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Outstanding

for Initial Teacher Education

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Mentor development 2024 linked to DFE funding

Initial Mentor development audit form

**Phase/subject
specific briefing
Teams**

**Core Mentor training
2023-25
OMNIS Section 1**

**QA 1-4
checkpoints
with Link tutor**

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

Record of mentor hours for DFE July 2025



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



QA 2: Effective use of WDS focus (Teams meeting week 2 or 3)



QA 3: Subject specific feedback and target setting development focus (School visit face to face any time after QA2)



QA 4: Impact of mentor development focus (Final week of professional practice)



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Developmental Professional Practice 2024-25 PGCE /Undergraduate Y2

11.11.2024 - 17.1.2025

'Trainees are immensely well supported by knowledgeable and inspirational tutors and by highly skilled, committed mentors.'



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Team welcome



Programme Leader:
Bob Alderdice



Year 2 Lead:
Sue Harrop



**Developmental Professional
Practice Quality Lead:**
Alex Copple



Prior curriculum training

- ✓ Students have completed level 4 study.
- ✓ Introductory professional practice (6 weeks) successfully completed.
- ✓ This developmental placement comes quite early in their second year of training.
- ✓ Level 5 study commenced: core and foundation subjects alongside professional studies which includes planning, assessment, EAL and behaviour management.
- ✓ Safeguarding and Prevent training updated.



During Developmental Professional Practice:

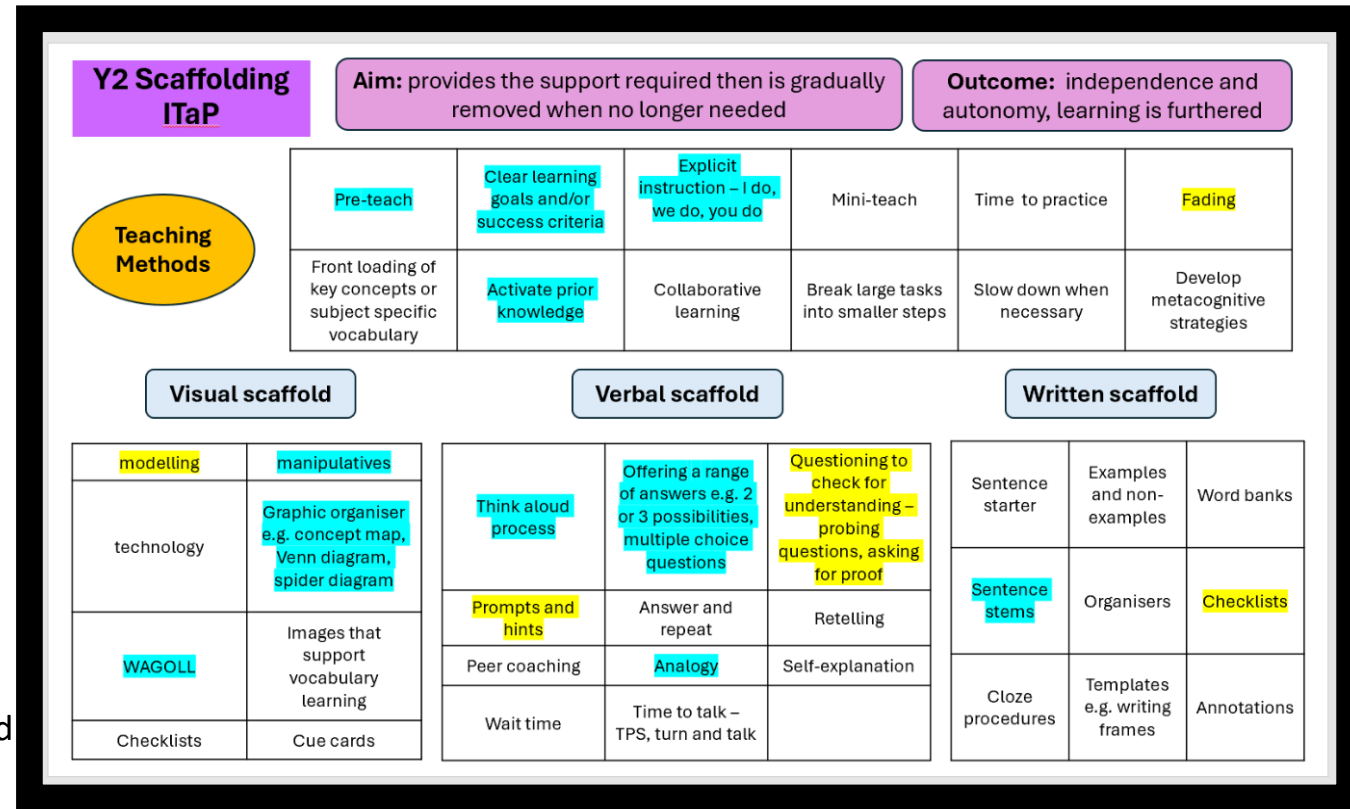
- Students will observe experienced teachers once each week with a focus on scaffolding
- Students keep notes in their reflective notebook
- The art of noticing – how does the teacher scaffold language, resources etc. What does this look like in different subjects?

Year 2 ITaP

- Week beginning 10th March 2025
- 5 day ITaP
- When they return to campus for their ITaP, students will use their reflections from the observations they have carried out during placement . They will explore what they noticed and observed in practice and apply this to what they learn during the ITaP.

Going forward:

- During Consolidation Placement in third year, students will be observed with a focus on scaffolding.





Edge Hill University Approach to Assessment





Undergraduate Year 2 Full Time – Strand Component Tracker

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
High Expectations <ul style="list-style-type: none"> • EDI • Behaviour • EAL 	To understand the legal and moral responsibilities of teachers to provide a high-quality education and to make reasonable adjustments as required	To instil belief and promote the academic potential of all pupils including disadvantaged learners	To support pupils with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners	understand that self-perception and self-belief supports behaviour	To augment their practice with strategies to support the education of children regardless of their gender, ethnicity and socio-economic status	be able to establish and reinforce routines, including positive reinforcement, to help create safe and effective learning environments	Use recognised adaptive teaching approaches	To know how school
How Pupils Learn, Classroom Practice and Adaptive Teaching <ul style="list-style-type: none"> • Adaptive Teaching • Planning How Children Learn 	Code of Practice <ul style="list-style-type: none"> • The four broad areas of need. • Assess-Plan-Do-Review model as an approach to implementing targeted support and evidence-based interventions • Children and parents/carer should be at the heart of the process. • Using one-page profiles as a useful tool for capturing information and the voice of the child. 	Know that learning is progressive and plans should be flexible and adapted on the basis of pupil progress.	Where and how to seek support with their own social, emotional and mental health.	Know the role the teacher plays to support learning and memory. Understand strategies including worked examples and modelling.	Understand how to design a sequence of learning (MTP).	How to use approaches to adapt teaching for children with common needs encountered in the classroom.		
Professional Behaviours <ul style="list-style-type: none"> • Safeguarding • Professionalism • Mental Health, Wellbeing and Workload 	Trainees should know how to identify indicators of abuse and neglect	Know how to deploy support staff effectively so they have a positive impact on pupil progress. Roles and responsibilities of a teacher.	understand the legal and moral responsibilities of teachers to provide a high-quality education and respond effectively to children's needs	Understand how to liaise and communicate with parents to ensure an integrated approach is adopted in supporting children's needs. Know it is important to keep up-to-date with current safeguarding	know how individual social, emotional, mental health (SEMH) plans, safe-guarding policies and processes are in place to protect vulnerable children from mental health risk factors	Be able to demonstrate professionalism by understanding the wider context		

Core Component Tracker – Developmental UG Primary								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English	Know that high-quality teaching and learning in English requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further.	Know that children can have misconceptions in English and that these should be directly addressed through teaching.	Know that substantive and disciplinary elements of English should be connected and ordered over a sequence of learning.	Understand how to use medium term plans to sequence aspects of English learning.	Know how to break learning into small steps to avoid and address misconceptions and support cognitive overload.	Understand how marking and feedback impact pupil progress	Understand how learning in English is assessed over a sequence of lessons and that this data is used to inform attainment judgements.	Know how to plan and teach a sequence of English lessons that is appropriate to the needs of all learners, including specific groups e.g., those with SEND, EAL and more able learners.
Systematic Synthetic Phonics	Understand schools choose an SSP programme that supports their needs to deliver the simple code first, followed by the complex code, using decodable texts.		Know how to adopt different pedagogical approaches to teach SSP to EAL pupils.		Know how to use different approaches to SSP assessment.			Know how to plan a sequence of English lessons that integrate a range of effective pedagogies and approaches to support learning.
Maths	Understand that there are many common misconceptions across all areas of the mathematics curriculum.	Know the relevant declarative and procedural knowledge associated with extended number, geometry and measure.	Know how to address common misconceptions across areas of the mathematics curriculum being taught during placement.	Know how to break learning into small steps to avoid and address misconceptions and support cognitive overload.	Consider the importance of questioning to support identification of, and ability to address misconceptions.	Know how to adapt mathematics teaching to meet the needs of all pupils, including use of relevant resources.		Understand that learning in mathematics occurs over a sequence of lessons.
Science	Know that high-quality teaching and learning in science requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further.	Know that children hold misconceptions about science and that these should be directly addressed through teaching.	Understand that substantive and disciplinary elements of science should be connected and ordered over a sequence of science learning.	To understand how to use medium term plans to sequence science learning over a period of time.	Understand the impact an additional adult can have on science learning (consider use of additional adults beyond scaffolding children who need additional support)	Understand that children's science learning is assessed over a sequence of science lessons and that this knowledge can be used to inform judgements about their attainment.		Be able to plan and teach a series of lessons to avoid misconceptions occurring, taking into consideration the relevant declarative, procedural and conditional knowledge required for children to be successful.
								Be able to plan and teach a sequence of science lessons that is appropriate to the needs of all learners, including those with SEND, EAL and more able learners.
								Be able to plan a sequence of science lessons that integrates a range of effective pedagogies and approaches to support science learning (approaches might include first hand practical approaches, modelling, analogies, simulations and direct instruction).
								Be able to use a range of formative assessment approaches to establish what children have learned and identify misconceptions. To be able to use this information to inform planning and teaching.
								Be able to plan effectively for additional adults within the classroom linked to the needs of the learners within the class and the science content delivered.
								Be able to manage behaviour and resources effectively to support children to learn in practical science lessons.

To make progress, trainees need to demonstrate what they know and know how to each week in relation to their weekly EHU ITE curriculum components .



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Developmental expectations : ITTECF

Trainees themselves need to demonstrate evidence that they know more and remember more of their ITE curriculum and that they can put this into practice.

Support for Behaviour Management Training – rules, routines and positive classroom management and presence

Lesson planning – principles, importance of working memory, meta cognitive approaches, balancing exposition, repetition, practice and retrieval of critical knowledge and skills.

Professional behaviours collaboration to support pupils, key role of working collaboratively with expert colleagues, including experienced and effective teachers and subject specialists in schools.

Consideration of SEND, disadvantaged backgrounds and mental health.

The principles of adaptive teaching (as opposed to the use of differentiated tasks).

The importance of subject specific knowledge and training, including sequencing a coherent curriculum, following school models.

Explanations – clear instructions, modelled at key points and able to check pupil’s understanding of instructions before a task begins

Scaffolding - Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases



Phase	Developmental			
Minimum hours in classrooms (including observing, teaching, co-teaching each week.)	A minimum of 15 hours (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 and assess	Systematic synthetic phonics: Plan, teach and assess a sequence of 3 SSP sessions	Core subjects: Plan, teach and assess a sequence of English and maths lessons Teach a sequence of science lessons	Foundation subjects: Plan, teach and assess 5 foundation subjects - where possible teach a sequence of lessons	
Wider opportunities (based on opportunity)	Co-deliver an extra-curricular club	Co-deliver an assembly or collective worship.	Attend pupil progress meetings	Attend school trip
	Attend parents evening or event and contribute to report writing	Supervise play times	Contribute to the setting of homework	Meet/greet/dismiss children
	Register children	Attend staff meetings/INSET		



Weekly cycle for mentoring: WDS

Edge Hill University 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 ITE curriculum is completed, and the trainee reflects on progress. The cycle begins again at step 1.

1. Using the curriculum, review the content for that week with your trainee. Focussing just on the curriculum reduces the cognitive load and provides a clear focus for the trainee learning that week.
2. Using the questions provided on the WDS, question and probe the trainee to review their prior learning. Use this to inform the plan for the opportunities they will need that week to practise.
3. Identify opportunities for the trainee to observe and questions experts in line with the curriculum that week and based on their prior learning (point 2) and include this on the WDS.
4. Identify opportunities for the trainee to practice and receive feedback in line with the curriculum for that week and include this on the WDS.
5. In the next mentor meeting, review the progress against the curriculum (using the questions) and record on the WDS. Start cycle for the next week at step 1.



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Trainee progress: Abyasa

Receive log in and password

Home screen

Welcome

- Change password

Dashboard

- Trainee details
- Professional practice forms
- Reminders
- Attendance

For any queries relating to using
Abyasa Pro, please contact the

Faculty Data Officer:

Placements@edgehill.ac.uk

or

Wakenshh@edgehill.ac.uk



Trainee Timeline



Timeline

Professional Practice Forms

Professional Practice Resources

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

Start

Filter



View Participants

Current Placement Details

School Name Abyasa Demo School

Mentor Name Mentor, Demo

Mentor Email

Date From 01/09/2023

Date To 20/12/2023

View more...

WDS - Week 4

Required by: 14/10/2023

Start

Upcoming

Focused

WDS - Week 1

21/09/2023

Due date: 23/09/2023

Draft

Continue

WDS - Week 2

Due date: 30/09/2023

Start

Lesson Observation

21/09/2023

Due date: 16/09/2023

Draft

Continue

WDS - Week 3



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Weekly Development summary WDS

- Pre-populated curriculum linked to integrated curriculum and ITTECF
- Review and reflect
- Targets – what and how?
Experts
- Workload and wellbeing
- Curriculum as the progress model

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Accessibility | Log out

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

WDS - Week 1

This record is **not submitted** with 9 key questions unanswered. [Go Back](#)

Date: 21/09/2023 [Calendar](#)
Last updated: 29/09/2023 03:12

Link to a placement: --not linked--

Curriculum for the week

Please refer to [\[EHU ITE curriculum\]](#) guidance as appropriate.

This week's key focus is:

Black ▾ **B** *I* U

This.

Last updated: 2 days ago at 3:12PM

Has discussion taken place?
 Yes No
Last updated: 2 days ago at 3:12PM

[Next >>](#)

comments | evidence | others

0 Comments [Add Comment](#)



How and who?

- **WDS meeting each week**
- **Link tutor support**
- **University service support**
- **Concerns**

Support Wellbeing

Promote positive relationships

Anticipate pressure points

Share workload strategies

Giving subject specific feedback

Lesson observation

Primary

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 ▾



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Lesson Observation

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

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



Targeted feedback

During the lesson, Shannon struggled to set clear expectations. Often she focused on what pupils shouldn't do rather than explaining what was expected or modelling how pupils should behave. For example, at one point she said: "If you're finished, don't just sit there talking."

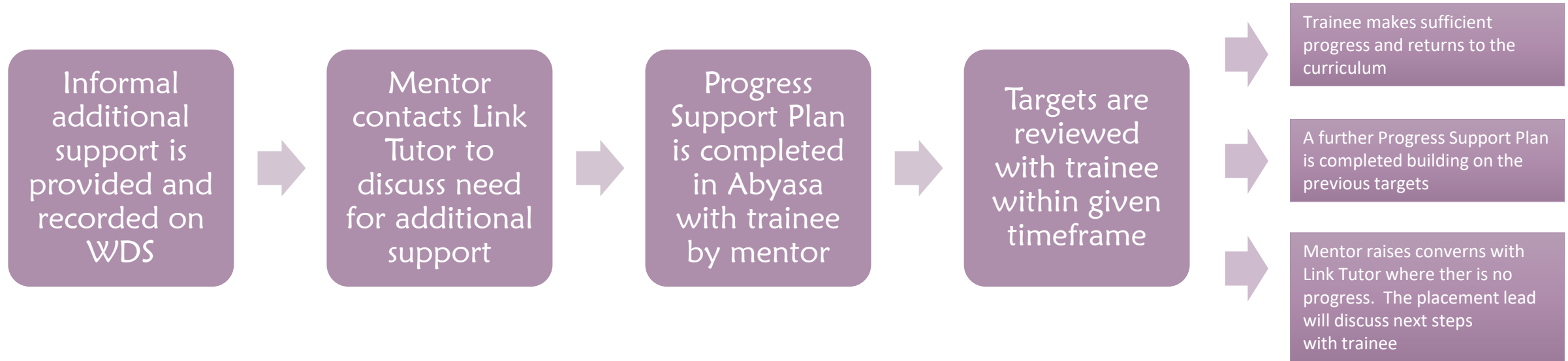
What & Why options

Option	What might happen next...
<p>1. GOAL: State expectations positively rather than negatively, e.g. <i>"If you finish, start the extension."</i></p> <p>Be specific</p>	<p>By focusing on one element of setting clear expectations, Sharon starts to make steady progress in her next lesson.</p>
<p>2. GOAL: Set clear expectations when explaining tasks or introducing routines, so all pupils know what to do.</p> <p>Vague goals</p>	<p>Sharon seems to be unsure how to start working towards the goal and struggles in a similar way in her next lesson.</p>



Progress Support Plan Process

including Early Conclusion



This is the process considering the trainee doesn't make sufficient progress against the EHU ITE curriculum at each stage. At any point, the trainee can exit the Progress Support Plan process if they are meet the required expectations.



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THANK YOU

