|  |
| --- |
| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)****Week #38** |
|  **Year 2 Course: BA (Hons) Secondary RE with QTS** **‘Working creatively with others to enhance life chances’** |
| **Name of trainee** |  | **Trainee ID no.** |  |
| **Name of mentor** |  | **Professional Practice phase** | **Developmental** |
| **Name of Link Tutor** |  | **Name of setting** |  |
| **Programme** | **Secondary UG RE +QTS** | **Week beginning** |  **13th May 2024** |
| **Days trainee has attended this week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key reading for the week** | **Summary**"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.**Reference**Christodoulou, D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP. [chapters 6-8] https://edgehill.on.worldcat.org/oclc/958479497Education Endowment Foundation (2018) Improving behaviour in schools. Accessed:21/01/24 |
| **Support for mentoring in this subject** | This week is an ITaP that has a focus on questioning. Please unpick with your trainee how you use open questions and rephrasing etc to enable successful learning and to assess what the children know. Also please schedule the timetable so that the trainee can have focused time for observation, discussion about, planning and testing various questions. The guide we have given in the curriculum isObservation: Questioning in subject areas(1 hour).Co-planning (1 hour).Deliberate Questioning Practice(1 hour). Subject specific expert feedback and Co-planning around questioning(1 hour).Trainee planning and artefacts(1 hour). |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| * Good questioning helps RE teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
* High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve in RE
* Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems.
 | Y/N Y/N Y/N |
| **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).
* Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions.
* Prompt pupils to elaborate on their responses to check secure understanding when questioning.
* Monitor pupil understanding during lessons (inc. checking for misconceptions) by questioning as opposed to how busy they are or their understanding of the task.
 | Y/N Y/N Y/NY/N |
| **Questions for mentor and trainee to discuss in mentor meeting**  | **Q1:*** How do you use questioning to monitor pupil understanding and learning?

**Mentor summary of trainee response:****Q2:*** How do you use questioning to aid pupils to recall prior knowledge?

**Mentor summary of trainee response:****Q3*** How do you use questioning to aid pupils in developing their responses?

**Mentor summary of trainee response:****Q4*** *Complete the Case Study template for your class/focus pupils.*

 *Begin to teach your adapted SoW* |
| **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.**  |

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