



**Edge Hill
University**

Faculty of
Education

Phase Specific Mentor Training 2023-24

Developmental Phase

**BA (Hons) in Primary Education with
QTS Part-Time Programme**





Edge Hill
University

Faculty of
Education

Team welcome



**Programme
Leader:**
Elizabeth
Dunn



**Course Leader
for Curriculum:**
Helen
Maddison Neill.



**Professional
Practice
Quality Lead:**
Lorraine
Healy



**Wigan & Leigh
Coordinator:**
Justin
Malewezi



**Course Leader
for Curriculum
(Level 6):**
Tracy Robinson



Year 3 Part-Time Developmental Placement

Primary (5-11) Vision

‘Working creatively with others to enhance life chances for all through a curriculum which enables trainees to develop strong subject knowledge in the National Curriculum subjects and have the professional knowledge and skills needed to succeed as teachers, with a commitment to inclusion and making learning interactive and memorable for children.’

The curriculum is coherently sequenced and developmentally integrated with both their university and school-based education.

Our curriculum is ambitious and goes beyond the Core Content Framework, providing trainees with a wide range of learning opportunities. Examples include working with expert colleagues in partner schools, promoting values in social justice and learning outside the classroom.

The Edge Hill ITE Curriculum

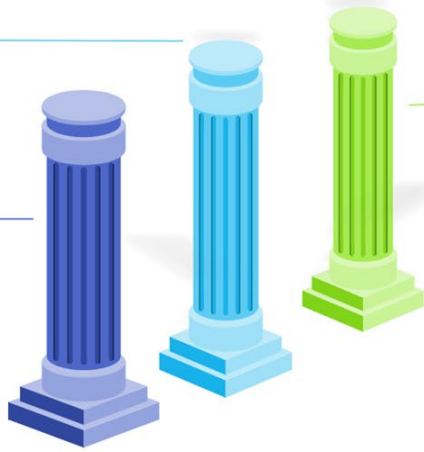
Our 3 Pillars of Initial Teacher Education

Subject & Curriculum Knowledge

- Educational philosophy
- How learning occurs
- Curriculum subject design and leadership
- Subject expertise
- Supporting learners with additional needs

Personal and Professional values, attributes and beliefs

- Integrity, trust & respect
- Social justice and political awareness
- Workload, well-being and mental health
- A commitment to diversity, inclusion, and representation
- Personal and professional conduct
- Keeping children and young people safe from harm



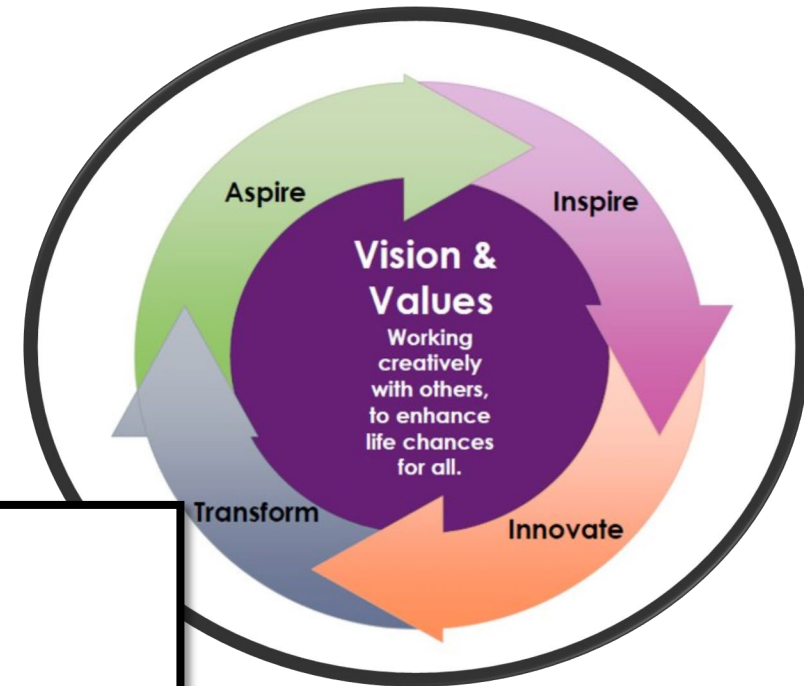
Edge Hill University
Faculty of Education

The Craft of Teaching & Pedagogy

- Research based and informed practice
- Planning and workload management
- Authentic assessment
- Behaviour and attitudes which promote learning
- Continuity and progression
- Educational leadership and management

Our vision is based on the defining value of **“working creatively with others to enhance life chances”**. We believe **education has the everyday power to transform lives**, and is the central mechanism for social mobility. Our provision, research and partnerships share common thematic threads of **inclusivity, social justice** and **positive change**. Some of those threads can be traced back to our University's origins as a secular teaching training institution for women. Our vision for high-quality Initial Teacher Education is encapsulated in **3 pillars** which underpin all our Initial Teacher Education provision.

[Vision & curriculum intent - Mentor Space \(edgehill.ac.uk\)](https://edgehill.ac.uk)



ITT Core Content Framework



Edge Hill University Approach to Assessment





Prior curriculum training

Level	Content
Level 4	Theories of learning, teaching and learning cycle, behaviour for learning, social and cognitive aspects of learning, learning outside the classroom (LOtC), meeting the needs of pupils, school contexts, race and racism, English as an additional language (EAL), health and wellbeing, child development.
Level 5	Trainees have been introduced to the role of the working memory and long-term memory in the process of learning. The curriculum has also covered cognitive load, adaptive teaching, assessment and behaviour management. Trainees have been taught how to identify pupils with SEND and they have been introduced to specific types of needs including cognition and learning needs, language and communication needs, physical and sensory impairments and social, emotional and mental health.



School based EHU ITE curriculum

Undergraduate Developmental Part Time – Strand Component Tracker

	Week 1	Week 2	Week 3	Week 4	Week 5	W
High Expectations <ul style="list-style-type: none"> • EDI • Behaviour • EAL 	Understand the legal and moral responsibilities of teachers to provide a high quality education and to make reasonable adjustments as required be able to teach children how to self-regulate and recognise that making mistakes, resilience and perseverance are part of daily routines.	Instil belief and promote the academic potential of all pupils including disadvantaged learners	Support pupils with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners Observe and recognise specific adaptive teaching to meet the needs of all learners	Understand that self-perception and self-belief supports behaviour	Augment their practice with strategies to support the education of children regardless of their gender, ethnicity and socio-economic status Develop and consider different approaches during planning to meet the needs of all learners	Be able to reinforce including reinforce create an effective environment
How Pupils Learn, Classroom Practice and Adaptive Teaching <ul style="list-style-type: none"> • Adaptive Teaching • Planning • How Children Learn 	Code of Practice: <ul style="list-style-type: none"> • The four broad areas of need. • Assess-Plan-Do-Review model as an approach to implementing targeted support and evidence-based interventions • Children and parents/carer should be at the heart of the process. • Using one-page profiles as a useful tool for capturing information and the voice of the child. 	Know that learning is progressive and plans should be flexible and adapted on the basis of pupil progress.	Know where and how to seek support with their own social, emotional and mental health.	Know the role the teacher plays to support learning and memory. Understand strategies including worked examples and modelling.	Understand how to design a sequence of learning (MTP).	Know the approach teaching with core concepts classroom
Professional Behaviours <ul style="list-style-type: none"> • Safeguarding • Professionalism • Mental Health, Wellbeing and Workload 	Know how to identify indicators of abuse and neglect	Know how to deploy support staff effectively so they have a positive impact on pupil progress and responsibilities of a teacher.	Understand the legal and moral responsibilities of teachers to provide a high-quality education and respond effectively to children's needs	Understand how to liaise and communicate with parents to ensure an integrated approach is adopted in supporting children's needs. Know it is important to keep up-to-date with current safeguarding legislation, such as: Keeping Children Safe in Education 2023	Know how individual social, emotional, mental health (SEMH) plans, safeguarding policies and processes are in place to protect vulnerable children from mental health risk factors	Be able to professionalise wider role

Core Component Tracker – Developmental UG Primary

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English	Know that high-quality teaching and learning in English requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further. Know that children can have misconceptions in English and that these should be directly addressed through teaching.	Know that substantive and disciplinary elements of English should be connected and ordered over a sequence of learning. Understand how to use medium term plans to sequence aspects of English learning. Know how to break learning into small steps to avoid and address misconceptions and support cognitive overload. Understand how marking and feedback impact pupil progress	Know how to plan and teach a sequence of English lessons that is appropriate to the needs of all learners, including specific groups e.g., those with SEN/D, EAL and more able learners. Know how to plan a sequence of English lessons that integrate a range of effective pedagogies and approaches to support learning.	Understand how learning in English is assessed over a sequence of lessons and that this data is used to inform attainment judgements.	Know how to break learning into small steps to avoid and address misconceptions and support cognitive overload. Understand how marking and feedback impact pupil progress	Understand how to use formative assessment approaches to establish what pupils have learned, to identify misconceptions and use this information to inform planning and teaching.	Understand how to use formative assessment approaches to establish what pupils have learned, to identify misconceptions and use this information to inform planning and teaching.	Know how to plan effectively for additional adults within the classroom linked to the needs of the learners and the English content being delivered.
Systematic Synthetic Phonics	Understand schools choose an SSP programme that supports their needs to deliver the simple code first, followed by the complex code, using decodable texts.	Know how to adapt different pedagogical approaches to teach SSP to EAL pupils. Know how to use different approaches to SSP assessment.	Understand SSP interventions are used to enable pupils to keep up.					
Maths	Understand that there are many common misconceptions across all areas of the mathematics curriculum. Know the relevant declarative and procedural knowledge associated with extended number, geometry and measure. Consider how conditional knowledge is linked to declarative and procedural knowledge in extended number, geometry and measure. Continue to develop strategies to teaching mathematics through a mastery approach.	Know how to address common misconceptions across areas of the mathematics curriculum being taught during placement. Know how to break learning into small steps to avoid and address misconceptions and support cognitive overload. Consider the importance of questioning to support identification of, and ability to address, misconceptions. Know how to adapt mathematics teaching to meet the needs of all pupils, including use of relevant resources.	Understand that learning in mathematics occurs over a sequence of lessons. Be able to plan and teach a series of lessons to avoid misconceptions occurring, taking into consideration the relevant declarative, procedural and conditional knowledge required for children to be successful. If misconceptions do arise, demonstrate an ability to address these and reflect on effective practice in this regard.					
Science	Know that high-quality teaching and learning in science requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further. Know that children hold misconceptions about science and that these should be directly addressed through teaching.	Understand that substantive and disciplinary elements of science should be connected and ordered over a sequence of science learning. To understand how to use medium term plans to sequence science learning over a period of time. Understand the impact an additional adult can have on science learning (consider use of additional adults beyond scaffolding children who need additional support) Understand that children's science learning is assessed over a sequence of science lessons and that this knowledge can be used to inform judgements about their attainment.	Be able to plan and teach a sequence of science lessons that is appropriate to the needs of all learners, including those with SEN/D, EAL and more able learners. Be able to plan a sequence of science lessons that integrates a range of effective pedagogies and approaches to support science learning (approaches might include first hand practical approaches, modelling, analogies, simulations and direct instruction). Be able to use a range of formative assessment approaches to establish what children have learned and identify misconceptions. To be able to use this information to inform planning and teaching. Be able to plan effectively for additional adults within the classroom linked to the needs of the learners within the class and the science content delivered. Be able to manage behaviour and resources effectively to support children to learn in practical science lessons.					



Trainee expectations

Developmental Practice	<p>To build up to teaching and planning for 40%/ 50% of the class timetable whole class teaching. With the remainder being made up of group work, observation, team teaching, planning, preparation and assessment.</p> <p>To be based mainly in one class, with opportunities to visit other classes in other Key Stages for specific purposes. Solo professional practice.</p>			
Week 1 & 2	To observe the class at work and to work with groups of children under the direction of the Class Teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.	80%	20%	
Week 3	To begin to jointly plan for groups of learners and whole class teaching with support from the mentor.	25%	55%	20%
Weeks 4-5	To teach and plan for 30-40% of the class timetable.	30-40%	40-50%	20%
Weeks 6-8	To teach and plan for 40-50% of the class timetable.	40 - 50%	30 - 40%	20%

Managing Cognitive Load
1



Review

Using the Weekly Development Summary (WDS) as a record, the trainee and the mentor review the EHU curriculum content for the week, this provides a focus and is sequenced incrementally to manage cognitive load.

Revisiting Prior Learning
2



Questioning

The weekly Development Summary includes questions that the mentor can use to review prior learning and assess that the student has the relevant knowledge in order to benefit from opportunities to practise in a given week.

Instruction
3



Observation of Experts

Trainees should be given focused and deliberately chosen opportunities to observe expert colleagues and analyse what they have seen throughout their teaching practice. Vitrally, these observations should be planned and selected by the mentor as instructional opportunities.

Rehearsal
4
Monitoring and Feedback



Practice and Feedback

The mentor will observe the trainee's practice, focusing on a particular technique, strategy or component of teaching, as appropriate to that week's curriculum. Sherrington and Caviglioli (2021) argue that mentors need to 'call your shots' and make the focus of the observation clear beforehand.

Reflection against the EHU Curriculum
5



Reflection

A weekly development summary (WDS) of progress against the EHU

Weekly Cycle for Mentoring

Review

Using the Weekly Development Summary as a record, the trainee and the mentor review the EHU curriculum content for the week, this provides a focus and is sequenced incrementally to manage cognitive load.

Questioning

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Observation of Experts

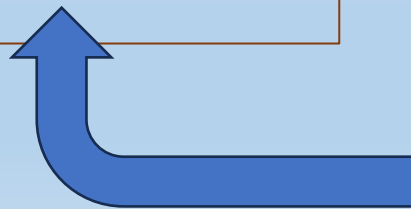
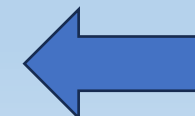
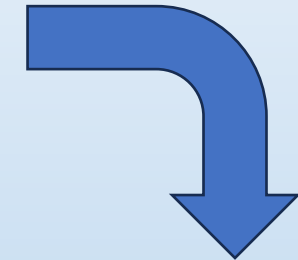
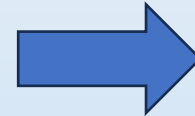
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Reflection

A Weekly Development Summary of progress against the EHU ITE curriculum is completed, and the trainee reflects on progress. The cycle begins again at step 1.





- Curriculum as the progress model
- Professional Practice Curriculum Handbook : bespoke to placement
- Week by week folder
- All documents with guidance/exemplars
- Weekly Development Summary : pre- populated with the weekly curriculum focus
- Lesson Observation and exemplar
- Target setting subject specific prompts
- Weekly strand and component tracker



Weekly Development Summary (WDS)

WDS - Week 1

This record is **not submitted** with 9 key questions unanswered.

Date: 21/09/2023

Last updated: 29/09/2023 03:12

Link to a placement: --not linked--

Curriculum for the week

Please refer to [\[EHU ITE curriculum\]](#) guidance as appropriate.

This week's key focus is:

Black **B** **I** **U** **Table** **List** **Link** **Image**

This.

Last updated: 2 days ago at 3:12PM

Has discussion taken place?

Yes No

Last updated: 2 days ago at 3:12PM

Next >>

comments evidence others

0 Comments

Add Comment

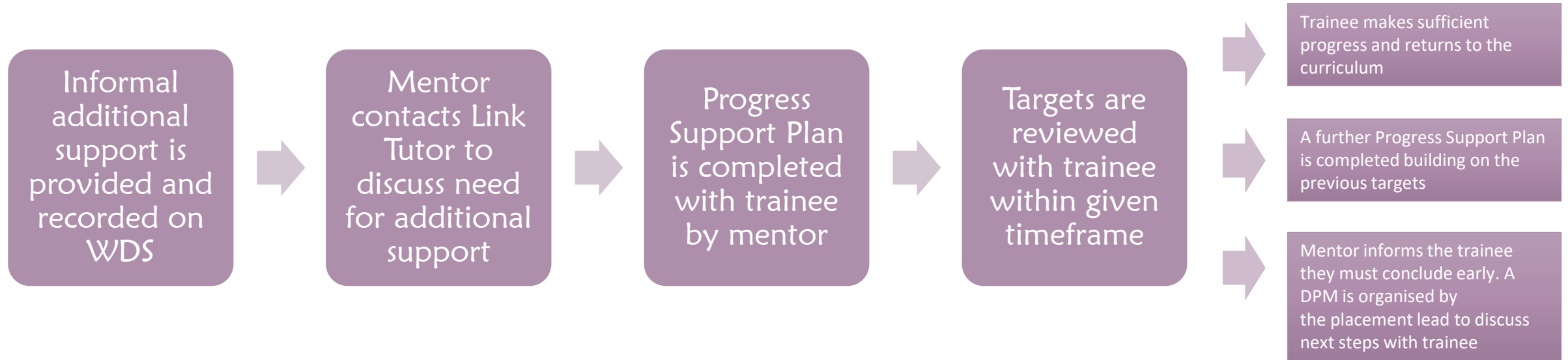
WDS

- Pre-populated curriculum
- Review and reflect on the EHU curriculum and trainee knowledge
- Feedback and targets section to complete
- Wellbeing and workload sharing strategies.
- Making sufficient progress?
- Sign
- Curriculum as the progress model



Progress Support Plan Process

including Early Conclusion



This is the process considering the trainee doesn't meet the standards at each stage. At any point, the trainee can exit the Progress Support Plan process if they are meet the required expectations.



Lesson Observation

Practice and feedback

The mentor will observe the trainee's practice, focusing on a particular technique, strategy or component of teaching, as appropriate to that week's curriculum

Focused observation – 20 minutes to fit in with other 'low-stakes' opportunities.

This feedback focuses on the selected specific aspect of practice or subject specific focus, the teaching not the trainee and feels constructive.

The mentor provides constructive, targeted and precise feedback, includes subject specific feedback (Sherrington and Caviglioli, 2021; Knight, 2007).

Attention is given to the use of positive affirmation for effort and reinforcement after progress has been made to enhance motivation (Sims et al., 2021).

Feedback is dialogic. Questioning prompts are used to engage the trainee in the process of review and probe understanding of their use of the target strategy.

Feedback results in action planning – the mentor identifies further practice or other opportunities that are needed to make progress.



Lesson Observation Form

- Name by subject
- ‘Subject Specific Feedback’
- General teaching feedback/pedagogy
- Strengths
- Opportunities for further development

6 observations

- 2 core (SSP)
- 2 foundation
- 2 additional

Start

Empty (📝)

Export to PDF

Title [^]	RefNo	Date Entered	Completion Phase	Instance mode	Last Modified	Overall completion	Actions
Lesson Observation 1	NTU	21/09/2023	Complete	Scheduled	21/09/2023 08:52:42	28%	Click ▾
Lesson Observation	NTW	21/09/2023	Draft	Scheduled	21/09/2023 09:33:59	0%	Click ▾
WDS - Week 1	NTV	21/09/2023	Draft	Scheduled	29/09/2023 15:12:46	15%	Click ▾
Sample Form	NTT	05/09/2023	Draft	Unscheduled	21/09/2023 08:51:46	33%	Click ▾

Showing 1 to 4 of 4 entries

Show 50 ▾

Previous 1 Next

Abyasa, Demo (ABY123456) - Abyasa Demo 23/24

Lesson Observation
This record is **not submitted** with 7 key questions unanswered. Go Back ▾

Date Last updated: 21/09/2023 09:33

Link to a placement --not linked--

Key points emerging from the session

Subject and curriculum knowledge

Key strengths

Opportunities for further development

Signatures

Submit

Subject and curriculum knowledge (including use of pertinent research)

Black ▾ **B** *I* U

Last updated: --

comments
0 Comment



There is an expectation to teach SSP across all placements with progression and development across the phases. Below sets out the expectation for this.

In placements where trainees are working with 3 and 4 year olds, they will not be expected to deliver Systematic Synthetic Phonics lessons though they will be expected to support children in the development of their phonological awareness through adult led learning, the planned environment and incidental interactions.

Systematic Synthetic Phonics (SSP)		
Introductory	Developmental	Consolidation
Teach a minimum of one phonological awareness lesson. Where possible, teach a minimum of one SSP lesson in a different class/year group.	Teach and assess a sequence of SSP lessons	Plan, teach and assess a sequence of SSP lessons.

There is an expectation for a minimum of one formal lesson observation within SSP and there is a lesson observation template available on the Mentor Space to support the feedback.



Systematic Synthetic Phonics (SSP)



Systematic Synthetic Phonics (SSP) Observation Form

Student:	UG FT: I D C	UG PT: I D C	PG: I D C
Year group: Rec /1/2/3	Number of children:		
Validated SSP Scheme:			

<p>Subject knowledge and skills Mentor Prompts – when observing, does the trainee demonstrate; Learning objective enables sequential development of children’s component knowledge.</p> <p>Phoneme grapheme correspondence; hearing, identifying, segmenting, and blending sounds; sight vocabulary, common exception words, high frequency words. fluency and comprehension</p> <ul style="list-style-type: none"> - use of correct terminology - correct articulation of phonemes - structure of SSP session appropriate to school’s SSP framework (could be revisit and review, teach, practise, and apply); formative assessment strategies, monitoring and recording assessment. 	
<p>Use of motivating and appropriate resources and teaching strategies Interactive, multi-sensory (appropriate to scheme)</p> <p>All children encouraged to participate and contribute.</p> <p>Modelling/reinforcing of blending/segmenting/reading skills.</p> <p>Modelling fluent reading/enjoyment of reading.</p> <p>Well-paced with effective use of lesson time.</p>	
<p>Opportunities for children to practise and apply skills. Activities support communication and spoken language.</p> <p>Children are given regular opportunities to articulate phonemes; blending and segmenting to read and spell.</p> <p>Children are given opportunities to integrate new learning with existing knowledge.</p> <p>Evidence that children have opportunities to apply their phonic knowledge and skills in reading and writing activities.</p> <p>Activities promote all four interdependent strands of language: speaking, listening, reading, and writing.</p> <p>Learning beyond the classroom opportunities identified/shared.</p>	

<p>Assessment Take account of prior learning.</p> <p>Assessment for learning built into the session.</p> <p>Addressing misconceptions or incorrect articulation.</p> <p>Evidence of adaptive teaching.</p> <p>Evidence of challenge and support.</p> <p>Evidence of new learning as well as consolidation.</p> <p>Evidence of effective feedback to children</p>	
<p>Strengths – For mentor completion</p>	<p>Targets – for mentor completion</p>
<p>Research Links UK Literacy Association Centre for Literacy in Primary Education Phonics International</p>	



Lesson observation: Practice and subject specific feedback

- Written Feedback Prompts for every subject available to support you in writing 'subject specific' feedback.
- Subject specific videos
- Subject specific expectations and opportunities to learn how to... in School based learning
- Opportunities to observe experts, rehearse or practice

Effective Pedagogy

Use questioning effectively to promote mathematical discussion and develop mathematical understanding and responding accordingly.

Use challenging and meaningful tasks to develop mastery.

Use concrete representations, e.g. manipulatives and visual resources to support pupils' conceptual understanding.

Predict and then address mathematical misconceptions, adapting teaching accordingly.

Effective approaches used to review mathematical learning, e.g. consideration given to pre-requisite mathematical skills, appropriate formative assessment.

Provide opportunities to develop metacognitive skills, e.g. learning from mistakes and misconceptions, developing problem solving strategies, applying skills in other areas of the curriculum.



- To support mentors' workload, the Final Weekly Development Summary is replacing the Final Progress Report.
- The sections reflect the previous Weekly Development Summaries.
- It identifies future development targets which the trainee must take ownership of prior to their next placement or within their ECT role.
- A final judgement is made to identify the outcome of the placement.



Receive log in and password

Home screen

- Welcome
- Change password

- Trainee details
- Professional practice forms
- Reminders
- Attendance

The screenshot shows the Abyasa dashboard interface. At the top left is the Edge Hill University Faculty of Education logo. A navigation bar includes links for Home, Personal Details, Records, Pro Report, Documents, and Change Password. A 'My Tasks' section contains two main panels: 'My Trainees' with a search bar and a 'View All' button, and 'Recently Modified Trainee Forms' with 'Forms Overdue' and 'Forms Due This Week' indicators and an 'Add Form' button. Below these is an 'Important Notifications' section with filters for High, Medium, and Low priority. On the right side, there is a 'Main Activities of This Week' chart with a vertical axis from 0 to 5, and a 'Trainee Absence From' section showing a date of 25/09/2023 and a message: 'Currently there are no absences within the specified date limit.' A 'View Details' button is visible at the bottom right of the absence section.



Trainee Timeline

The screenshot displays the Abyasa software interface for a trainee timeline. At the top, the Edge Hill University logo and 'Faculty of Education' are visible. The main header shows the placement title 'Abyasa, Demo (ABY123456) - Abyasa Demo 23/24' along with 'Start', 'Filter', and notification icons. A navigation bar includes 'Timeline', 'Professional Practice Forms', and 'Professional Practice Resources'. The central timeline features a vertical axis with 'Upcoming' and 'Focused' sections. Tasks are represented by boxes with dates and status indicators: 'WDS - Week 1' (Due date: 23/09/2023, Draft), 'WDS - Week 2' (Due date: 30/09/2023, Start), 'Lesson Observation' (Due date: 16/09/2023, Draft), and 'WDS - Week 4' (Required by: 14/10/2023, Start). A 'Current Placement Details' sidebar on the right lists 'School Name: Abyasa Demo School', 'Mentor Name: Mentor, Demo', 'Mentor Email', 'Date From: 01/09/2023', and 'Date To: 20/12/2023'. A 'View Participants' button is also present.



Workload & Well-being

Each week as part of the WDS there should be a discussion around workload and wellbeing.

We aim to support mentors and trainees in managing workload in line with [DFE Workload reduction for ITE.](#)

- Unnecessary tasks should be avoided.
- Aim to keep communication and meetings within ‘normal’ office hours.
- Discourage communication via text/WhatsApp other than for emergency messages.
- Set realistic deadlines for submitting planning and be clear about expectations.

The Edge Hill University [well-being website](#) provides useful resources and support.





Mentoring

Early Years and Primary Quality Assurance



Quality Assurance Point 1

Before Placement Commences

- Verify mentor training and expertise
- Check trainee induction
- Check InPlace record



Quality Assurance Point 2

By Week 2 of Placement

- QA WDS forms
- QA written feedback
- Provide mentor with feedback on the quality of their mentoring and provide additional training or support.



Quality Assurance Point 3

Mid Point of Placement

- Complete joint lesson observation
- QA feedback
- QA opportunities for further development with experts
- Provide mentor with feedback.



Quality Assurance Point 4

End of Placement

- Review the quality of mentoring
- Ensure evaluations are completed
- Check InPlace is complete



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THANK YOU

We wish you an enjoyable mentoring experience and thank you for supporting the teachers of the future.

