

This is the no. of the week in the planner that is being followed.

This is the no. of the week in the term when the work actually starts. If curriculum coverage is behind, this might be a later week than the week in the planner.

Week no. in planner _____

Week no. in term when work planned for week started _____

Refer to the planner for details of the week's work (or the ATP for subjects without planners)

Class (or subject for FP)				
On track by end of week? (Yes/no)				
How many learners are working confidently? (Rough estimate)				
How many learners in this class?				

At the end of the week, the teacher uses evidence from informal and formal assessment, to estimate for each class how many learners out of the total are working confidently at Level 4 or above. They use this information, together with the amount of work planned that they have taught, to state whether or not their curriculum coverage is on track.

DAY	BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>	Prompts for daily reflection.
1		
2		Each day, the teacher reflects on how their lesson went, and how they could improve it using the prompts provided. They also think about whether or not they can proceed as planned in the next lesson. This is a professional judgement they make based on informal and formal assessment. They note the main points here.
3		
4		
5		

Reflection on the week:

What concepts and skills for the week did learners struggle with? What could you do differently next time to support or extend learning better? What good practice could you share?	Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?
<p>At the end of the week, the teacher reflects on the week's teaching and learning. They think about what learners found difficult, and how they can change their practice so learning improves.</p>	<p>At the end of the week, the teacher considers whether or not the work planned for the week has been taught and learnt, and if not, what can be done to solve curriculum coverage problems and get back on track.</p>
<p>The teacher writes their reflections here for their own professional development, but also to share them with their DH to get support in solving problems.</p>	
DH:	Date:

At the end of the week, the DH reads the teacher's reflections and record of curriculum coverage and signs the template. S/he uses the information shared in a supportive conversation with the teacher. Together they consider the curriculum coverage problems the teacher faces and work towards finding solutions.