| Trainee placement information | Week 3 |
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| Name of trainee | Trainee Name | Trainee ID No | 1234567 |
| Name of mentor |  Mentor Name  | Professional practice phase | Introductory |
| Name of link tutor | Link Tutor Name | School/setting name | School Name |
| Programme | PGCE Early Years | Week beginning | Enter date |
| Attendance this week | M AM [x]  M PM [x]  | T AM [x]  T PM [x]  | W AM [x]  W PM [x]  | T AM [ ]  T PM [ ]  | F AM [ ]  F PM [ ]  |

| **Curriculum for the week:**  |
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| Please refer to [EHU ITE Curriculum](https://sites.edgehill.ac.uk/mentorspace/curriculum/) guidance as appropriate.  |
| SK | **Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focuses** |
| HE | Understand how to positively engage and work in partnership with parents of children with diverse learning needs.  | HE | Understand and begin to recognise adaptive teaching approaches to adult led learning and within continuous provision for all learners including EAL. |
| HPL | Understand that regular purposeful and spaced practice can support long term memory.  | PB | Be able to work effectively and competently with peers and colleagues and to be able to contribute to professional discussions.   |
| PB | To know how individual social, emotional, mental health (SEMH) plans, safe-guarding policies and processes are in place to protect vulnerable children from mental health risk factors. | A | Understand the importance of collating accurate assessment data in order to plan for adult led learning and continuous provision experiences.   |
| Discussion has taken place. | [x]  Yes | [ ]  No |

| **Summary of feedback discussion including progress towards development targets** |
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| Discussed:* The need to repeat counting daily at this point in the year and where in the environment counting takes place. Trainee highlighted that counting happens at snack time (counting cups), during games (hide and seek, what’s the time M. Wolf?), within loose parts play and at tidy up time (checking number of pencils in pot etc). I highlighted over opportunities, such as rhymes and songs and specific books that were good for maths learning (Ten in a Bed, One Mole Digging a Hole)
* How we use ‘Sticky Learning’ at the setting. Repeating certain vocabulary linked to concepts repeatedly in a variety of contexts to build understanding. Trainee commented that after reading We’re Going on a Bear Hunt last week they saw children using the language ‘over’, ‘under’ and ‘through’ during obstacle play outside
* Pupils with attachment needs and best practice to support. Referred to pupil’s window of tolerance document and how to support them throughout the day. Trainee reflected on a time when the pupil became dysregulated following an instruction to come to the carpet and said they should’ve given more warning prior to transition
* Discussed the use of visual timetables and now and next boards within the setting and modelled use
* This week’s staff meeting on behaviour management. Trainee attended and was able to reflect on the training. Talked about building confidence in contributing and asking questions
* The different ways we assess at the setting. We worked together to unpick the learning that took place at the sand tray this morning. Trainee said that children at the sand tray were routinely filling buckets and emptying them. We discussed what earning was taking place (physical development, maths) and how to extend (different tools, wet the sand, different sized containers, sieves)
* Formative assessment and summative assessment and looked at the pupil assessment system, curriculum end points and long term plans and links between.
 | *Evidence of progress against EHU ITE curriculum which may include:** High expectations and managing behaviour.
* How pupils learn, classroom practice and adaptive teaching.
* Subject knowledge and curriculum.
* Assessment.
* Professional behaviours.
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| **Future development targets** |
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| Areas for development | Using the EHU ITE curriculum what opportunities have been agreed? E.g., opportunities to rehearse, observe/ deconstruct experts  |
| *e.g. Increase pupil engagement and participation in lessons.* | *Use of talk partners. Observation of class teachers.* |
| Interact with pupils at the sand tray, modelling relevant language and record 3 observations, documenting what was observed and how you extended learning (in the moment planning and teaching) | Analyse example observations provided and observe Nursery Practitioner interacting with pupils at the sand tray during continuous provision  |
| Use visuals and Makaton/gestures to set expectations before story time (previous observation target) | Observe Reception Teacher deliver story time on Tuesday PM and reflect on behaviour management strategies used |
| Continue to build relationship with pupil, considering window of tolerance document. Reflect on behaviours seen  | Continue to observe all practitioners’ interactions with pupil and plan 10 minutes a day to interact with pupil, following their interests |

| **Have strategies for workload been discussed?**  | [x]  **Yes** [ ]  **No** |
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| **Actions or follow up (if needed)** |
| Discussed trying to set up after school as opposed to the start of the day due to commute in |

| **Has the trainee’s wellbeing been discussed?**  | [x]  **Yes** [ ]  **No** |
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| **Actions or follow up (if needed)** |
| Discussed using to do lists to manage time and prioritise tasks |

| **Current progress through the curriculum to proceed? Please tick** |
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| [x]  Trainee is making sufficient progress through the curriculum.  |
| [ ]  Trainee is making sufficient progress through the curriculum, but this has required additional support. | Please note the additional support. For example, a reduction in teaching load, additional meetings, use of team-teaching etc. |
| [ ]  Trainee is not making sufficient progress through the curriculum. A Progress Support Plan should be considered. |

| Mentor signature | Mentor |
| --- | --- |
| Trainee signature | Trainee |