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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 15th April 2024 |

Thank you for your continued support of our PGCE 5-11 Primary students during their Consolidation phase.

Depending on your Easter spring break, this may be either week 4 or week 5 of practice and as your student should follow your school term times, please also follow the weekly development summaries accordingly.

Your link tutor should have contacted you and signposted to any training applicable. If you need mentor training, please follow the link [here.](https://sites.edgehill.ac.uk/mentorspace/core-mentor-training-new/)

In weeks 4 and 5, our students will begin to teach and plan groups of learners and whole class inputs and as rough approximation this would equate to 50% whole class teaching with 30% group work, training tasks, team teaching and observations and 20% PPA. If you feel that your student is not making progress, 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 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. There is also a requirement to complete a Systematic Synthetic Phonics observation this placement and you can also 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/) |
| A: Understand how schools use data to set targets and monitor progress and communicate data for accountability to stakeholders.PB: Understand how to effectively communicate with external colleagues to ensure appropriate support is in place for pupils to make good progress.HPL: Know that sequences of learning must break down learning into small steps to take account of all learners (including those with SEND) from the outset.HE: Know whole school approaches to bullying, recognise different types of bullying and implement strategies to support individuals and the whole class. |
| **Mentor Focus:** |
| Our students should have more of an understanding of whole school approaches to bullying and be able to recognise different types of bullying and implement strategies to support individuals and the whole class. Please highlight any effective strategies that your school has implemented that support this process. Students should also understand how schools use data to set targets and monitor progress and communicate data for accountability to stakeholders and have been asked to collect anonymised data to evidence this. Please share how you enable effective practice of this process and you use your own data to track pupil progress. |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| Students should understand the bigger picture-issues surrounding primary English education, which directly impact on classroom teaching and the role of the English subject leader in ensuring high quality provision. Please allow an opportunity to discuss this with the English subject lead.Share how an expert practitioner plans and teaches an effective sequence of English learning which is informed by assessment of prior learning, uses English specific pedagogies to facilitate progression in substantive and disciplinary knowledge, integrates formative assessment and is inclusive, appropriate and flexible to the needs of all learners including those with SEN/D, EAL and greater depth readers and writers. | 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: English<https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english> |
| **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.  | 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. Take opportunities where you can to join in with the school in their extra-curricular activities, including running your own club as this can broaden your experience and enhance your CV. |