

Principles for Target Setting

Overview

The quality of a trainee's teaching should be assessed against the Teachers' Standards in full. 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 problem solving process is an important part of the **Mentoring Cycle**.

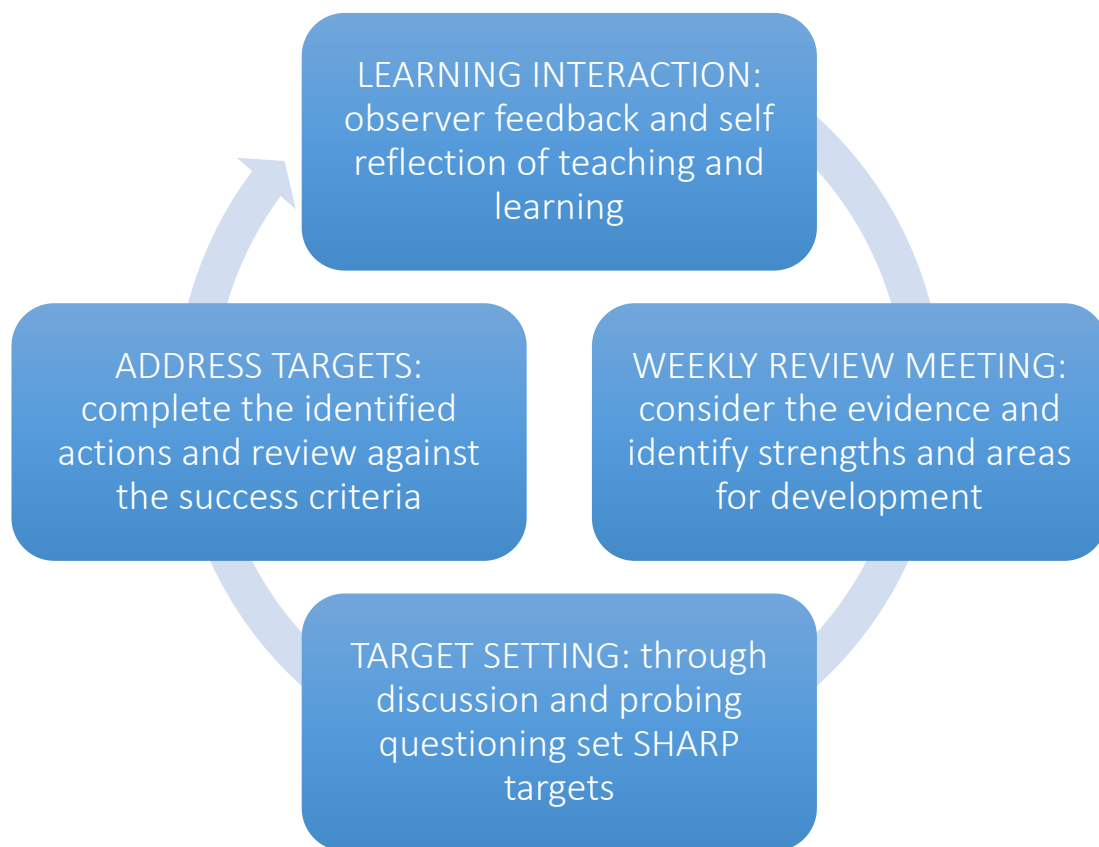


Figure 1: The Mentoring Cycle

This guide is intended to:

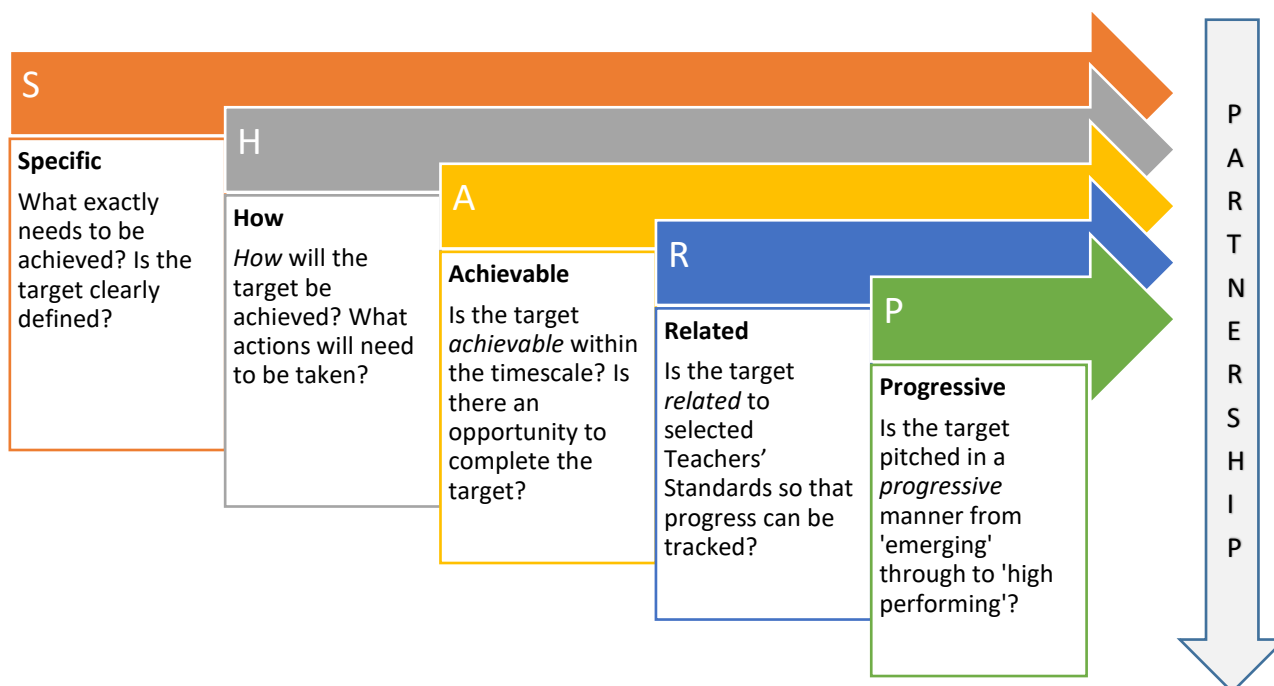
- Support trainees and mentors to write targets that move trainees from emerging, to competent, to good with the aim of becoming high performing over time.
- To support a cycle of continuous development.
- To clarify and exemplify good practice in the setting of **SHARP** targets.

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

All targets are linked to the Teachers' Standards. Therefore, most targets should be guided by the assessment criteria in the **Meeting the Teachers' Standards** booklet.

Location of targets		Rationale/purpose
1. Weekly Review forms on PebblePad	<i>Short Term</i>	2-3 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 (3 per week)	<i>Short Term</i>	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	<i>Medium Term</i>	Mentors periodically (3 times per year) identify medium term areas for development. These targets inform those prioritised for the action plans.
4. Action plans and the University of Worcester Career Entry Profile (UWCEP)	<i>Medium and Long Term</i>	Trainees periodically use their school reports to produce action plans. The final plan is the UWCEP that is emailed to employing schools and includes targets for the start of the induction year.

The Target Setting Process



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 detail.



Mentor can ... draw on all available evidence (e.g. lesson observation feedback, trainee self-evaluation, discussions with teachers etc.) to inform initial discussion. Have some 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 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. This part of the target setting process then ensures that the target is measurable as each action is completed successfully.



Mentor can ... draw on own experience to suggest actions; direct trainee to research or ‘expert’ teachers within the school.
Trainee can ... draw on suggested actions on lesson observation feedback forms, from discussion with other trainees, from their reading and from university sessions.

Achievable

Targets that are set on a weekly basis need to be **achievable** within that weekly timeframe. Targets also have to 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 mentor or class teacher or fellow trainee. But 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 UWCEP.




Mentor can ... check the actions are pitched so that the trainee has the right amount of time and expertise to complete them.
Trainee can ... 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 Teachers’ Standards


The target setting process is, as indicated in the introduction, a means of gathering evidence of meeting the Teachers’ Standards. Therefore, targets will need to **relate** to the Teachers’ Standards but not take on the exact wording. Targets need to be more specific and tailored to the needs of the individual. It is likely that a target will cover elements of several Teachers’ Standards and these

should be clearly identified as the target is constructed. Careful and regular use of the **Meeting the Teachers' Standards** booklet will help to identify the two or three Teachers' Standards bullet points appropriate for each target.

	<p>Mentor can ... deconstruct the Teachers' Standards with the trainee and support them in prioritising so that progress becomes visible.</p> <p>Trainee can ... become familiar with the language of the Teachers' Standards; make use of the Meeting the Teachers' Standards booklet to track progress against each standard.</p>
<p>Partnership</p>	

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 Meeting the Teachers' Standards booklet outlines a clear progression route from 'emerging' through to 'high performing'. Becoming familiar with the characteristics of each stage and the language used in the descriptors will help to frame each target appropriately.

	<p>Mentor can ... establish a trusting relationship with the trainee so that appropriate challenge can be leveraged at the right time.</p> <p>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; be prepared to be challenged and take risks.</p>
<p>Partnership</p>	

Example of an outcome of the Target Setting process

Context: The trainee is placed in School 2 and is being asked to set homework for her classes.

In School 1 the trainee set online mathematics homework tasks which were not necessarily linked to the work covered in class and were easy to administer. Now she wants to think carefully about the tasks that she sets so that homework makes clear links with the classwork and helps pupils to consolidate their knowledge and understanding by practicing procedural methods of adding fractions. She also wants to use an idea based on a university session. The trainee is progressing from 'emerging' to 'competent' in Teachers' Standard 4c but is also becoming more accountable for the pupils' progress which is Teachers' Standard 2a.

Target	Actions
<p>Plan a homework activity with Year 7 set 1 for week beginning 22nd February which is focused on helping students to develop fluency in adding fractions. (TS 4c, TS 2a).</p>	<ul style="list-style-type: none"> Find a 'mathematical étude' type task which provides a rich context for practicing adding fractions. Explain the activity carefully at the <i>start</i> of the lesson and get students to stick the homework sheet into their books and write the homework in their planner. In the following lesson ask three students to come to the board and share their results and methods. Identify what is 'good' about the methods used. Take all the books in and 'mark'. Provide short written feedback based on the criteria students gave you for what was a 'good' method. Get students to look at these comments at the start of the next lesson.

Index of further examples

1. From *Emerging* to *Competent*

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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 *Competent* to *Good*

Setting high expectations [Target](#)

Promoting pupil progress [Target](#)

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Setting high expectations [Thinking Scaffold](#)

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3. From *Good* to *High Performing*

Adapting teaching to respond to needs of all [Target](#)

Effective use of lesson time [Target](#)

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Adapting teaching to respond to needs of all [Thinking Scaffold](#)

Effective use of lesson time [Thinking Scaffold](#)

Wider professional responsibilities [Thinking Scaffold](#)

Examples of Progression in Target Setting

From *Emerging* to *Competent*

Target	Actions
TS7a (Also 1c) Establish clear rules and routines to manage behaviour (observation lesson 9X3 – Friday lesson 3).	<ul style="list-style-type: none"> 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. Use praise, rewards and sanctions following the school behaviour policy
TS4a (Also 4d) Use a 'chunking' technique to break the lesson (7Y2 Thursday P3) into timed learning episodes focusing on the plenary to consolidate learning. Reflect on the impact.	<ul style="list-style-type: none"> Observe RT teach and identify the key 'chunks' (with timings). Plan the lesson for 7Y2 in clear chunks with times Identify the key learning outcomes for each chunk Plan a plenary that consolidates the learning Reflect at the weekly review meeting on the effectiveness of the lesson and use this for planning next week.
TS6b (Also 1a, 8d) To demonstrate questioning skills that include all learners and that probes understanding (observation lessons Monday p3 and Friday p1).	<ul style="list-style-type: none"> 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.

From *Competent* to *Good*

Target	Actions
TS1a (Also 7b) Take ownership of the start of 10Bs lesson (all 3 lessons) and share expectations at the beginning of group activities.	<ul style="list-style-type: none"> Set up the classroom with exercise books on each desk and 10 questions relating to prior learning on the board. Stand by the door to welcome pupils to the lesson. As they enter the room, direct pupils to sit quietly and start the questions. Explain the group task and rules for working together. Check understanding of the task instructions before telling pupils which table each group will work at and who is in each group. Share expectations about giving out and collecting in resources.
TS2b (Also 3a) Pre plan and ask knowledge based questions to focus pupils in 11C (Wednesday period 4). Ask for examples to illustrate the meaning of the key term.	<ul style="list-style-type: none"> Identify key pupils (who often have misunderstandings and require clarification) to focus on when questioning. <u>Ask a focus pupil a question about the key term or definition. Once the focus pupil has answered then ask another (stronger) pupil – do you agree with the answer?</u> Bounce question back to first pupil if they didn't answer fully. Ask pupils questions to show they can <u>give an example to apply the key term.</u> <u>Ask questions based on a business scenario.</u>
TS 8d (Also 8b) Actively evaluate Year 9 lessons (week beginning 2 nd March and 9 th March), seek advice	<ul style="list-style-type: none"> Make specific reference to key parts of lessons when reflecting in weekly review.

Target	Actions
to support specific pupils and show that you have acted on agreed targets.	<ul style="list-style-type: none"> Independently talk to colleagues/SENCo for advice on working with specific pupils. Clarify targets and strategies in post lesson discussions and act on these in the next Year 9 lesson.

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

Target	Actions
TS5a (Also 6b, 2a). Use flexible questioning in an extended class discussion with Y8 (Thursday period 2) in order to develop critical thinking for a range of pupils.	<ul style="list-style-type: none"> Observe two colleagues – reflect and make notes Familiarise myself with question stems for higher order thinking 15 minutes ‘talk plan’ with mentor Ensure knowledge of key scenes in R&J Manage a class discussion with Y8 using flexible questioning to develop critical thinking for different ability pupils within the class
TS4e (Also 4b, 5b). Over the next two week, 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.	<ul style="list-style-type: none"> 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
TS8a (Also 8b, 7d). Take the initiative by offering a curriculum enrichment opportunity for Y8 and supporting with the organisation of a Y10 theatre trip (Friday 5 th June) in order to become more fully involved with school life.	<ul style="list-style-type: none"> 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.

Thinking Scaffolds to support SHARP Target Setting

Text in *italicised red* format is taken directly from the Meeting the Teachers' Standards Booklet.

Emerging to Competent

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	<p>How?: asking the 'how...?' question will help to hone the target and make it specific. This ensures that the target is measurable as each action is completed successfully.</p>	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	<p>9X3 over the next week (observed lesson on Friday). Observe CW teaching 9Y3 on Tuesday</p> <p>Achievable: Targets need to be achievable within the time frame and 'sphere of influence'. Consider the opportunity for suitable actions including identified classes or age groups.</p>
Related – to the Teachers' Standard	<p>Related to the Teachers' Standards: Target should relate to the Teachers' Standard but not be the exact words. Focus on 2-3 standard bullets (as appropriate) for each target.</p>	Overall TS7. Specifically TS7b. Also TS1c.
Progression	Meeting the Teachers' Standards booklet? Where am I at and where am I aiming to be?	<p><i>"Have high expectations of behaviour" (TS7a) - be very explicit at the beginning of the lesson about what is expected. " (emerging to competent)</i></p> <p><i>"Establish a framework for discipline" (TS7b) - use seating plans so that I know pupils' name. Use the school C1, C2, C3 behaviour policy (emerging to competent)</i></p> <p><i>"Use praise, sanctions and rewards" (TS7b) – (emerging to competent)</i></p>
Revised SHARP Target with actions	<p>Target: Establish clear rules and routines to manage behaviour (observation lesson 9X3 – Friday lesson 3) (TS7a and TS1c)</p> <p>Actions:</p> <ul style="list-style-type: none"> 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. Use praise, rewards and sanctions following the school behaviour policy 	

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.
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 Teachers' Standards	Which is the main Standard and are there any others?	Overall. TS4. Specifically TS4a and TS4d
Progression	Can I use the language from the Meeting the Teachers' Standards booklet? Where am I at and where am I aiming to be?	Break the lesson into chunks matched to learning outcomes to ' <i>impart knowledge and develop understanding</i> ' (TS4a) Put timings onto the lesson plan focusing on the final 'chunk' to consolidate the learning ' <i>effective use of lesson time</i> ' (TS4a) Use information from the plenary to reflect on ' <i>the effectiveness of lessons and approaches to teaching</i> '. (TS4d)
Revised SHARP Target with actions	<p>Target: Use a 'chunking' technique to break the lesson (7Y2 Thursday P3) into timed learning episodes focusing on the plenary to consolidate learning. Reflect on the impact (TS4a and TS4d)</p> <p>Action:</p> <ul style="list-style-type: none"> • Observe RT teach and identify the key 'chunks' (with timings). • Plan the lesson for 7Y2 in clear chunks with times • Identify the key learning outcomes for each chunk • Plan a plenary that consolidates the learning • Reflect at the weekly review meeting on the effectiveness of the lesson and use this for planning next week. 	

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 and some targeted focused questions for individuals). Use the 'pose, pause, pounce and bounce' technique. 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 Teachers' Standards	Which is the main Standard and are there any others?	Mainly TS6 but specifically TS6b but also 1a and 8d
Progression	Can I use the language from the Meeting the Teachers' Standards booklet? Where am I at and where am I aiming to be?	Observe SR teaching and focus on how they use questioning ' <i>to take responsibility for improving teaching through appropriate professional development</i> ' (TS8d) Use a random name generator to engage more pupils in the lesson -' <i>encourage learners to participate...in a stimulating environment rooted in respect.</i> ' (TS1a) Use the 'pose, pause, pounce and bounce' technique ' <i>to use formative...assessment to secure pupil progress</i> ' (TS6b)
Revised SHARP Target with actions	Target: To demonstrate questioning skills that include all learners and that probes understanding (TS6b, TS1a and TS 8d) Action: <ul style="list-style-type: none"> • 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. 	

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?	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?	Greet each pupil at the door. Use the seating plan, and plan for which pupils will work together in group work. Indicate the groupings in lesson plans. Plan for the transition between individual work and how pupils will move to work in groups. Set and share expectations about distributing resources and packing away at the end of the lesson. Implement 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(es)/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 Teachers’ Standards	Which is the main Standard and are there any others?	TS1, specifically TS1a, also TS7b.
Progression	Can I use the language from the Meeting the Teachers’ Standards booklet? Where am I at and where am I aiming to be?	Competent (<i>pupils are safe in the classroom and ask and answer questions</i>), moving to good (<i>Build good working relationships with pupils and make classrooms cooperative places. Set high expectations of learners.</i>)
Revised SHARP Target with actions	<p>Target: Take ownership of the start of 10Bs lesson, (Tuesday L3) and share expectations at the beginning group activities.</p> <p>Action: set up the classroom with exercise books on each desk and 10 questions relating to prior learning on the board. Stand by the door to welcome pupils to the lesson. As they enter the room, direct pupils to sit quietly start the questions. Explain the group task and rules for working together. Check understanding of the task instructions before telling pupils which table each group will work at and who is in each group. Share expectations about giving out and collecting in resources.</p>	

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. <u>Ask a focus pupil a question about the key term or definition –</u> 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 <u>give an example to apply the key term-</u> e.g. What would be a strength of the production methods used by Coca Cola? e.g. When Sprockets Cycles build bikes, they have fixed costs and variable costs to pay. What are the fixed costs and variable costs for Sprockets Cycles? e.g. Is a loan a good source of finance for a small business? Why? Give a <u>scenario for a business</u> , 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 Teachers' Standards	Which is the main Standard and are there any others?	TS2a, and TS3a, TS5a, and TS4a
Progression	Can I use the language from the Meeting the Teachers' Standards booklet? Where am I at and where am I aiming to be?	TS2a Competent (<i>take accountability for attainment, progress and outcomes of the pupils</i>) moving to good (<i>monitor and assess learners achievement based on the specific needs of learners</i>). TS3a Competent (<i>address misunderstandings</i>) moving to good (<i>have a clear recognition of how to deal with misconceptions and through this demonstrate good subject and curriculum knowledge</i>) TS5a Competent (<i>know when and how to differentiate</i>) moving to good (<i>develop targeted support matched to the needs of learners</i>) TS4a Competent (<i>impart knowledge and develop understanding</i>) moving to good (<i>plan structured activities which match the needs of learners</i>)
Revised SHARP Target with actions	<p>Target: Pre plan and ask knowledge based questions to focus pupils in 11C. Ask for examples to illustrate the meaning of the key term.</p> <p>Action: Identify key pupils (who often have misunderstandings and require clarification) to focus on when questioning. <u>Ask a focus pupil a question about the key term or definition.</u> 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. <u>Ask pupils questions to show they can give an example to apply the key term. Ask questions based on a business scenario.</u></p>	

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 Teachers’ Standards	Which is the main Standard and are there any others?	TS8d and TS8b
Progression	Can I use the language from the Meeting the Teachers’ Standards booklet? Where am I at and where am I aiming to be?	TS8d Competent (<i>respond to advice and feedback</i>) moving to good (<i>actively evaluate professional practice to identify challenging targets. Actively seek and value feedback from colleagues to develop professional practice</i>) TS8b Competent (<i>know how and when to draw on advice</i>) moving to good (<i>show independence in seeking advice</i>)
Revised SHARP Target with actions	<p>Target: Actively evaluate Year 9 lessons, seek advice to support specific pupils and show that you have acted on agreed targets.</p> <p>Action: 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 in the next Year 9 lesson.</p>	

Blunt Target	Use more questioning to develop differentiation.	
SHARP	Key questions	Breakdown of target
Specific	What exactly do you want to achieve? What is the area of specific focus?	<p>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 Bloom's Taxonomy templates to help me structure these).</p> <p>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.</p> <p>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 <i>Romeo and Juliet</i>.</p>
How	What actions will you need to take to achieve the target? What support will you need?	<ul style="list-style-type: none"> • 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) • Observe my Head of Department lead a class discussion in Y10 on the demise of Lady Macbeth with no pre-planned questions • Interview the HoD for 10 minutes after school to find out how she 'planned' the lesson • Re-visit question stems on Bloom's Taxonomy sheet • Spend 15 minutes of my weekly review meeting this week explaining my findings and proposed plan for my Y8 <i>Romeo and Juliet</i> 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?	<ul style="list-style-type: none"> • 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 Teachers' Standards	Which is the main Standard and are there any others?	TS5a with elements of TS6b and TS2a (also contributing to TS1a)

<p>Progression</p>	<p>Can I use the language from the Meeting the Teachers' Standards booklet? Where am I at and where am I aiming to be?</p>	<p>Move from using pre-planned targeted questioning to stretch and challenge individuals (<i>5a good – develop effective targeted support and intervention that are match to the needs of most individuals</i>) 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. (<i>5a high performing – teaching takes account of the different progress made by each learner during the lesson. As a result of differentiation all learners make excellent progress. Show understanding of the principles of differentiation which go beyond planning for varying abilities.</i>) 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. (<i>1a – high performing – create collaborative lessons in which pupils feel that their contributions are consistently valued and welcomed. Pay explicitly attention to the content of pupils' contributions.</i>)</p>
<p>Revised SHARP Target with actions</p>	<p>Target: Use flexible questioning in an extended class discussion with Y8 in order to develop critical thinking for a range of pupils</p> <p>Action:</p> <ul style="list-style-type: none"> • Observe two colleagues – reflect and make notes • Familiarise myself with question stems for higher order thinking • 15 minute 'talk plan' with mentor • Ensure knowledge of key scenes in R&J • Manage a class discussion with Y8 using flexible questioning to develop critical thinking for different ability pupils within the class 	

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?	<p>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 TS4. The area of focus is going to be in two year groups:</p> <ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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
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?	<ul style="list-style-type: none"> • Focus on Y10 and Y12 • Yes, there is time as I can use this work to count towards my A3 study and my Post 16 experience • I will choose to use a weekend days to work on this so that I work more effectively • I have a timeline from discussions with my HoD and mentor
Related – to the Teachers' Standards	Which is the main Standard and are there any others?	TS4e. Elements of 4b and 5b.
Progression	Can I use the language from the Meeting the Teachers' Standards booklet? Where am I at and where am I aiming to be?	<p>I want to move from TS4e – good - <i>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</i> (which I did with my weekly planning and A2 resource) to TS4e – high performing - <i>consistently 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.</i></p>

Revised SHARP Target with actions

Target: To 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.

Action:

- 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

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?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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.
Related – to the Teachers' Standards	Which is the main Standard and are there any others?	TS8a. Some of TS8b and TS7d.
Progression	Can I use the language from the Meeting the Teachers' Standards booklet? Where am I at and where am I aiming to be?	Move from <i>regularly contributing (TS8a – good) to the wider life and ethos of the school</i> to becoming more fully involved in school life by <i>proactively contributing in a significant way to the wider life and ethos of the school (TS8a – high performing)</i> Move from <i>building effective relationships with colleagues and working well collaboratively (TS8b – good)</i> to having <i>strong relationships and effectively collaborating with colleagues on a regular basis (TS8b – high performing)</i> .
Revised SHARP Target with actions	Target: To 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. (TS8a) Action: <ul style="list-style-type: none"> • 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 	

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