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| Mentor Space - Mentor Space |

Welcome to the weekly mentor, trainee and link tutor briefing from the Primary Education Department.

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| **Course:** | PGCE Primary 5-11 | | |
| **Phase:** | Consolidation | **Week:** | Week commencing 20th May 2024 |

Thank you for your continued support of our PGCE 5-11 Primary students during their Consolidation phase. We are now over halfway through the consolidation phase and we hope that you now have good links with your link tutor and QA3 visits have been arranged. Your link tutor is available to support you throughout this placement, however if you still require mentor training, please follow the link [here.](https://sites.edgehill.ac.uk/mentorspace/core-mentor-training-new/) The website for mentor training has changed and you need to scroll down the page where you will find the training tab. Once you register using your work email, a link will then be generated within 24 hours for you access this training and receive your certificate of completion.

Students should be following the school term dates to determine their completed weeks of practice. From week 7-11, our students will begin to teach and plan groups of learners and whole class inputs and as rough approximation this would equate to 80% whole class teaching with 20% PPA. If you feel that your student is not making progress or you are apprehensive on their likelihood to successfully complete this phase, please contact your link tutor for guidance.

We would ask that students follow the school expectations for time in school, including staff meetings or parents evening where applicable. PPA time can be used flexibly to meet the needs of your class timetable and student requirements. You will notice in this 12 week placement that there are only 11 WDS as this placement includes 1 week EYFS/SEND enhancement. For the EYFS/SEND enhancement, this can be used flexibly during the phase and does not need to be completed in one ‘chunk’ if this does not meet the school timetable and student progression. The activities for this are available [here.](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-consolidation/) Please scroll down to the prompt sheet under the EYFS/SEND focus tasks.

You can find the weekly development summaries on the mentor space [here.](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-consolidation/) in addition to a lesson

observation template. We recognise that students may have their placement in key stage 2, however, during this phase, they still need to teach, plan and assess a sequence of Systematic Synthetic Phonics lessons and complete an observation of this, you can find a blank SSP observation form and the standard lesson observation form [here.](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-consolidation/)

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| **Weekly intended curriculum expectations linked to CCF:** [**EHU ITE Curriculum**](https://sites.edgehill.ac.uk/mentorspace/category/pgce-5-11-consolidation/) | |
| HPL: Be able to develop effective medium-term planning sequences which are informed by assessment of children’s learning and consider the range of needs of pupils in their class.  PB: Be able to manage their workload effectively.  HE Know how to make effective use of teaching assistants and other adults to support effective classroom and behaviour management.  PB: Investigate, evaluate and challenge mental health and wellbeing practices in schools (children and staff). | |
| **Mentor Focus:** | |
| Our students should know how to organise their classroom and use available adults to support behaviour management. This can vary depending on the needs of each class and experience of teaching assistants and other adults so please highlight any good practice that you school currently employs to support this understanding. | |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| Students should be able to confidently and effectively plan, teach and assess children’s mathematics skills and understanding through a series of lessons and across the mathematics curriculum, taking into account prior learning and the needs of all pupils. Opportunities to discuss the mathematics calculation policy and rationale with an expert colleague can support further understanding here. | Core Content Framework defines in detail the minimum entitlement of all trainee teachers. Drawing on the best available evidence, it sets out the content that we draw upon and go beyond in our integrated curriculum for trainees.  Initial teacher training (ITT): core content framework - GOV.UK ([www.gov.uk](http://www.gov.uk))  Research and analysis- Ofsted Research Review Series: Mathematics  <https://www.gov.uk/government/publications/research-review-series-mathematics> |
| **Link Tutor:** | **Trainee:** |
| Thank you for continuing to support our students in their consolidation phase.  Please ensure that you have booked your joint QA3 observation and continue to check that all WDS have been uploaded to InPlace.    As teaching percentages are increasing, please offer your support when needed and notify [spilsbuj@edgehill.ac.uk](mailto:spilsbuj@edgehill.ac.uk) if you think your student requires additional support or require any further information. | Follow the school timetable and ensure that you receive your full entitlement. This phase is 11 weeks plus one week EYFS/SEND enhancement so 12 weeks in total. The tasks for your enhancement are available on the mentor space. The enhancement tasks are flexible and can be incorporated throughout your placement to meet your needs and the school timetable.  Please continue to gather anonymised assessment data and any other evidence that may support your Viva. More details regarding your Viva are available on Learning Edge in the programme area.  Ensure that you upload your WDS each week as your placement **cannot be completed without this.**  As your teaching percentages increase, please be mindful of your wellbeing and seek support if you need to. Your link tutor and PAT are available to support you throughout your placement. |