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| Mentor Space - Mentor Space |

**Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary 3-7 (Early Years) Education.**

'Trainees are immensely well supported by knowledgeable and inspirational tutors and by highly skilled, committed mentors' (***EHU OFSTED 2024)***

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| **Course:** | Primary 3-7 (Early Years) PGCE with QTS |
| **Phase:** | Introductory | **Week:** | 5 |

Welcome to the fifth week of placement. Please note the Intended Curriculum for this week is below.

These prompts are taken from the EHU curriculum and can also be found in the Subject and Strand Component

Trackers, which are available from the Mentor Space.

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| **Weekly intended curriculum expectations linked to ITTECF:** |
| **HIGH EXPECTATIONS** – Understand how assessment is used to identify individual needs and plan effectively for these.  **HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHNG** – Plan an activity which caters for a range of diverse needs including children with SEND and reflect upon effectiveness of this activity. Be able to identify prior knowledge through playful experiences and enhance this via adult led and continuous provision.**PROFESSIONAL BEHAVIOURS** – Be able to work effectively and competently with peers and colleagues and to be able to contribute to professional discussions. **ASSESSMENT** –Understand the importance of collating accurate assessment data in order to plan for adult led learning and continuous provision experiences.   |
| **Mentor Focus:** |
| As part of the university-based teaching sessions, both prior to starting their Introductory Phase PPP and after the completion of this current placement, the trainees will have further opportunities to learn about, and reflect upon, the teaching of Systematic Synthetic Phonic strategies. We would therefore ask that before trainees complete this current placement, that they have had opportunities to both observe and teach a minimum of **THREE SSP lessons**, either within Nursery or Reception.  |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| In addition to Mentors undertaking five lesson observations of the trainees whilst on placement, we would ask that trainees continue to take part in observations of ‘expert colleagues’ or Mentor’s teaching too. It would be beneficialif trainees and Mentors could agree a focus on SSP teaching, (if not already). | CLARKE, S., 2014, *Outstanding Formative Assessment: Culture and Practice*. Hodder Education Group.  DABELL, J., 2018, *Effective teacher-student feedback practices* [online] Available from: <https://www.sec-ed.co.uk/best-practice/effective-teacher-student-feedback-practices/>  HARGREAVES, E., GIPPS, C. and PICKERING, A., 2018, *Assessment for Learning* in T. CREMIN and C. BUNETT (eds.) *Learning to Teach in the Primary School,* Milton: Taylor & Francis  |
| **Link Tutor:** | **Trainee:** |
| It would be lovely to hear how trainees are getting on and how well their teaching opportunities are going – do let us know!Please consider the QA4 point as the final check on how trainees are progressing, this may either be this week or next, dependent upon diary constraints/pressures in school. | Final reminders at this point trainees are:1. Evidences/Samples for your EPG 4114 assignment submission
2. SSP/Early reading activities planned and delivered to small groups
3. A range of lesson observations covered across the Professional Practice
4. Ensure that Abyasa is up to date for paperwork
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I would like to take this opportunity, on behalf of Edge Hill, to thank you for mentoring and supporting our trainees. If you require any further advice or guidance during this placement, then please contact me directly as the **Professional Practice Quality Lead** for the PGCE Primary 3-7 trainees.

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