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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week #** | | | | | | | | | | | |
| **Course: Secondary Religious Education with QTS**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | | | |
| **Name of trainee** | | **D Craven** | | **Trainee ID no.** | | | | **1234567** | | | |
| **Name of mentor** | | **S Patterson** | | **Professional Practice phase** | | | | **Consolidation** | | | |
| **Name of Link Tutor** | | **B Smith** | | **Name of setting** | | | | **Edge Hill High School** | | | |
| **Programme** | | **UG QTS RE Yr3** | | **Week beginning** | | | | **22/01/24** | | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | | |
| **Key reading for the week** | **Summary:** The blog suggests that great teaching is built upon great expectations. It suggests that teachers should set high expectations from the outset and they should continually reinforce these. This includes lessons which have depth, rigorous subject knowledge and challenge, effective questioning, and a clear sense of purpose.    **Limitations:** This resource does not include any supporting data to support the strategies it suggests. Therefore, it could just be presumed to be Sherrington’s opinion. The blog has also not been reviewed by other experts so again, it has not been subject to scrutiny and should not be accepted as ‘fact’.  **Reference:** Tom Sherrington’s Teacherhead Blog: <https://teacherhead.com/2018/09/02/great-teaching-the-power-of-expectations/> | | | | | | | | | | |
| **Support for mentoring in this subject** | The Ofsted Research Review into RE is well worth a read if you haven’t read it.  Research review series: religious education - GOV.UK ([www.gov.uk](http://www.gov.uk))  It sets out Ofsted’s thoughts about what high quality RE might look like.  There is a short video on our mentor site which discusses the review and what this means for RE ITE. | | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | | **Y/N** |
| **1.** Setting clear expectations can help communicate shared values that improve classroom and school culture.   1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment in RE. 2. The school’s Safeguarding policy, DSO and safeguarding team and their role and the process for reporting concerns | | | | | | | | | | **Y**  **Y**  **Y** |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | | **Y/N** |
| 1. Model courteous and aspirational behaviour. 2. Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable. 3. Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine. | | | | | | | | | | **Y**  **Y**  **Y** |
| **Questions for mentor and trainee to discuss in mentor meeting** | **Q1:** What have you learnt about the importance of having high expectations?  **Mentor summary of trainee response:**  This applies to everyone but just pupils. By having high expectations for pupils we know we are stretching them to achieve their full potential and to do their best. Low expectations put a barrier on pupils and what they can achieve. This applies to learning but also behaviour and their aspirations.  **Q2:** How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning?  **Mentor summary of trainee response:**  The importance of routines and structures is something observed in all the classes. This sets the lesson off to a calm start and keeps the focus n learning. Where there wasn’t a structure in place for the books or taking your seat sometimes there are more behaviour points given out. The reading last week talked about the importance of classroom environment and routines would be part of this.  **Q3:** Are there any specific safeguarding challenges within RE? What are they?  Mentor summary of trainee response: Sometimes the content and discussions in RE can be quite personal and this can lead the pupil to disclose something. For example, if you are teaching about the importance of the family for Christians, a pupil may say something about their family which makes you think they may be in danger. There is also the link to Prevent if a pupil says something about terrorism for example. RE teachers may have a student disclose something to them because of the way in which RE teachers are viewed (personal, caring etc). | | | | | | | | | | |
| **Additional notes from mentor meeting** | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc.  Department meeting tomorrow at 4pm.  There is Yr9 options evening next week. This would be good to attend so you are familiar with how we work with parents.  Review SOW for Judaism. | | | | | | | | | | |
| **Trainee workload and well-being** | **Have strategies for workload been discussed?** | | | | | | | | | **Y/N** | |
| Actions or follow up (if needed)  I have said I will share my marking timetable with Dylan so he can see how I manage my marking each week. | | | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | | | | **Y/N** | |
|  | Actions or follow up (if needed)  Dylan feels he is coping well at the moment but knows he can ask for help if needed. | | | | | | | | | | |
| **Opportunities identified for progress** | **To make progress through the curriculum the trainee needs to:** | | | | | **Opportunity agrees for trainee to practise, observe, or receive feedback on this target** | | | | | |
| 1. Set clear expectations and routines from the outset | | | | | Observe mentor with bottom set Yr8 focussing on how I enforce structure and the school ‘language’ | | | | | |
| 1. Understand and use the school behaviour system inc. rewards. | | | | | Read the school rewards and sanctions policy and observe Mr Shortt applies this to both KS3 and KS4. | | | | | |
| 1. Learn pupil names and build relationships | | | | | Create a seating chart for 8B2 who you will take next week and look at their profiles on SIMs. | | | | | |
| **Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:**  **Yes, trainee is making sufficient progress through the curriculum.**  **Yes, trainee is making sufficient progress through the curriculum, but this has required additional support (please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc).**  **No, despite additional support the trainee is not making sufficient progress through the curriculum. A Progress Support Plan should be considered.** | | | | | | | | | | | |

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| **Mentor** Signature | S Patterson |
| **Trainee** Signature | D Craven |
| Trainees should ensure this WDS is submitted by the deadline for the purpose of formative assessment. Failure to do prevents the Link Tutor from assessing their progress and may result in the trainee being placed on a Progress Support Plan. | |