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| **Welcome to the mentor Weekly Development Summary from the** **Department of Secondary and Further Education (AY 23/24) Week 14** |
| **Course: RE PGCE** **‘Working creatively with others to enhance life chances’** |
| **Name of trainee** |  | **Trainee ID no.** |  |
| **Name of mentor** |  | **Professional Practice phase** | **Introductory (A)** |
| **Name of Link Tutor** |  | **Name of setting** |  |
| **Programme** | **PGCE History** | **Week beginning** | **27/11/23** |
| **Days trainee has attended this week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key reading for the week** | Embedding Formative Assessment Evaluation report and executive summary July 2018 – Educational Endowment Foundation**Summary**The Embedding Formative Assessment (EFA) programme aimed to enhance teaching practices and improve outcomes. It involved 140 schools with year 10 teachers implementing the EFA strategies. Results found that pupils made two additional months' progress or work surmounting to 1 GCSE grade higher than pupils who were not involved. The programme saw collaborations of teachers across the domain come together to share good practice and findings. EFA surveys highlighted how teachers enjoyed working together across subjects and conducted 90 minutes per month review meetings. **Limitations**12 schools dropped out, no improved attainment in Maths and English, only year 10 involved and teachers felt EFA lacked practical guidance for implementation.<https://dera.ioe.ac.uk/id/eprint/32012/1/EFA_evaluation_report.pdf> |
| **Support for mentoring in this subject** | Hammond, K. (2014a) ‘The knowledge that “flavours” a claim: towards building and assessing historical knowledge on three scales’ in Teaching History, 157. In this article, Kate Hammond looks at historical knowledge and attempts to classify the types of historical knowledge to enable students to not only gain high marks but to do so with a fluency and security that marked them out from the rest. Kate considers how these layers of knowledge were making effective historical analysis possible. Her research led her to question a teaching approach that is driven by GCSE mark-schemes rather than by a determination to build deeper and more wide-ranging knowledge. It also led her to rethink the mark schemes themselves.[Building and assessing historical knowledge on three scales / Historical Association (history.org.uk)](https://www.history.org.uk/publications/resource/8133/building-and-assessing-historical-knowledge-on-thr) |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| 1. **Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs (assessment data to inform planning).**
2. **There are differences between Assessment of learning and Assessment For learning- including purpose and type. Black and William’s approach to ‘Inside the Black box’- raising classroom standards by assessment.**

1. **Historical enquiries across sequences shape assessment e.g. scales of knowledge and why some whole school assessment strategies are problematic.**
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| **This week trainees should have demonstrated that they know how to:** | **Y/N** |
| 1. **Exemplify spaced repetition, through planning retrieval practice and structured tasks to demonstrate assessment of prior knowledge, knowledge gaps and misconceptions**
2. **Evaluate history specific progression models e.g. Hammond’s Layers of Knowledge, Ford’s historical knowledge model, Seixas and Morton’s ‘Big Six’ model to assess pupils both summatively and formatively.**
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| **Questions for mentor and trainee to discuss in mentor meeting**  | 1. **How have you planned and implemented formative assessment tasks in your lessons, and how have you used the results to adjust your teaching and support your students' learning?**
2. **2.Describe a progression model in history and how you have used this.**
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| **Additional notes from mentor meeting** | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc. |
| **Trainee workload and well-being** | **Have strategies for workload been discussed?**  | **Y/N** |
| Actions or follow up (if needed) |
| **Has the trainee’s wellbeing been discussed?** | **Y/N** |
|  | Actions or follow up (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.** |  |
| **2.** |  |
| **3.** |  |
| **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 |  |
| **Trainee** Signature |   |
| 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. |