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| **Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary and Childhood Education**

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| **Course:**   BA Hons Primary Education with QTS (School-based Programme)  | **Phase:** **Developmental** | **Week:** **1** |

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| Hello everyone,My name is Lorraine Healy and I am the Professional Practice Quality Lead for the School-based Undergraduate Programme. I am looking forward to working with you all during this Developmental Professional Practice for our Year 3 (school-based) trainees. Thank you for supporting them through this stage of their training. Each week, I will be sending an email with key reminders for the following week and any other important information for mentors, link tutors and students.If you have any questions throughout the placement window, please contact your Link Tutor in the first instance. I am also available to answer any questions or discuss any issues. My email address is healyl@edgehill.ac.ukA reminder that Weekly Development Summaries (WDS), lesson observation forms, subject and strand component trackers can be found within the Abyasa portal and this online system is used to record trainee progress through the curriculum each week. There is a dedicated mentor space on the Edge Hill University website. It is available through this link: <https://sites.edgehill.ac.uk/mentorspace/> . Copies of the documentation can also be found here.Thank you again, and I hope all goes well during the coming weeks.LorraineHealyProfessional Practice Quality Lead for the BA Hons in Primary Education School-based Programme**Weekly intended curriculum expectations linked to CCF:**

| **Curriculum for the week:**  |
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| Please refer to [EHU ITE Curriculum](https://sites.edgehill.ac.uk/mentorspace/curriculum/) guidance as appropriate.  |
| SK | **Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focuses**[Subject component tracker - Developmental PP](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fsites.edgehill.ac.uk%2Fmentorspace%2Ffiles%2F2024%2F10%2FUG-SBPT-5-11-Developmental-Subject-Component-Tracker.docx&wdOrigin=BROWSELINK) |
| HE | Understand the legal and moral responsibilities of teachers to provide a high-quality education and to make reasonable adjustments as required.   | HE | Be able to teach children how to self-regulate and recognise that making mistakes, resilience and perseverance are part of daily routines. |
| HPL | Code of Practice;  * 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/carers should be at the heart of the process.
* Use one-page profiles as a useful tool for capturing information and the voice of the child.
 | PB | Know how to identify of indicators of abuse and neglect.  |

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| **Mentor focus:** |
| Thank you for supporting our trainees during this Professional Practice. Phase-specific briefing dates are available on mentor space. The meeting is on Teams and lasts around 1 hour. Here is the link: [Mentor Development -Mentor Space](https://sites.edgehill.ac.uk/mentorspace/prm-phase-specific-briefings/). Please click on the UG Developmental (Y3) Part-Time tab. At the briefing we will go through the expectations for the Professional Practice and share guidance for the Abyasa online system. Guidance on Abyasa is also available on the mentor space.Some of our trainees are in new settings and if this is the case, please use the ‘Mentor Checklist’ (within the ‘Induction Checklist’ tab) to help your trainee to settle into school. The online Abyasa system will be used to record the Weekly Development Summaries (WDS), lesson observations and attendance. The ‘timeline’ tab enables all users to access the relevant WDS in a clear sequence. Lesson observations are subject specific and therefore can be accessed in any order from the start menu of the timeline. Each WDS has been pre-populated with the weekly assessment. Additional documentation relevant to this placement can also be found in the ‘document’ tab. There are also strand and component tracker grids available and we would ask that these are used to support assessment of progression through the curriculum and WDS discussions. This is a best fit model and there may be some flexibility in the timings of when these are completed. It might be useful to download these and highlight specific areas as the trainee progresses through the curriculum. |
| **Link tutors**Thanks for supporting our Year 3 School-based trainees. Most trainees are starting PP on 28th October but some will be starting on different dates due to half term patterns. Please could you arrange the QA1 visit as soon as possible, if you haven’t already done so. The Abyasa system contains all the documentation for WDS, lesson observations and attendance as well as the strand and component trackers. This will enable you to monitor your trainee’s progress. A Teams area has been set up for link tutors so if you have any queries please feel free to use this. Alternatively, you can email me directly at healyl@edgehill.ac.uk.**Trainees - Observation of experts to support training suggestions:**Trainees, if you are in a new setting, please use the ‘Trainee Checklist’ and complete the relevant sections of the ‘Contextual Analysis’ form to ensure you are fully prepared for your PP. These can be found in the ‘Induction checklists’ tab on the mentor space. [Primary 5-11 UG Developmental (Y3) PT - Mentor Space](https://sites.edgehill.ac.uk/mentorspace/prmug3p-wds/) Use the Abyasa trainee guide on the mentor space to support you in confidently using the portal.Discuss with the Designated Safeguard Lead, the processes for reporting safeguarding concerns and complete the school induction.In your first WDS meeting, discuss the targets from your Introductory PP and any specific areas you would like to focus on during this Developmental PP. These can then be incorporated alongside ongoing targets during this placement. Wishing you an enjoyable and successful Professional Practice. Please take every opportunity you can to develop your knowledge and skills and become involved in the wider life of the school. |
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| **Research and resources:**DEPARTMENT FOR EDUCATION, 2022. *Keeping children safe in education.* Statutory guidance for schools and colleges. DfE: London. DEPARTMENT FOR EDUCATION, 2020*.  Special Educational Needs and Disability code of practice:0-25 years*. DfE: London.EDUCATION ENDOWMENT FOUNDATION, 2021: Improving Social and Emotional Learning in Primary Schools. Available from: [Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel)  |