

# Mentor interactions

There are two possible mentor interactions linked to this session. The suggested mentor interaction focuses on giving effective verbal feedback. The flexible focus interaction focuses on self assessment.

You and your mentor can choose to do one or both of them depending on your development needs.

## Suggested focus interaction: Giving effective verbal feedback

In this mentor interaction your mentor may want to observe you carrying out effective verbal feedback.



### Over to you!

In preparation for this observation, have a piece of your written feedback in front of you, or think back to a time you gave a pupil a piece of verbal feedback.

Reflect on the following questions and write your answers in the [notes tab](#) (or your own notebook).

- What did you want the pupil to change?
- If there were many things you wanted the pupil to change, challenge yourself to decide which change would have had the biggest impact.
- Reflecting on the feedback you gave, which level of change (task, process, self-regulation, self-evaluation) did you target with it?
- On reflection, would you give the same feedback again? Why/Why not?

Consider how you are planning to give whole group feedback. Have you considered:

- Reteaching concepts where you may need to address a misconception
- Revisiting models of good work
- Revising the processes they work through to create good work.

## Flexible focus interaction: Self-assessment

In this mentor interaction you will have an opportunity to discuss how you have established and developed the skills required for effective self-assessment in your pupils.



### Over to you!

To support the discussion it will be useful to bring an example of a self-assessment completed by a pupil to your interaction.

You should also share with your mentor:

- what self-assessment looks like in your classroom
- how you have modelled self-assessment to support pupils (if you have)
- how you have scaffolded self-assessment for pupils who needed more support
- whether you have included the use of metacognitive strategies.