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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)****Week #31** |
|  **Course: BA (Hons) Secondary English Education with QTS** **‘Working creatively with others to enhance life chances’** |
| **Name of trainee** |  | **Trainee ID no.** |  |
| **Name of mentor** |  | **Professional Practice phase** | **Consolidation** |
| **Name of Link Tutor** |  | **Name of setting** |  |
| **Programme** | **Secondary English + QTS** | **Week beginning** | **25th March 2024** |
| **Days trainee has attended this week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key reading for the week** | **Summary**The focus of the reading is on the idea that for corrective feedback to be effective it needs to be believed by the hearer.It also suggests that supportive explanations enhance the effectiveness of a correction by increasing the receivers’ belief in the feedback.The study draws data from two studies they conducted, which gave students feedback on commonly held misconceptions (such as bulls responding to the colour red).  It suggests that teachers should ensure that they are able to convince pupils to believe their feedback and correction of misconceptions, and work with pupils to develop their (correct) understanding. **Limitations**The two experiments involved American University students, so there are doubts about its ecological validity – how well do the insights translate to English high school pupils? **Reference**Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) Belief in corrective feedback for common misconceptions: Implications for knowledge revision. Journal of Experimental Psychology: Learning, Memory, and Cognition, 43(3), 492-501. [http://dx.doi.org/10.1037/xlm0000322](https://eur01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdx.doi.org%2F10.1037%2Fxlm0000322&data=05%7C02%7CObadafe%40edgehill.ac.uk%7C64e7ed5c74204c95233008dc49c39d8d%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638466351708769050%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=P34c6RaMC%2F8hlEjKA1tab8adbNS1axOWXZgA07yLy%2Bo%3D&reserved=0). |
| **Support for mentoring in this subject** | In his blog, The Confident Teacher (2/3/24), Alex Quigley offers four good reasons why we should refocus upon formative assessment. The post can be found here:<https://www.theconfidentteacher.com/2024/03/4-reasons-to-refocus-on-formative-assessment/>  |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| * Anticipating common misconceptions in English is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of when misconceptions are likely to arise is valuable.
* It is important to identify efficient approaches to assessment, particularly in English, where classes may be taught frequently; assessment can become onerous and have a disproportionate impact on workload.
 | Y/N  Y/N  |
| **This week trainees should have demonstrated that they know how to:** | **Y/N** |
| * Prioritise the marking of errors relating to misunderstandings/ misconceptions rather than careless mistakes made whilst working.
* Provide feedback which takes into account the range of factors which can impact on pupils’ understanding of the feedback (such as their age or the message the feedback contains).
* Provide accurate assessment and feedback to pupils in line with external benchmarking (such as GCSE or A level requirements).
 | Y/NY/NY/N |
| **Questions for mentor and trainee to discuss in mentor meeting**  | **Q1:**How effective is your written feedback to pupils? To what extent do you focus on correct misconceptions rather than careless mistakes?**Q2:**How has your understanding of summative assessment practice developed? Think specifically about those which prepare pupils for GCSE and/or A level outcomes.**Mentor summary of trainee response:****Q3:**Reflect on a lesson you taught this week. How did you ensure it was sequenced so that it built on prior knowledge and prepared pupils for the next step?**Mentor summary of trainee response:** |
| **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:** | **Opportunities agreed 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. |