| **Trainee Placement Information** | | | |
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| **Name of trainee** |  | **Trainee ID No** |  |
| **Name of mentor** |  | **Professional practice phase** |  |
| **Name of link tutor** |  | **School/setting name** |  |
| **Programme** | **FET/PGDE Post-14 Education** | **Week beginning** | **Enter date** |
| **Number of ETF teaching hours to date (out of 100)** |  | **Number of ETF observations to date (out of 8)** |  |

| **Agenda for Weekly Development Meeting (WDM)** |
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| 1. Review of actions undertaken from opportunities previously identified 2. Mentor to summarise progress against curriculum using the weekly questions provided 3. Subject knowledge review and other areas to be discussed 4. Workload check and things to do 5. Identify opportunities for further development |

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| **To be completed by the trainee in advance of the Weekly Development Meeting** | 1. **Actions taken from opportunities previously identified** *(from previous Weekly Development Meeting)* | **✓** | **?** | **🗶** |
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| **Discussion** | |
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| **To be completed by the mentor and trainee during the Weekly Development Meeting (WDM).** | 1. **Mentor to summarise progress against curriculum**   **Weekly questions to be discussed:** |
| 1. **Subject knowledge review and other areas discussed** |
| 1. **Workload check and things to do** |

| 1. **Opportunities needed to assist with trainee development** |
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| **Current progress would suggest that:**  ***(Please tick, having considered all sources of evidence as set out in the Professional Practice Policy.)*** | **Areas of focus:**  ***(Tick all apply for this week.)*** |
| **Is the trainee making sufficient progress through the curriculum to proceed?**  **Yes**  **No, additional support needed** | High Expectations and Managing Behaviour  How Pupils Learn, Classroom Practice & Adaptive Teaching  Subject Knowledge and Curriculum  Assessment  Professional Behaviours |

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| **Mentor** Signature |  |
| **Trainee**  Signature |  |
| Trainee should ensure this WDS is submitted by the deadline for the purpose of formative assessment. Failure to do so may indicate they are ‘at risk’ of failing to make progress. | |

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