|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education**  **(AY 23/24)**  **Week 34** | | | | | | | | |
| **Course: Secondary Geography (11-16) PGCE** | | | | | | | | |
| **Name of trainee** | |  | | **Trainee ID no.** | | |  | |
| **Name of mentor** | |  | | **Professional Practice phase** | | |  | |
| **Name of Link Tutor** | |  | | **Name of setting** | | |  | |
| **Programme** | | **PGCE Secondary Geography** | | **Week beginning** | | | **15/4/24** | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | | **Friday** |
| **Key reading for the week** | Assessment for Learning. Oxford: OUP. [chapters 6-8]  <https://edgehill.on.worldcat.org/oclc/958479497>  "Making Good Progress’ critiques existing assessment systems, arguing they restrict teaching methods and curriculum choices. It emphasizes feedback quality over quantity, calling for curriculum-linked, specific feedback. Teaching knowledge and direct instruction are valued as is memorisation of essential content. Daisy contends that formative assessments are vital for skill development, but using exam grades for in-lesson assessment is problematic and increases teacher workload without benefiting students. Over-reliance on prose descriptors and scepticism toward MCQs hinder effective assessment. Comparative judgment and diverse assessment methods can improve assessment practices and enhance student learning outcomes.  Limitations    The book overlooks comprehensive prior research, simplifies complex concepts, lacks depth in discussing reliability and validity, and ignores significant criticisms of assessment practices like Direct Instruction. While it effectively addresses certain topics like spaced practice, it fails to critically analyse methods like Comparative Judgments. | | | | | | | |
| **Support for mentoring in this subject** | Please see below the link to the Geographical Association guide to formative assessment  <https://geography.org.uk/curriculum-support/progression-and-assessment-in-geography/assessing-progress/> | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | **Y/N** |
| ● Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.  ● Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. | | | **Y** |
| **This week trainees should have demonstrated that they know how to:** | | | **Y/N** |
| ● Plan formative assessment tasks linked to lesson objectives and how to think ahead about what would indicate understanding (e.g., using hinge questions) and monitor pupil work during lessons, including checking for misconceptions.  ● Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions. | | | **Y** |
| **Questions for mentor and trainee to discuss in mentor meeting** | 1. Use the focus of discussions from mentor meetings, targets, lesson observation feedback and task to reflect on areas of focus and development. 2. Explore and reflect on how assessments coupled with student data inform planning and interventions in your setting. | | | |
| **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** | |
| Actions or follow up (if needed) | | | |
| **Has the trainee’s wellbeing been discussed?** | | **Y** | |
|  | 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.** | | | | |

|  |  |
| --- | --- |
| **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. | |