





# PROFESSIONAL TUTOR MEETINGS CALENDAR

The following calendar sets out suggested Professional Tutor Meeting agendas for the first placement. These meetings may be held by the Professional Tutor or another suitable member of staff (e.g. Subject Coordinators, SENCO etc.) Each session, except for the Professional Profile Tracker and PPP session which must be completed in the last week of each half term, can be arranged for a date that suits the school and staff. Please record the dates the meetings take place.

Please note – a joint Professional Tutor and Mentor observation should occur once each term.

 <b>Autumn 1 - Weeks beginning: 25/09, 02/10, 9/10, 16/10</b> 		
<p><b>Welcome to our school</b></p> <ul style="list-style-type: none"> <li>• Introduce to members of staff</li> <li>• Arrange a tour of the school with pupils</li> <li>• Assign internet (wifi), photocopier and computer access, arrange relevant training with the I.T equipment</li> <li>• Arrange how to access the school building – arrival times, door codes</li> <li>• Provide identify pass and explain dress code</li> <li>• Provide policies: Behaviour; Safeguarding; Teaching and learning; Marking and feedback</li> <li>• Provide schools Ofsted report</li> <li>• Arrange meetings with the relevant coordinators/suitable staff members</li> </ul> <p>★ <b>Date Meeting Held:</b></p>	<p><b>The teaching of reading</b></p> <ul style="list-style-type: none"> <li>• Discuss the teaching of reading across the school – how is it organised? How do you ensure progression? What books are available? How are they organised? How is reading assessed?</li> <li>• How are reading environments developed and used around the school?</li> <li>• Identify where to observe excellent practice in the teaching of reading</li> <li>• Identify where to observe excellent practice in the teaching of phonics</li> <li>• Explicit training in how to teach and assess using the school's phonics programme</li> </ul> <p>★ <b>Date Meeting Held:</b></p>	<p><b>Teaching number sense</b></p> <ul style="list-style-type: none"> <li>• Discuss the teaching of maths across the school – How is it organised? How do you ensure progression (calculation policy)? What resources are available? How are they organised? How is maths assessed?</li> <li>• How are the environments developed and used to support maths around the school?</li> <li>• Identify where to observe strong practice in the teaching of maths.</li> </ul> <p>★ <b>Date Meeting Held:</b></p>
<p><b>Professional Profile Tracker and PPPA</b></p> <ul style="list-style-type: none"> <li>• Look at the Professional Practice Tracker. What evidence has been collated? Is there anything that needs to be targeted?</li> <li>• Discuss and complete PPPA.</li> <li>• Ensure PPPA is sent to <a href="mailto:ite@sussex.ac.uk">ite@sussex.ac.uk</a> and trainee's University Tutor – DEADLINE – 20<sup>th</sup> October 2017</li> </ul> <p>★ <b>Date Meeting Held:</b></p>		
 <b>Autumn 2 - Weeks beginning: 30/10, 6/11, 13/11, 20/11, 27/11, 04/12, 11/12</b> 		
<p><b>Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>• Discuss how AfL is used throughout the school and how the needs of individuals are met through differentiation, intervention, adult support etc.</li> <li>• How are children made aware of the progress they have made and their emerging needs?</li> <li>• How does the marking and feedback support the children to make progress?</li> <li>• How do the children respond to this feedback?</li> </ul> <p>★ <b>Date Meeting Held:</b></p>	<p><b>Education for all</b></p> <ul style="list-style-type: none"> <li>• Discuss provision across the school and how it is mapped.</li> <li>• What different interventions are in place across the school?</li> <li>• Discuss in detail any children in your class with SEND.</li> <li>• What additional needs should be considered with the children in the class?</li> <li>• Look at a copy of the schools SEND policy</li> </ul> <p>★ <b>Date Meeting Held:</b></p>	<p><b>Rewards and Sanctions</b></p> <ul style="list-style-type: none"> <li>• Discuss and explain the school behaviour policy. Describing the rewards and sanctions approach.</li> <li>• Discuss extrinsic and intrinsic motivation.</li> <li>• From trainees observations, discuss strategies used by experienced teachers related to behaviour management.</li> <li>• Arrange an observation of behaviour management in a challenging class.</li> <li>• What causes challenging behaviour? What can we do to support those children? E.g. nurture groups, therapy</li> </ul> <p>★ <b>Date Meeting Held:</b></p>
<p><b>Better maths planning</b></p> <ul style="list-style-type: none"> <li>• Share some planning created for maths – discuss feedback, support and challenge etc.</li> <li>• Share examples of effective planning</li> <li>• Discuss some of the learning/work the children have produced – discuss next steps and ways to address these</li> </ul> <p>★ <b>Date Meeting Held:</b></p>	<p><b>Better English planning</b></p> <ul style="list-style-type: none"> <li>• Share some planning created for English – discuss feedback, support and challenge etc.</li> <li>• Share examples of effective planning</li> <li>• Discuss some of the learning/work the children have produced – discuss next steps and ways to address these</li> </ul> <p>★ <b>Date Meeting Held:</b></p>	<p><b>Educating Global Citizens</b></p> <ul style="list-style-type: none"> <li>• How is the British Values agenda covered?</li> <li>• How do staff foster positive relationship?</li> <li>• How and when is PSHCE taught?</li> <li>• How are the children taught about world religions?</li> </ul> <p>★ <b>Date Meeting Held:</b></p>
<p><b>Professional Profile Tracker and PPPB</b></p> <ul style="list-style-type: none"> <li>• Look at the Professional Practice Tracker. What evidence has been collated? Are there any gaps that need to be targeted?</li> <li>• Discuss and complete PPPB.</li> <li>• Ensure PPPB is sent to <a href="mailto:ite@sussex.ac.uk">ite@sussex.ac.uk</a> and trainee's University Tutor – DEADLINE – 15<sup>th</sup> December 2017</li> <li>• Cause for concern deadline – Monday 24<sup>th</sup> November 2017</li> </ul> <p>★ <b>Date Meeting Held:</b></p>		
<p>★ <b>Joint Mentor and Professional Tutor Observation date:</b></p>		

\* due to variations in half terms across West/East Sussex and Brighton and Hove, the dates are for guidance only.



Spring 1 - Weeks beginning: 01/01, 08/01, 15/01, 22/01, 29/01, 05/02



<p><b>Learning English</b></p> <ul style="list-style-type: none"> <li>• A focus on EAL provision in school</li> <li>• What range of languages do the children in the school speak?</li> <li>• How are they supported in lessons and around the school?</li> <li>• What effect does EAL have on children's progress, learning and behaviour?</li> <li>• What support is available to children and staff?</li> <li>• What does effective provision for EAL look like?</li> <li>• Shadow or meet with someone who supports EAL children. If there is a low ratio of EAL pupils in the school, arrange a visit to another school that has a higher incidence</li> </ul>	<p><b>Reading the data</b></p> <ul style="list-style-type: none"> <li>• What can we learn from the wealth of pupil data?</li> <li>• How is data used in the school? What information does SIMS provide?</li> <li>• What assessment tracker is the school using? Explicit training on school's adopted assessment tracker e.g. Target Tracker/Classroom Monitor</li> <li>• How is it used? How is it updated?</li> <li>• What sort of progress should the children make and what does this progress look like?</li> <li>• How is this measured?</li> <li>• How is this information reported to parents and how is this linked with performance management?</li> <li>• Look at a copy of the Assessment and Reporting Arrangements 2017 for the appropriate key stage.</li> </ul>	<p><b>Identifying and supporting SEND</b></p> <ul style="list-style-type: none"> <li>• Discuss, how the children are identified for the interventions/additional support.</li> <li>• What are the SEND categories?</li> <li>• What is the effect of the interventions on the children's academic and emotional well-being?</li> <li>• Discuss the schools policy for identifying an SEND and the process from identification to support put in place.</li> <li>• Discuss Educational Health Care Plans, Individual Development Plans and Individual Learning/Education Plans. How are they written and by whom?</li> <li>• Discuss the monitoring of SEND, Pupil Premium and minority groups</li> <li>• Arrange to meet with someone who supports individual needs – e.g. behaviour /pastoral support, learning mentor, SEN TA. What can learn from their expertise?</li> </ul>
<p>★ Date Meeting Held:</p>	<p>★ Date Meeting Held:</p>	<p>★ Date Meeting Held:</p>
<p><b>Applying for your first teaching position</b></p> <ul style="list-style-type: none"> <li>• Discuss and support ideas and thoughts on Writing a letter of application – what to include and what not to include!</li> <li>• Hold a mock job interview and provide feedback</li> </ul>	<p><b>Scientific discoveries</b></p> <ul style="list-style-type: none"> <li>• Discuss how science is planned, taught and assessed throughout the school.</li> <li>• What are the different areas of the science curriculum?</li> <li>• Where are the science resources?</li> <li>• How do children work scientifically?</li> <li>• How is science made practical and hands on?</li> <li>• Identify some science lessons to observe</li> </ul>	
<p>★ Date Meeting Held:</p>	<p>★ Date Meeting Held:</p>	
<p><b>Professional Profile Tracker and PPPC</b></p> <ul style="list-style-type: none"> <li>• Look at the Professional Practice Tracker. What evidence has been collated? Are there any gaps that need to be targeted?</li> <li>• Discuss and complete PPPC.</li> <li>• Ensure PPPC is sent to <a href="mailto:ite@sussex.ac.uk">ite@sussex.ac.uk</a> and trainee's University Tutor DEADLINE – 9<sup>th</sup> February 2018</li> </ul> <p>★ Date Meeting Held:</p>		



Spring 2 - Weeks beginning: 19/02, 26/02, 05/03, 12/03, 19/03, 26/03



<p><b>Applying Professional Knowledge</b></p> <ul style="list-style-type: none"> <li>• Trainee to share taught APK lessons and discuss the teaching and learning.</li> <li>• What have you learnt from your teaching/theory/pedagogy?</li> <li>• What impact does this have on future teaching and learning?</li> </ul>	<p><b>We're all friends here</b></p> <ul style="list-style-type: none"> <li>• Discuss the schools approach bullying</li> <li>• How does the school deal with these issues?</li> <li>• What procedures are followed?</li> <li>• Why might some children exhibit this sort of behaviour?</li> </ul>	<p><b>The role of a coordinator</b></p> <ul style="list-style-type: none"> <li>• Thinking to the future, trainees should meet with a subject coordinator/leader of an area of interest.</li> <li>• What is the role of a coordinator?</li> </ul>
<p>★ Date Meeting Held:</p>	<p>★ Date Meeting Held:</p>	<p>★ Date Meeting Held:</p>
<p><b>Open meeting</b></p> <ul style="list-style-type: none"> <li>• This session is open to enable a suitable response to the needs of the trainee.</li> <li>• This may be discussing the Professional Practice Tracker or a particular Teaching Standard in more detail, or may be a discussion/training on a whole school initiative</li> </ul>	<p><b>Beyond the Curriculum</b></p> <ul style="list-style-type: none"> <li>• How do the children have a voice?</li> <li>• What is pupil voice?</li> <li>• Working with gifted and talented pupils</li> </ul> <p>Discuss the provision for and identification of Gifted and talented children</p>	
<p>★ Date Meeting Held:</p>	<p>★ Date Meeting Held:</p>	
<p><b>Professional Profile Tracker and PPPD</b></p> <ul style="list-style-type: none"> <li>• Look at the Professional Practice Tracker. What evidence has been collated? Are there any gaps that need to be targeted?</li> <li>• Discuss and complete PPPD.</li> <li>• Ensure PPPD is sent to <a href="mailto:ite@sussex.ac.uk">ite@sussex.ac.uk</a> and trainee's University Tutor 29<sup>th</sup> March 2018</li> <li>• Cause for concern deadline – Monday 9<sup>th</sup> March 2018</li> </ul> <p>★ Date Meeting Held:</p>		
<p>★ Joint Mentor and Professional Tutor Observation date:</p>		