



**Which part of the Link tutor  
role are you confident with?**

**What do you want to find  
out today?**



Edge Hill  
University

Faculty of  
Education



## Link Tutor Training 2024/25

Tutors and mentors are clear about what information to teach trainees and when. They build trainees' subject-specific knowledge and their understanding of generic pedagogy in depth. Tutors and mentors evaluate trainees' progress in learning the ITE curriculum carefully. They connect the key information that trainees have already learned with the new knowledge that they are expected to learn. Trainees build their expertise in primary national curriculum subjects and generic teaching

principles, impressively well



# Key Changes/Updates

Abyasa, ongoing WDS, lesson observations, PSP, QA and feedback to mentors

In Place – Mentor details and development

Initial Mentor development audit and email.

Subject specific lesson observation formats for foundation/areas of learning

Teaching expectations, based on teaching exposure rather than percentage of teaching

# Contextual Analysis

This is a new requirement for trainees to complete.

Please arrange to meet your trainee so they can share this with you prior to starting.

The form will be emailed to you with your allocation and is available in the Link Tutor space.

Contextual Analysis Form
Introductory Professional Practices
<b>Trainee Name:</b>
<b>Name of School:</b> <b>School Address:</b> <b>Headteacher:</b> <b>School Type:</b> <b>Name of Mentor:</b> <b>Mentor's email address:</b> <b>Year Group Taught:</b>
<b>School/Setting Context</b> (number on roll, single or multi-form entry, single or mixed age classes, socio-economic context of catchment area)
<b>School/ Setting Data</b> (% of Free School Meals (FSM), Pupil Premium, <u>Looked</u> after Children (LAC), Children with: Special Educational Needs & Disability (SEND); English as Additional language (EAL); diverse cultural heritage; other (please specify))
<b>School/ Setting ethos (School/ Setting motto/vision)</b>
<b>Latest Inspection findings</b> (Identify what the school are working on from their most recent Ofsted Inspection/SIP)
<b>Organisation of School/ Setting</b> (including school routines/rules, school day – timings for each phase)



# Abyasa Training

If you haven't already done so, please book onto Abyasa training.

There are online and face to face sessions available.

<u>Date</u>	<u>Time</u>	<u>Type</u>	<u>Details</u>
13/08/2024	10.30 - 11.30am	In-person	FoEL 1.07 (E10)
15/08/2024	2.00 - 3.00pm	Online	<a href="#"><u>Abyasa Training 15th August</u></a>
20/08/2024	10.30 - 11.30am	In-person	FoEL 1.07 (E10)
22/08/2024	2.00 - 3.00pm	Online	<a href="#"><u>Abyasa Training 22nd August</u></a>
27/08/2024	10.30 - 11.30am	In-person	FoEL 1.07 (E10)
29/08/2024	2.00 - 3.00pm	Online	<a href="#"><u>Abyasa Training 29th August</u></a>
03/09/2024	10.30 - 11.30am	In-person	Room TBC
05/09/2024	2.00 - 3.00pm	Online	<a href="#"><u>Abyasa Training 5th September</u></a>
10/09/2024	10.30 - 11.30am	In-person	Room TBC
12/09/2024	2.00 - 3.00pm	Online	<a href="#"><u>Abyasa Training 12th September</u></a>
17/09/2024	10.30 - 11.30am	In-person	Room TBC
19/09/2024	2.00 - 3.00pm	Online	<a href="#"><u>Abyasa Training 19th September</u></a>
24/09/2024	10.30 - 11.30am	In-person	Room TBC
26/09/2024	2.00 - 3.00pm	Online	<a href="#"><u>Abyasa Training 26th September</u></a>



# Professional Practice Dates

Phase	Programme	Stage	Start Date (wk beg)	End Date (Wk beg)
Early Years	PGCE	Introductory	7th Oct	25th Nov
Primary	PGCE	Introductory	7th Oct	25th Nov
Primary	UG PT	Developmental	4th Nov	6th Jan
Primary	UG FT	Developmental	11th Nov	13th Jan
Early Years	UG	Developmental	2nd Dec	3rd Feb
Early Years	PGCE	Developmental	6th Jan	3rd March
Primary	PGCE	Developmental	6th Jan	3rd March
Early Years	UG	Introductory	13th Jan	24th Feb
Primary	UG FT	Introductory	13th Jan	24th Feb
Primary	UG PT	Consolidation	13th Jan	24th March
Early Years	UG	Consolidation	24th Feb	12th May
Primary	UG FT	Consolidation	24th Feb	12th May
Early Years	PGCE	Consolidation	24th March	16th June
Primary	PGCE	Consolidation	24th March	16th June
Primary	UG SB	Introductory	7th April	2nd June



# DFE Mentor Reforms

Mentor training requirements: 20 hours in 2024-25  
6 hours in 2025-26



Weekly expectations: 1.5 hours per week per trainee



Training costs to schools in 2025 through DFE portal





# Mentor Development 2024 Linked to DFE Funding

Initial Mentor development audit (ALL COMPLETE) form

Phase/subject  
specific briefing  
Teams

Core Mentor training  
2023-25  
OMNIS Section 1

QA 1-4  
checkpoints  
with Link tutor

**ALL MENTORS** PATH A & B – All locations

Bite sized mentor development units OMNIS Section 2  
for those who have not completed NPQ, MA, ECF (since 2016) **PATH A – England only**  
Bite sized professional development units self chosen (Behaviour, Supporting Inclusive  
Mentoring, Effective WDS)

Record of mentor hours for DFE July 2025 – In Place





# Inplace – Mentor Training Record

## Mentor Training 2024▲

### Mentor Training 2024▲

Description	Value	Expiry
Initial Mentor Audit Outcome	Path B	<a href="#">[Edit]</a>
Phase/subject specific mentor training 2024 - Date	01/08/2024	<a href="#">[Edit]</a>

## Supervisors

View	Name	Relationship	Type	Phone	Email	Start Date	End Date	Credentials	Experience
<a href="#">Detail</a>	Cath Davies (Classroom Mentor)	Classroom Mentor	Agency		<a href="mailto:Catherine.Davies@sthelens.org.uk">Catherine.Davies@sthelens.org.uk</a>	17/03/2025	20/06/2025	Online Mentor Training 2023/2024 Completed	

Add Supervisors

## Incompatible Students



## OMNIS Section 1 (ALL)

Online bite sized mentor development unit

**CORE MENTOR TRAINING for ALL MENTORS (2023-25)**

Principles of mentoring

Models of mentoring

## OMNIS Section 2 (Path A)

Online bite sized mentor development units, completed flexibly

Supporting Trainees' Workload and wellbeing

Target setting and Feedback within the Weekly Development Summary (WDS)

An Introduction to the Initial Teacher Training and Early Career Framework (ITTECF)

Behaviour Management for Mentors

Assessing trainee progress

Supportive strategy units: Autism, dyslexia, dyspraxia, dyscalculia and ADHD



# Mentoring Scenarios

## Scenario 1

Mentor  
based in NI or IoM.

Completed core  
mentor training last  
year.

What do they have  
to do this year?

## Scenario 2

Mentor based in  
England.

New to EHU mentoring  
No ECF/NPQ/MA

What do they have to do  
this year?

## Scenario 3

Mentor  
based in England.

Completed core mentor  
training last year.  
ECF mentor quals

What do they have  
to do this year?



# QA Checkpoints Mentor Development

Meeting	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	Prior to placement or within the first week <b><u>FOCUS: INDUCTION &amp; WELLBEING</u></b>	Check mentor training Check mentor details on system Check mentor has access to Abyasa Meet trainee to discuss their contextual analysis	Mentor Trainee (separately)
Meeting	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	Week 2 <b><u>FOCUS: EFFECTIVE USE OF WDS</u></b>	QA first WDS (sample) including target setting Ensure prior learning has been shared Check placement specific expectations and awareness	Mentor and Trainee
Meeting/Visit 3	Location	Timing	When	Details	Who
In person visit	In School	90 minutes	Mid Placement <b><u>FOCUS: TARGET SETTING &amp; SS FEEDBACK</u></b>	QA of Observation Feedback	Mentor and Trainee
Meeting/Visit 4	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	End of placement (last week) <b><u>FOCUS: EVALUATION &amp; MENTOR DEVELOPMENT</u></b>	Trainees QA (regarding placement and future actions) Mentors (regarding placement and trainees) Ensure the final outcome is recorded on Abyasa	Mentor and Trainee(s)



## The key aspect of the Link Tutor Role is Quality Assurance of the Mentoring Process

### This involves:

- Ensuring all mentors have completed core mentor training, core and phase specific prior to placement commencing
- Ensuring mentors understand the trainee entitlement as set out in the Partnership Agreement for example induction, weekly development summary completion, lesson observation and opportunities to work with experts
- Ensure they have met with a student who has a StSP, prior to professional practice and if they have a Risk Assessment, this is amended for practice and sent directly to the school mentor's e-mail address **only**.
- Providing mentor feedback across the 4 Quality Assurance points focussing specifically on:
  - the quality of feedback for the WDS,
  - the quality of target setting,
  - the quality of feedback following the joint observation
  - the use of other experts across the setting,
  - the assessment and moderation of judgements
  - the use of the ITE curriculum



# The Link Tutor Process

1. Put the QA checkpoint dates in your diary ensure trainee and mentor are aware of them
2. Contact your trainee using the suggested email template. Arrange to meet with them so they can share their contextual analysis with you.
3. Contact your mentor using the suggested email template. If your mentor is not identified, contact the school to find out this information. Update Inplace when you have received this. See Appendix
4. Check in with your mentor to ensure they have completed the relevant training. If not, direct mentor to the mentor space for recorded training (and check they've accessed this and **update on InPlace**).
5. Complete QA1 with mentor.
6. Arrange an online meeting date for QA2
7. Check the presence and quality of the trainee's WDS.
8. Complete QA2, checking in with the trainees and feeding back to the Mentor about their mentoring (including support, provision and quality of WDS completion)
9. Check WDS weekly to identify any areas for improvement, developments or lack of trainee progress.
10. Arrange date to attend school to undergo the QA observation.
11. Complete QA3, quality assuring the observation feedback.
12. Continue to check the WDS' weekly.
13. Arrange the date for the QA4 meeting.
14. Complete QA4.
15. Press submit on QA4.



- Where suitable, the same Link Tutor will be assigned 2-4 weeks in advance.
- Additional Time is allocated for StSPs
- Meet with trainee (in person/via TEAMS) to discuss needs, reasonable adjustments and strategies which they may use to support themselves.
- Encourage trainee to arrange a pre-visit with the mentor to discuss their needs/ helpful strategies.
- If trainee has a Risk Assessment, (life threatening and safeguarding issues), locate this in the team's area, amend this for the setting, authorise by Karen B and send to the mentor's e-mail address **only**.
- If the trainee discusses additional needs/ new conditions which are not in the StSP, refer them to the the Inclusion/SpLD teams for amendments to be made.
- Trainee may require an additional 'check-in e-mail' to ascertain how their needs are being met and how they are supporting themselves.
- Mentors now have additional support slides for mentor support on Autism, dyslexia, dyspraxia, dyscalculia and ADHD. See the, 'Supportive Strategies unit,' area in OMNIS.
- Any queries, please contact Helen Maddison-Neill – [maddisoh@edgehill.ac.uk](mailto:maddisoh@edgehill.ac.uk)



## Course Content



### Welcome to the Core Mentor Training

Visible to students ▼



### Core Unit

Visible to students ▼

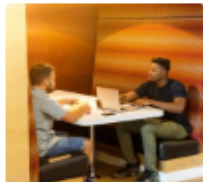
You must complete this Core Unit to verify being a trained Mentor with Edge Hill University



### Bite-sized Mentor Development Units

Visible to students ▼

These are further units that we recommend you working through when you can.



### Supportive Strategies Units

Visible to students ▼

These are optional units regarding SpLDs that you may wish to complete as and when you need.





# Teaching Expectations

## Professional Practice Expectations – Primary 5-11

Mentors should ensure that trainees have regular opportunities to observe and collaborate with experts, practice pedagogical approaches, receive regular purposeful feedback, observe, and be observed.

The table below sets out guidance for the number of hours trainees should be engaged in teaching activity per week on each of the three phases to ensure they have sufficient opportunity to practise, be observed, and receive feedback. When not engaged in teaching or support activities within their base classroom it is expected that trainees have opportunities to observe or support other experts across the setting and work within their component grids. Time for planning preparation and assessment equivalent to 20% should be built in across the week but should be school based.

Phase	Introductory			
<b>Minimum</b> hours in classrooms (including observing, teaching, co-teaching each week.)	A minimum of 15 hours pro rata (on average 3 per day)			
Mentoring - <b>Minimum</b> hours of mentoring each week	1.5 hours. (This includes your weekly observation and weekly development meeting)	PPA Time (School based)	20%	
<b>Subject coverage</b>  All trainees must have an opportunity to plan, teach and assess	<b>Systematic synthetic phonics:</b>  Plan and teach a minimum of 1 SSP lesson within placement	<b>Core subjects:</b>  Plan and teach* a minimum of 3 Maths and English lessons per week  Plan and teach each* a minimum of 1 Science lesson per week or equivalent.	<b>Foundation subjects:</b>  Plan and teach* a minimum of 4 foundation subjects (at least 1 lesson each)	
<b>Wider opportunities</b> (based on opportunity)	Support an extra-curricular club	Support an assembly or collective worship.	Attend staff meetings/INSET	Attend school trip
	Attend parents evening or event and contribute to report writing	Supervise play times	Register children	Meet/greet/dismiss children
	Whole class reading			

\*Teaching is to build up to this expectation, depending on the quality and confidence of the trainee

Teaching will progress throughout the weeks

They need to be prepared for this in order to support their workload and wellbeing.

They also need to be mindful of potential University submissions within the placement window (eg EYE3005)

Their teaching responsibility may include individual support, group teaching, whole class team teaching, teaching a part of a lesson or whole class teaching. All of these elements are classified as 'teaching'.

They need to ensure all elements of teaching, including deployment of Teaching Assistants, marking, adaptive teaching and assessment are evident.

They need to act on informal feedback provided by their class teacher/mentor.



# Teaching Expectations (3-7)

Phase	Introductory			
<b>Minimum</b> hours in classrooms (including observing, teaching, co-teaching each week.)	A minimum of 15 hours (on average 3 per day) per week, considering the prior knowledge and experience of your trainee.			
Mentoring - <b>Minimum</b> hours of mentoring each week	1.5 hours. (This includes your weekly observation and weekly development meeting)			
<b>Subject coverage</b> All trainees must have an opportunity to plan, teach and assess	Early Reading activities as a precursor to Systematic Synthetic Phonics Teaching. A minimum of three sessions with groups	Lead practitioner role (adult-led or child-initiated activities within the indoor and outdoor provisions.		
<b>Key Requirements and suggested progression:</b>	<b>Lead Practitioner Role</b>		<b>Planning, Preparation and Assessment</b>	
	Lead Practitioner Role to include (with support):			
	<ul style="list-style-type: none"> <li>• Greeting children and parents</li> <li>• Managing indoor provision</li> <li>• Managing outdoor provision</li> <li>• Managing flow between areas of provision</li> <li>• Supporting children in continuous provision</li> <li>• Promoting children's communication and language in continuous provision</li> </ul>			
<b>Enhancements</b>	All trainees must plan enhancements to at least 4 areas of provision in the environment.			
<b>Wider opportunities</b>	Support an extra-curricular club	Support an assembly or collective worship.	Attend pupil progress meetings	School trip including risk assessments
	Parents evening or event and report writing	Supervise play times	Set homework	School events such as world book day/sports day



# Wider Responsibilities

There are a range of different expectations set for each placement for the trainees to engage in the wider role of the teacher.

Please be aware of these and discuss these with your trainees/mentors.

An ideal time to do this would be QA2.

Phase	Introductory			
Minimum hours in classrooms (including observing, teaching, co-teaching each week.)	A minimum of 15 hours pro rata (on average 3 per day)			
Mentoring - Minimum hours of mentoring each week	1.5 hours. (This includes your weekly observation and weekly development meeting)	PPA Time (School based)	20%	
Subject coverage  All trainees must have an opportunity to plan, teach	<b>Systematic synthetic phonics:</b>  Plan and teach a minimum of 1 SSP lesson within placement	<b>Core subjects:</b>  Plan and teach* a minimum of 3 <u>Maths</u> and English lessons per week  Plan and teach each* a minimum of 1 Science lesson per week or equivalent.	<b>Foundation subjects:</b>  Plan and teach* a minimum of 4 foundation subjects (at least 1 lesson each)	
<b>Wider opportunities</b> (based on opportunity)	Support an extra-curricular club	Support an assembly or collective worship.	Attend staff meetings/INSET	Attend school trip
	Attend parents evening or event and contribute to report writing	Supervise play times	Register children	Meet/greet/dismiss children
	Whole class reading	Engage with education professionals		

Giving subject specific feedback

# Lesson Observation Forms

Primary

\*Generic Lesson observation forms are used for core subjects

## Observation forms from start menu

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

Start

Filter



Start Form

Select Record Type

Observation

Scheduled:

Currently there are no items.

Unscheduled:

SSP Observation Form

Art Subject Lesson Observation

Close

Start

## Geography PEY Obs

Title: Geography Observation Form PEY 24/25

Switch to Design

Date

16/07/2024 00:00:00

Link to a Placement

--Choose item--

Key points emerging from the session

Geography Research and Subject Association Links [The Geographical Association](#) and [The Royal Geographical Society](#)

Subject Specific Elements

Subject Specific Elements

What makes an effective Geography lesson? Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.

Subject, Curriculum and Pedagogical Knowledge

Opportunities for Further Development

Signatures

- Planning shows a clear awareness of the national curriculum and its key dimensions (locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork)
- Planning identifies how children will make progress in their knowledge and understanding of appropriate geographical 'key' and 'organising' concepts.
- A secure locational knowledge supports children to develop their own locational knowledge using maps, globes and/or atlases.
- Children are taught appropriate knowledge of human/physical processes, making connections to a particular place/s to make learning relevant.
- A secure knowledge of the place/s taught allows stereotypes of people and places to be addressed and challenged.
- A range of high-quality resources are used (maps, images, videos, media etc) to support children in developing a deeper understanding of geographical processes/concepts/places.
- Children are provided with opportunities to think critically about the resources they use to find out about geographical processes/concepts/places.
- Children are given the opportunity to use maps and/or digital mapping software (e.g. Digimap for Schools) to identify geographical patterns or to find out more about a place.
- Geographical enquiry is used at an appropriate point in children's learning when they are equipped with the necessary skills and knowledge to tackle the enquiry successfully.

Black ▾

# Communication and Language EYFS Obs

Title: Communication and Language Observation Form EYFS 24/25

Switch to: [Design](#)

Date

16/07/2024 00:00:00

Link to a Placement

--Choose item--

Key points emerging from the session

Subject Specific Elements

Subject, Curriculum and Pedagogical Knowledge

Opportunities for Further Development

Signatures

## Communication and Language Research and Subject Association Links

<https://help-for-early-years-providers.education.gov.uk/communication-and-language>

[EEF | Communication and Language \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/communication-and-language)

[Are we asking the right questions? An analysis of research on the effect of teachers' questioning on children's language during shared book reading with young children. \(espressub.com\)](#)

[Supporting communication development in the early years: A practitioner's perspective - Julie Bain, Deborah James, Mary Harrison, 2015 \(espressub.com\)](#)

[scel guidance for practitioners 11.pdf \(foundationsyears.org.uk\)](#)

## Subject Specific Elements

*What makes effective teaching of Communication and Language in the EYFS? Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.*

- The student is aware of how to plan communication and language activities that develop out of children's interests.
- The student can extend opportunities for communication and language during child-initiated play
- The student shows awareness that children communicate in many ways and not just through speech.
- The student shows an awareness of the signs of communication needs (little/no talking, words or sounds mixed up, not understanding what is said to them and dysfluency).
- The student shows an understanding of the importance of quality interactions with children and uses all opportunities to do so
- The student encourages the children to ask questions.
- The student promotes opportunities for sustained shared thinking.
- The student encourages children to sing songs, nursery rhymes and play musical games.

<< Prev

Next >>



# Systematic Synthetic Phonics

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

Early Years		
Introductory	Developmental	Consolidation
Early Reading activities as a pre-cursor to Systematic Synthetic Phonics Teaching.  A minimum of three sessions with groups	Systematic synthetic phonics: A minimum of <b>three</b> sessions with a group/groups	Systematic synthetic phonics: A minimum of one session with groups

Primary		
Introductory	Developmental	Consolidation
Plan and teach a minimum of 1 SSP lesson within placement	Plan, teach and assess a sequence of 3 SSP sessions	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.



## What is a Progress Support Plan? (PSP)

- PSPs are utilised where the WDS process has indicated that a trainee is not making sufficient progress through the weekly curriculum despite additional support being provided.
- If a mentor has any concerns about a trainee, they should indicate this in the WDS and inform the Link tutor. They then consider what additional support can be provided within the week for that trainee. The support provided should also be indicated on the WDS.
- If after this support, they still feel the trainee is not making sufficient progress it should be indicated on the next WDS and the PSP process started. Link tutor should be notified.
- Link Tutor notifies the PPQL Lead





## Examples of additional support that can be provided when first concerns are raised

- Signposting to additional materials to support their teaching
- Opportunities to observe other expert colleagues in the school
- Team Teaching
- Additional mentoring around a specific area of the curriculum
- Reduction in teaching load or additional support with teaching
- Referral to student support team and subsequent engagement

\*The PSP is now integrated into Abyasa and appears as an option to complete if 'No' is selected on the question 'Is the trainee making sufficient progress to proceed'





## When filling in the PSP

Ensure it:

- includes the positive elements of what the trainee can do
- highlights the 'key' difficulty that the trainee is experiencing
- Indicates what additional support the mentor has put in place and to what extent has this been successful
- Has clear targets that are achievable over the week. They need to be SMART. Consider carefully, the number of targets the trainee is being asked to achieve.
- Includes the review of the PSP (this might be ongoing if the trainee continues to require support)

## Outcomes of PSP

- Sufficient progress has been made (PPQL is informed of this) and the trainee will continue to be assessed via the WDS
- The trainee continues to require support via the PSP and a further cycle is required
- Any further issues around progress should be referred to the AHoD

**Ensure the PPQL is informed of any PSP being enacted**



# Target Setting

## Area for Development (using the ITE curriculum)

### How?

*What opportunities have been agreed to support this target? EG., opportunities to rehearse, observe, co-plan, co-teach*

Improve classroom management and behaviour for the pupils.

Observe classroom management across Y2 and Y3. Use praise and school systems to reinforce positive behaviours.

Promote mathematical vocabulary and thinking in the sequence of learning.

Plan opportunities for the children to work in pairs, to explain and justify their mathematical thinking.

Provide opportunities for the children to apply their phonics knowledge in continuous provision.

Talk to the lead for SSP and find out how the phonics resources in EYFS continuous provision provide opportunities for practise.  
Choose 2 activities to add to the provision which give children opportunities to apply this week's phonics focus.



Quality Assurance is ineffective without sharing aspects for development. It is the Link Tutor's role to provide ongoing feedback to the mentor both verbally and in writing on the quality of their mentoring.

At QA 2 and 3, there is a free text box within Abyasa to document the feedback given to the mentor. The mentor will be able to view this feedback to enable them to recognise their mentoring strengths and developments. Prompts to support feedback, linked to the weekly cycle for mentoring, are available in the drop down on Abyasa and [here](#).

The feedback should reflect the conversation you have already had with the mentor and should not provide any surprises. Feedback should identify areas of strength and areas for development. Feedback should be worded constructively and sensitively and written TO the mentor.

It is recommended that any sensitive feedback that is due to be given, should be provided away from the trainee being present.

## An Effective Example of Mentor Feedback

'You provided the trainee with an opportunity to reflect on the observed lesson first, encouraging her to think about what went well and what she might have done differently, before moving on to highlight specific aspects. Clear feedback was given as to what went well and what might be developed - this included behaviour management techniques, challenging children's misconceptions and the use of additional support staff. We discussed the inclusion of specific strategies to enable the trainee to meet the targets for development such as observing different techniques used by experienced staff, and speaking to the subject lead to find out how to address subject specific misconceptions.'



# Mentor Development

Take a look at the 7 feedback responses below. Considering which will support 'mentor development' identify their effectiveness...

1 The mentor is concerned about planning which has not been completed for lessons, and for this joint observation also. This has been an area of concern - The trainee is now making some progress with additional support for one week, and this will be extended for a further week with the trainee requirement to provide planning for the lessons where she is observed, and make appropriate preparations for lessons which she delivers during her last week.

Progress will then be reviewed and a decision made whether there is a need to extend the placement in order for the trainee to achieve the target of providing planning for the lessons she is teaching.

4 The mentor and trainee have established a positive professional relationship. The mentor is organised and experienced and provides help and support to the trainee and reaches out to the link tutor with questions and clarifications if needed. The WDS is completed effectively and feedback is positive with regards to the trainees start with placement. The mentor gives specific feedback and sets appropriate targets and workload and well-being are being discussed by the mentor and the trainee.

Next steps are to monitor progress and set appropriate and specific targets, to ensure the teaching progression is following the guidelines and to ensure the necessary lesson observations are being completed. The mentor and trainee are both working hard to ensure this is a successful placement.

2 Mentor observed giving effective feedback and target setting

6 \*\*\*\*\* is supporting \*\*\* with regular meetings and high quality feedback. She is reviewing previous targets set and setting new targets each week. \*\*\*\*\* is giving detailed pedagogical feedback and subject specific feedback using the Edge Hill guidelines. \*\*\*\*\*'s feedback to \*\*\* is detailed and extremely thorough.

3 We discussed the additional support required for the student. The mentor has identified two key areas for development for the trainee. This relates to support with implementing a consistent approach to behaviour management as well as adapting teaching appropriately for lower and higher ability children. The mentor is providing opportunities for trainee to observe and discuss this throughout the week. We also discussed the potential to extend the placement if the trainee requires some additional time to make the necessary progress.

5 The mentor provides detailed feedback via the WDS which is specifically related to the weekly focus. Feedback has encouraged the trainee to research to support understanding. Targets set are appropriate and support the trainees development.

7 The trainee benefits from an experienced mentor who leads the EYFS in the placement setting. In addition, the trainee also has a committed role-model in her class teacher. This dual mentor-team in the placement school helps to ensure the trainee is offered excellent support. As such the trainee is making good progress in her confidence, knowledge and skills. The mentor and class teacher together ensure that the trainee is provided with plenty of opportunities to support the children in small groupwork. The level of responsibility for the trainee is gradually increasing as the placement progresses, for instance the trainee has recently lead a whole class input session extending and practising her teaching skills. The mentor arranges weekly meetings with the trainee and is making good use of the WDS documentation to support professional discussion. Completed WDS documentation to date provide evidence that appropriate targets are being set for the trainee to extend skills and narrow gaps in knowledge. Overall, this trainee is well supported and making appropriate progress. During QA 2 meeting the mentor and class teacher explain how they intend to offer the trainee opportunities to observe teaching and learning in other classes, particularly EYFS provision, to improve trainee's appreciation for different pedagogical approaches to teaching. During this meeting QA3 visit was discussed.



## Department of Primary and Childhood Education

- PPQL Introductory (full time) – Cath Heys
- PPQL Developmental (full time) – Alex Copple
- PPQL Consolidation (full time) – Ben Thomas
- PPQL School Based – Lorraine Healy
- PPQL PGCE – Virginia Kay

## Department of Early Years

- PPQL Introductory - Helen Dunn
- PPQL Developmental - John Clark & Heidi Winrow
- PPQL Consolidation - Jamie Allman
- PPQL PGCE - Amanda Casey

Microsoft Teams Chats are set up for each placement. Please share any non-sensitive questions or comments here. This is visible to PPQL's, AHOD's and all Link Tutors for each placement and a shared space for support.



## Who to contact for queries related to professional practice

- Progress of a trainee - PPQL
- Well-being of an individual trainee - PPQL
- Abyasa – Guidance in Mentor Space, [wakenshh@edgehill.ac.uk](mailto:wakenshh@edgehill.ac.uk) or [FoEMentoring@edgehill.ac.uk](mailto:FoEMentoring@edgehill.ac.uk)
- In Place – Guidance in Mentor Space, [educationpartnership@edgehill.ac.uk](mailto:educationpartnership@edgehill.ac.uk)
- Mentoring opportunities - [FoEMentoring@edgehill.ac.uk](mailto:FoEMentoring@edgehill.ac.uk)
- Mentor development/training - [FoEMentoring@edgehill.ac.uk](mailto:FoEMentoring@edgehill.ac.uk)
- Queries related to future offers of professional practice placements - [educationpartnership@edgehill.ac.uk](mailto:educationpartnership@edgehill.ac.uk)
- Queries related to StSPs - [maddisoh@edgehill.ac.uk](mailto:maddisoh@edgehill.ac.uk)
- Link tutor allocation – Mike Walsh [walshm@edgehill.ac.uk](mailto:walshm@edgehill.ac.uk)
- Link tutor finance – Kellie Rice [kellie.rice@edgehill.ac.uk](mailto:kellie.rice@edgehill.ac.uk)

### Key

PPQL Professional Practice Quality Lead

FoEMentoring - Mentoring team

AHoD - Associate Head of Department

StSP – Student Support Plans



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Education

# Link Tutor Space

Edge Hill University Faculty of Education

Vision & Curriculum Intent | Mentor Development | Safeguarding | Intensive Training and Practice (ITaP) | Partnership Information | Key Contacts

Mentor Space

**Welcome to the Edge Hill University Mentor Space.**

Edge Hill University has been at the forefront of teacher education for over 135 years, and today it enjoys the enviable position of being one of the country's most significant providers of education and research for the children's workforce with a reputation for the highest quality provision, partnership working and delivery.

Edge Hill university is graded Ofsted 'outstanding' in all three teacher training age phases. The University was awarded the highest grade for 'overall effectiveness' across primary, secondary, and further education and training. Inspectors judged the quality of education, leadership and management to be outstanding.

The Faculty of Education is focused on advancing the discipline and practice of education achieved through, and measured by, high quality teaching and research and through its support for schools and colleges in collaborative research and training partnerships.

Through our partnerships with schools, we ensure that our trainees have strong subject knowledge in the Early Years Foundation Stage and National Curriculum and have the professional skills needed to succeed as teachers. Inclusion and social justice are central to our ITE curriculum. We strive to provide an outstanding student experience as well as support you in your future employment opportunities or further professional development, tailoring our programmes of study to match the demands of employers.

We very much look forward to working in partnership with you.

Show AY 2023-24 materials

[Link Tutor login](#)

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Ofsted Outstanding Provider

Password: !linktutor23!





## **A trainee must complete a certain number of days**

*A trainee must be provided with a placement pattern that is designed around 120 days. Their completion is dependent upon progress, not attendance.*

## **A trainee can take PPA at home**

*Whilst this may be the school's stance, trainees must remain in school for PPA release time. They need access to staff and resources.*

## **The mentor must be the class teacher**

*The school assign a mentor which may be the class teacher or it may be a central person responsible for mentoring. Both models work effectively.*

## **The mentor is responsible for deciding if a trainee progresses**

*The mentor can recommend their progression (as per the final WDS), but the final decision is with the accredited provider – University*





## **Only the mentor can formally observe the trainee**

*The mentor can assign a qualified member of staff to conduct the weekly observation of the trainee, but the weekly review meeting must be hosted by the mentor*

## **If mentoring is job shared, both mentors must complete the training**

*If it's an equally shared role, both must complete the training, however if one mentor is hosting the weekly review meetings and taking a leading role, then it's sufficient for them to complete the training only. It's good practice however for both to be trained if possible.*

## **Are trainees to follow school or University holiday patterns?**

*Trainees are to follow school holiday patterns so must make sure they are aware of these on allocation*

## **The link tutor must be available to provide additional support for struggling students**

*It's the mentor's role to support the trainee. No additional visits are required by the link tutor. Online support is to be provided with a Progress Support Plan, but this is factored into the allocated hours.*

## **There is an Expectation for trainees to be present in school during INSET days and strike days**

*Even if teaching or CPOD opportunities aren't available, a trainee is expected in school to plan, resource or work through their subject component grids*



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# Outstanding

for Initial Teacher Education

The Ofsted logo, which consists of three stylized human figures in white above the word 'Ofsted' in a bold, sans-serif font.

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Provider



- Link tutor allocation
- Claiming expenses
  
- Weekly email communications and teams chat
  
- Mentor cycle and documents
- QA feedback
- Mentor space and guides to InPlace, Abyasa
  
- Trainee and mentor messages



## Professional Practice Quality Lead

- Deliver phase specific practice briefing to trainees, ensuring roles and responsibilities are clear and the EHU ITE curriculum is shared
- Provide ongoing support to Link Tutors
- Provide regular communications to Link Tutors and Mentors
- Provide support for those trainees who require Progress Support Plans
- Facilitate and monitor Teams Chats for professional practice related enquiries
- Ensure students on StSP's have reasonable adjustments in place as agreed with Inclusion Lead (Helen Maddison-Neill) and PDO
- Inform link tutors of mentor training gaps



## Lead Mentor

Lead mentors and mentor leadership teams play an important role in ITT as experts in their field. Their role includes;

- oversight, supervision and quality assurance of other mentors,
- design and delivery of training for other mentors,
- close working with trainees during intensive training and practice and the design of such elements,
- oversight of trainee progress throughout the year and identification of interventions or modifications where required



## Mentor

- Complete the mandatory training
- Induct trainee – key staff, policy, ethos and expectations
- Support the trainee whilst on professional practice
- Formally observe the trainee weekly
- Meet with the trainee weekly in the form of a *Weekly Review Meeting* and document in *Abyasa*
- Provide additional support if required (possibly via a *Progress Support Plan*)

# Weekly Cycle for Mentoring



## 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.



## 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.



## 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.



## 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.

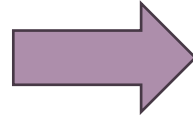


## Reflection

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

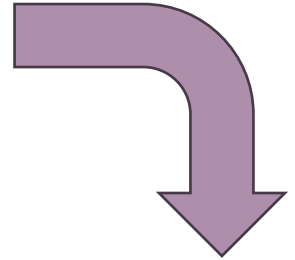
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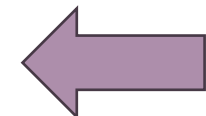
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The Weekly Development Summary includes questions that the mentor can use to review prior learning and assess that the student has the relevant knowledge in order to benefit from opportunities to practice in a given week.



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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.



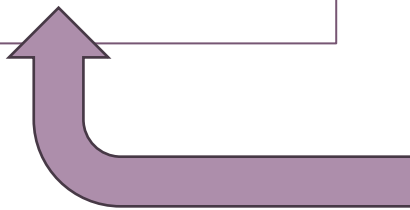
## Practice and Feedback

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

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.





# Lesson Observation

Practice observation and subject specific feedback forms

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. Collecting evidence, such by as noting details of a significant interaction or moment in the lesson that can be discussed afterwards.

Providing feedback, which includes specific praise for what worked well and constructive feedback, with a subject specific element, leading to the setting of an appropriate goal for future development.

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 opportunities to observe experts, rehearse or practice needed to make progress.





Part of the Link Tutor role is to ensure that the mentor is confident and skilled in their support of the trainee to ensure the trainee is receiving the best mentoring possible. If your quality assurance identifies that developments are necessary, it's important to share these with the mentor. This must be approached sensitively and constructively.

- Explain your QA role early so that the mentor has clear expectations.
- Be prepared by looking at InPlace for mentor email and training information
- Check Abyasa WDS and lesson observations
- Identify strengths in the mentoring.
- Be clear in what the mentor needs to develop and explain why and how they can do this. Give examples.
- Keep the developments impersonal and trainee-centred.
- Ensure the feedback is given in private, away from the trainee or other colleagues.
- Provide support to enable the mentor to reach the areas for development clearly, timely and effectively.
- Follow up your oral feedback with written feedback in Abyasa – ensure this is the same feedback that you provided.
- Check the feedback has been acted on and thank the mentor for the improvements made.



# Link Tutor Role - QA 1

Meeting	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	<b>Prior to placement or within the first week</b>  <b>FOCUS: INDUCTION &amp; WELLBEING</b>	Check mentor training Check mentor details on system Check mentor has access to Abyasa <b>Meet trainee to discuss their contextual analysis</b>	Mentor



# QA checkpoints: QA1

## Induction of Trainee and Wellbeing development Focus

Quality Assurance 1 (Meeting)

Quality Assurance 2 (Meeting - Effective use of WDS)

Quality Assurance 3 (Visit)

Quality Assurance 4 (Meeting)

### QA 1: INDUCTION OF TRAINEE

#### QA 1: Wellbeing development focus (Teams meeting week before or week 1)

1. Check mentor contact details and expertise. Mentor development ie Initial Mentor Assessment, professional development opportunities and requirements
2. Arrangements for any additional support for trainee (for example, if the trainee has a Student Support Plan)
  - Wellbeing development focus: Positive, professional relationship creation to meet individual training needs.
  - Induction includes introduction to key staff and sharing of key information i.e. safeguarding, behaviour, staff code of conduct, access to teaching resources, timetables and IT systems
  - Mentor and trainee have had a conversation around the trainee's prior learning in university and prior teaching experiences, trainee has shared their previous final WDS/targets, strengths and areas of focus for this professional practice.

QA1 Date

Last updated: --

Initial Assessment completed?

Yes  No

Last updated: --

Key Stage recorded is correct?

Yes  No

Last updated: --

Edit

Next >>



# QA checkpoints: QA1

Quality Assurance 1 (Meeting)

Quality Assurance 2 (Meeting -  
Effective use of WDS)

Quality Assurance 3 (Visit)

Quality Assurance 4 (Meeting)

Last updated: --

Initial Assessment completed?

Yes  No

Last updated: --

Key Stage recorded is correct?

Yes  No

Last updated: --

Year Group

--Choose item--

Last updated: --

Additional Year Group information

Last updated: --

Mentor name and email have been added to InPlace?

Yes  No

Last updated: --

Step 1 - Mentor has completed Core Online Training

Yes  No

Last updated: --

Edit

Next >>



# QA checkpoints: QA1

## Quality Assurance 1 (Meeting)

## Quality Assurance 2 (Meeting - Effective use of WDS)

## Quality Assurance 3 (Visit)

## Quality Assurance 4 (Meeting)

Last updated: --

Step 1 - Mentor has completed Core Online Training

Yes  No

Last updated: --

Step 2 - Mentor has attended Phase Specific briefing

Yes  No

Last updated: --

Step 3 - Mentor familiar with with Mentor Space resource

Yes  No

Last updated: --

Mentor has completed induction with trainee and shared key policies.

Yes  No

Last updated: --

Trainee has uploaded safeguarding certificate.

Yes  No

Last updated: --

Is there an opportunity to plan, teach and assess EAL pupils?

Yes  No

Last updated: --

Edit

Next >>



# Link Tutor Role – QA 2

Meeting	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	Prior to placement or within the first week FOCUS: INDUCTION & WELLBEING	Check mentor training Check mentor details on system Check mentor has access to Abyasa Meet trainee to discuss their contextual analysis	Mentor
Meeting	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	Week 2 FOCUS: EFFECTIVE USE OF WDS	QA first WDS (sample) including target setting Ensure prior learning has been shared Check placement specific expectations and awareness	Mentor and Trainee





Quality Assurance 1 (Meeting)

Quality Assurance 2 (Meeting -  
Effective use of WDS)

Quality Assurance 3 (Visit)

Quality Assurance 4 (Meeting)

Edit

### QA2. EFFECTIVE FEEDBACK WDS

#### Feedback on effective use of WDS: WDS development focus.

Consider if the weekly formative discussion of the progress the trainee has made that week in relation to their ITE EHU strand/subject curriculum and professional behavior is being captured on the WDS form by mentor. Discuss trainee progress.

Prompts:

- Mentor supports the trainee to discuss progress against the subject component tracker, which provides systematic and progressive statements for the mentors to ensure consistency across placements.
- Insightful questions and statements are used that help the trainee elaborate their understanding and knowledge of the EHU ITE curriculum.
- Good practice is modelled and deconstructed in planning, teaching and subject specific practice to the trainee in their own classroom, mentors narrate their thinking.
- Appropriate activities and opportunities are arranged across the school to support trainees to meet their targets ie with subject leads, role models, experts or key members of the teaching team.
- Workload and wellbeing are discussed by the mentor and trainee, reflecting on strategies which take account of teacher workload.
- Support [name of trainee] in making more use of the evidence base in their practice. For example, making use of the research summaries in the weekly mentor communications
- Mentors assess the progress of the trainees formatively referring to the key official documents on a weekly basis, when judging if the trainee is making appropriate progress
- Mentor supports progress in wider school life, including interaction with parents, trainee engagement with wider professional responsibilities and professional conduct.

The trainee knows who the DSO is?

Yes  No

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# QA checkpoints: QA2

Quality Assurance 1 (Meeting)

Quality Assurance 2 (Meeting -  
Effective use of WDS)

Quality Assurance 3 (Visit)

Quality Assurance 4 (Meeting)

professional conduct.

The trainee knows who the DSO is?

Yes  No

Last updated: --

Trainee has shared the EHU curriculum

Yes  No

Last updated: --

Trainee has shared final WDS with mentor (Dev/Cons only)

Yes  No

Last updated: --

Trainee has shared component tracker.

Yes  No

Last updated: --

Mentor is aware of their role in supporting the well-being of the trainee.

Yes  No

Last updated: --

The trainee is receiving their entitlement (Weekly progress meetings/ Lesson Observation).

Yes  No

Last updated: --

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# QA checkpoints: QA2

Quality Assurance 1 (Meeting)

Quality Assurance 2 (Meeting -  
Effective use of WDS)

Quality Assurance 3 (Visit)

Quality Assurance 4 (Meeting)

Mentor uses the ITE curriculum to provide feedback.

Yes  No

Last updated: --

Mentor sets appropriate subject and pedagogy targets.

Yes  No

Last updated: --

Mentor completed the WDS effectively.

Yes  No

Last updated: --

Has the trainee had an opportunity to plan, teach and assess EAL pupils.

Yes  No

Last updated: --

Trainee professionalism: Trainee is displaying appropriate professional behaviours.

Yes  No

Last updated: --

Trainee progress at QA2 meeting.

Trainee is making sufficient progress through the curriculum

Trainee is making sufficient progress through the curriculum but this has required additional support

Trainee is not making sufficient progress through the curriculum. A progress support plan should be considered

Last updated: --

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# QA checkpoints: QA2

Quality Assurance 1 (Meeting)

Quality Assurance 2 (Meeting -  
Effective use of WDS)

Quality Assurance 3 (Visit)

Quality Assurance 4 (Meeting)

-----

Trainee professionalism: Trainee is displaying appropriate professional behaviours.

Yes  No

Last updated: --

Trainee progress at QA2 meeting.

- Trainee is making sufficient progress through the curriculum
- Trainee is making sufficient progress through the curriculum but this has required additional support
- Trainee is not making sufficient progress through the curriculum. A progress support plan should be considered

Last updated: --

Mentor development feedback (shared with mentor).

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Last updated: --

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# Link Tutor Role - QA 3

Meeting	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	Prior to placement or within the first week  FOCUS: INDUCTION & WELLBEING	Check mentor training Check mentor details on system Check mentor has access to Abyasa Meet trainee to discuss their contextual analysis	Mentor
Meeting	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	Week 2 FOCUS: EFFECTIVE USE OF WDS	QA first WDS (sample) including target setting Ensure prior learning has been shared Check placement specific expectations and awareness	Mentor and Trainee
Meeting/Visit 3	Location	Timing	When	Details	Who
In person visit	In School	90 minutes	Mid Placement  FOCUS: TARGET SETTING & SS FEEDBACK	QA of Observation Feedback	Mentor and Trainee



Quality Assurance 1 (Meeting)

Quality Assurance 2 (Meeting - Effective use of WDS)

Quality Assurance 3 (Visit)

Quality Assurance 4 (Meeting)

### QA 3: SUBJECT SPECIFIC FEEDBACK AND TARGET SETTING

Discuss with trainee and mentor the feedback and developmental targets set, which are linked to the curriculum and focus on the trainee's progress and on their impact on pupil learning. Targets will also relate to the trainee's subject and curriculum knowledge through the subject component trackers and strand components which are linked to pedagogic understanding.

#### Prompts

- Lesson observation feedback is subject specific, utilizing the subject specific forms, where appropriate.
- Feedback includes a precise and clear statement of what went well and praises strengths.
- Feedback includes the target and how the trainee will be supported to achieve the target or what explicit steps they need to take to achieve the targets
- Mentor and trainee discuss and analyse the pupil learning/progress and next steps in learning.
- Mentor prompts the trainee to reflect on strategies for adapting learning for the children in their class.
- Organise appropriate activities and opportunities for [name of trainee] to support them in meeting their targets. For example, by brokering opportunities for them to engage with subject leads, class teachers who are good role models or key members of the teaching team
- Reflect on strategies which take account of teacher workload.
- Useful links Primary subject specific target setting - [Primary subject specific target setting - Mentor Space \(edgehill.ac.uk\), Primary and Early Years - Mentor Space \(edgehill.ac.uk\)](#)

[Primary subject specific target setting - Mentor Space \(edgehill.ac.uk\)](#)

[Primary and Early Years - Mentor Space \(edgehill.ac.uk\)](#)

[Mentor Space \(edgehill.ac.uk\)](#)

[Mentor Space \(edgehill.ac.uk\)](#)

#### Mentoring

[evidence base and research - Mentor Space \(edgehill.ac.uk\) or Curriculum](#)

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# QA checkpoints: QA3

Quality Assurance 1 (Meeting)	
Quality Assurance 2 (Meeting - Effective use of WDS)	
Quality Assurance 3 (Visit)	
Quality Assurance 4 (Meeting)	

QA3 Date

Last updated: --

LT completed QA of observation of mentoring.  
 Yes  No  
Last updated: --

Mentor is providing high quality feedback.  
 Yes  No  
Last updated: --

Mentor is providing high quality targets.  
 Yes  
 No  
Last updated: --

Trainee understands targets and next steps.  
 Yes  No  
Last updated: --

Has the mentor considered workload and wellbeing?  
 Yes  No  
Last updated: --

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# QA checkpoints: QA3

Quality Assurance 1 (Meeting)

Quality Assurance 2 (Meeting -  
Effective use of WDS)

Quality Assurance 3 (Visit)

Quality Assurance 4 (Meeting)

Has the mentor considered workload and wellbeing?

Yes  No

Last updated: --

Trainee progress at QA3

- Trainee is making sufficient progress through the curriculum
- Trainee is making sufficient progress through the curriculum but this has required additional support
- Trainee is not making sufficient progress through the curriculum. A progress support plan should be considered

Last updated: --

Mentor development feedback (shared with the mentor).

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Last updated: --

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# Link Tutor Role - QA 4

Meeting	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	Prior to placement or within the first week  FOCUS: INDUCTION & WELLBEING	Check mentor training Check mentor details on system Check mentor has access to Abyasa Meet trainee to discuss their contextual analysis	Mentor
Meeting	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	Week 2 FOCUS: EFFECTIVE USE OF WDS	QA first WDS (sample) including target setting Ensure prior learning has been shared Check placement specific expectations and awareness	Mentor and Trainee
Meeting/Visit 3	Location	Timing	When	Details	Who
In person visit	In School	90 minutes	Mid Placement  FOCUS: TARGET SETTING & SS FEEDBACK	QA of Observation Feedback	Mentor and Trainee
Meeting/Visit 4	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	End of placement (last week)  FOCUS: EVALUATION & MENTOR DEVELOPMENT	Trainees QA (regarding placement and future actions) Mentors (regarding placement and trainees) Ensure the final outcome is recorded on Abyasa	Mentor and Trainee(s)



Quality Assurance 1 (Meeting)

Quality Assurance 2 (Meeting - Effective use of WDS)

Quality Assurance 3 (Visit)

Quality Assurance 4 (Meeting)

Edit

### QA4: Impact of mentor development focus (Final week of professional practice)

1. Trainee outcome confirmed, celebrated and targets agreed on Final WDS.
2. Evaluate and review impact of mentor development.

Impact of mentor development: Discuss with mentor the impact of their mentor development with key questions regarding allocated time for mentoring, support, training, practice and feedback

QA4 Date

Last updated: --

Directed mentor and trainee to complete evaluation.

Yes  No

Last updated: --

Mentor knows and understands how to support the EHU curriculum, and the evidence that underpins it.

Yes  No

Last updated: --

If you have answered developing, please add comments below and email [foementoring@edgehill.ac.uk](mailto:foementoring@edgehill.ac.uk)

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# QA checkpoints: QA4

Quality Assurance 1 (Meeting)

Quality Assurance 2 (Meeting -  
Effective use of WDS)

Quality Assurance 3 (Visit)

Quality Assurance 4 (Meeting)

Mentor ensures that experiences provide opportunities for purposeful practice and feedback.

Yes  Developing

Last updated: --

If you have answered developing, please add comments below and email [foementoring@edgehill.ac.uk](mailto:foementoring@edgehill.ac.uk)

Black - B I U    

Last updated: --

Mentor has ensured that trainees have received their minimum entitlement (WDS and lesson observations).

Yes  Developing

Last updated: --

If you have answered developing, please add comments below and email [foementoring@edgehill.ac.uk](mailto:foementoring@edgehill.ac.uk)

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Last updated: --

\*\*\*\*\* Developmental comments are for trainees only. Do not include any identifying information about the trainee in your comments.

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# QA checkpoints: QA4

Quality Assurance 1 (Meeting)

Quality Assurance 2 (Meeting -  
Effective use of WDS)

Quality Assurance 3 (Visit)

Quality Assurance 4 (Meeting)

Mentor development prepares mentors for their role in guiding and supporting trainees through the EHU curriculum.

Yes  Developing

Last updated: --

If you have answered developing, please add comments below and email [foementoring@edgehill.ac.uk](mailto:foementoring@edgehill.ac.uk)

Last updated: --

Mentoring practice provides trainees with opportunities to observe, reflect, deconstruct and feedback throughout the professional practice.

Yes  Developing

Last updated: --

If you have answered developing, please add comments below and email [foementoring@edgehill.ac.uk](mailto:foementoring@edgehill.ac.uk)

Black - **B** *I* U    

Last updated: --

Mentors receive enough time and support to attend the required training as set out in the ITT Criteria.

Yes  Developing

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# QA checkpoints: QA4

Quality Assurance 1 (Meeting)

Quality Assurance 2 (Meeting - Effective use of WDS)

Quality Assurance 3 (Visit)

Quality Assurance 4 (Meeting)

Yes  Developing

Last updated: --

If you have answered developing, please add comments below and email [foementoring@edgehill.ac.uk](mailto:foementoring@edgehill.ac.uk)

Black - B I U [bulleted list] [numbered list] [link] [unlink]

Last updated: --

Final WDS progress outcomes recommendation (please do not select Progress Support Plan option for consolidation placements)

- Trainee is making sufficient progress through the curriculum
- Trainee is making sufficient progress through the curriculum but this has required additional support
- Trainee is not making sufficient progress through the curriculum. A progress support plan should be considered

Last updated: --

All WDS completed.

Yes  No

Last updated: --

LT has recorded final status.

Yes  No

Last updated: --

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THANK YOU



# Scenario

In the feedback reflecting on the lesson observation the trainee tried to use scaffolding strategies to support pupils with SEND. The mentor comments that the use of a worked example was very effective. However, the trainee struggled to transfer responsibility to the pupils, which meant that some pupils struggled when they began working independently.

**1. Your worked example was brilliant and meant you modelled each step. Scaffolding is one of the hardest bits of teaching and lots of pupils responded well. Keep it up!**

**2. Your worked example was brilliant and meant you modelled each step. Fading support gradually is hard, but next time could you include a partially completed example too?**



# How would you feedback to each mentor?

Mentor 1	Mentor 2