mark the whole class, and upon [trainee's] return we will compare marks and have a discussion about the marking process in terms of accuracy and variance.
Adaptive teaching - constant scrutiny and development around adapting teaching to meet the needs of all learners	Attend school CPD for pedagogy looking at the relationship between assessment and curriculum and how adaptive teaching strategies can be utilised within mixed ability classes.
Scaffolding to promote independent learning	Focus on independent learning and the strategies of scaffolding in her lessons, particularly with her Y7 poetry group. They are building up to write their own section of an epic poem.
Focus on increasing engagement in quieter classes by using rewards, interactive quizzes and activities	Make use of stickers and on the board praise in all KS3 classes this week
Managing low level disruption when scaffolding for a low ability class. In particular, focussing on a specific child with additional needs, she needs to make sure the rest of the class remain focused on the task in hand.	Practice saying 'you may quietly talk to the person next to you if you are needing some help, whilst I speak with XXX'.
Maintaining the pace of a lesson	Observe RA and LR and then try what you observe with Year 8



Further support for mentors

Our mentor site contains additional support to help mentors set suitable targets. This includes:

- Examples of [subject specific targets](#) and suggested opportunities to meet these targets
- Exemplar targets for the [introductory, developmental, and consolidation phase](#)
- A [walk-through video](#) of how to complete the ‘targets and opportunities’ on the WDS (from 7 mins 29 seconds onwards)
- Mentor training for each of our [Secondary](#) subjects and mentors supporting in [Further Education](#)