Edge Hill University

We are

Outstanding

for Initial Teacher Education

Ofsted

Outstanding Provider

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Developmental Professional Practice 2024-25
PGCE Primary 3-7 (Early Years)

Monday 6th January 2025 – Friday 7th March 2025
(40 day PPP including 2 ITaP days)

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

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Team welcome

Jackie Sumner – EYPGCE Pathway Leader
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Amanda Casey – Professional Practice Quality Lead and EYS DSO
Email – Caseya@edgehill.ac.uk

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Prior Curriculum Training

The trainees have recently returned from their Introductory Professional Practice Placement, where they began thinking about planning, teaching and assessing the learning of Nursery children. Prior to this, the trainees had around 6 weeks of intensive teaching on campus, which focused upon the EYFS and KS1 curriculums, pedagogy around how young children learn and the SEND agenda.

Additionally, the trainees have been involved in 3 ITaPs (Intensive Training and Practice) sessions which have helped them to hone their skills on particular areas of teaching and learning.

The trainees have also completed their first academic module linked to 'Curriculum Design' and have submitted a 'reflective' draft of 1500 words, which will be formatively assessed prior to this next Professional Practice Placement commencing. This reflective-based assessment will continue into the Developmental PPP, so we would ask that you focus upon this during professional conversations.

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Intensive Training and Practice

- ITaP 1 – September – Transitions
- ITaP 2 – October – Sustained Shared Thinking
- ITaP 3 – December – Questioning for Assessment
- ITaPs are designed to include elements of intense training at the university with expert theoretical input by university tutors, partnership experts, lead mentors or lead practitioners.

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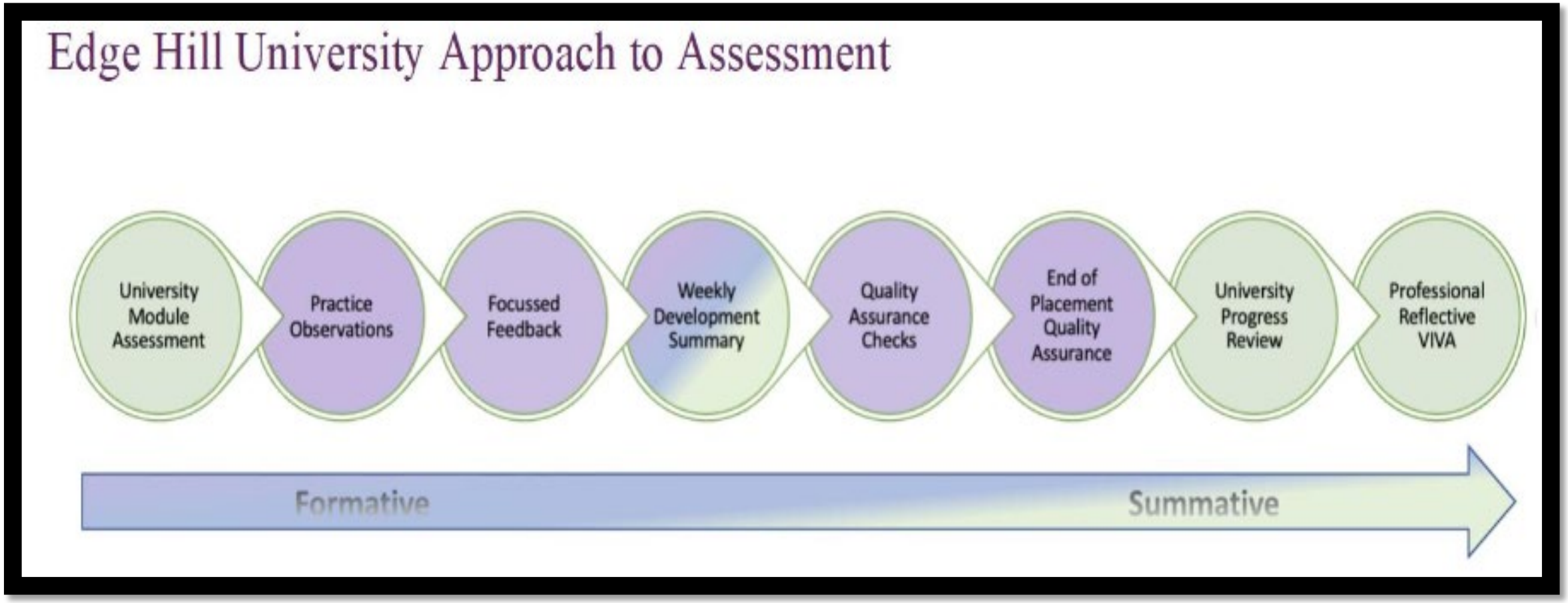
Curriculum as the progress model



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The Edge Hill ITE Curriculum

School Based Strand & Subject Component Tracker

EY Postgraduate Developmental – Strand Component Tracker

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
High Expectations EDI Behaviour EAL	Understand how a commitment to equality, diversity and inclusion is embedded within practice in their class. Be able to support children to be productive and feel safe in the classroom	Understand how a consideration of the unique and diverse needs of children within a class and a whole school cohort will shape provision, school policy and practice. including working in partnership with parents. Know, observe and recognise specific adaptive teaching to meet the needs	Understand the diverse range of learners within their class and how to plan effectively for them for at least four subjects. To be able to teach children how to self-regulate and recognise that making mistakes, resilience and perseverance are part of daily routines	Understand how to use inclusive teaching resources to meet the needs of a diverse range of children. Be able to apply the 'PACE' model as a supportive tool for individuals	Understand how assessment is used to identify individual needs and inform planning. To understand that self-perception and self-belief supports behaviour	Plan a lesson which demonstrates a clear consideration of the dive learners your col children (outside remit of and refl upon engager learning progres made. To be ab establis reinforc routines includin	Understand that self-perception and self-belief supports behaviour	Plan effectively for other adults in the classroom to support children with diverse	Develop strategies to manage challenging behaviours

Component Tracker – PGCE Developmental Professional Practice (Key Stage 1)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English	To know how to collaborate with colleagues to create learning that is inspirational and challenging that helps pupils to be extrinsically motivated in their reading and writing lessons.	To know how to plan and deliver a well-sequenced English curriculum that is representative of the school's values and ethos.	To understand how to model new content effectively, using a blend of discussion, questioning and examples to develop understanding in English lessons.		To be an effective role model, including how to model good standards of written and oral English.	To adjust planning in English lessons, according to formative assessment information of children's reading and writing skills.		To understand how to encourage resilience and perseverance in pupils reading and writing learning and normalise the making of mistakes.
SSP	Identify the SSP programme in school.	Discuss with English/SSP lead the rationale behind	Observe an SSP session.	Identify strategies used by class teacher to adapt to	Identify strategies used to assess the children's learning in SSP.		Plan and deliver a sequence of lessons in keeping with the chosen SSP programme.	

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ies of lessons that build children's
ical concepts in a secure manner

Areas of Learning Component Tracker – PG Developmental Professional Practice (Reception)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Communication and Language	To know the importance of having high expectations of language to promote positive long-term impact	To know how to react quickly to emerging misconceptions and take effective remedial action when planning for C and L	To know how to independently plan lessons for C and L that have high expectations for all learners	To learn how to provide different representations of a concept to support C and L.	To understand how schools use data to set targets for C and L and how these targets are implemented	To develop strategies to support children when faced with challenges within C and L		
Physical Development	Understand how expert colleagues manage the environment in order to develop physical literacy		Can explain how to develop Fundamental Movement Skills in continuous provision			To design an environment/area of provision that promotes physical development and is inclusive to all learners and continually monitor and improve to support the development of children's physical literacy.		
Personal Social and Emotional Development	Observe and understand how settings consider children's personal, social and emotional developmental needs when planning children's learning. Discuss with mentor how the school might	Plan a range of activities that support PSED whilst also offering opportunities to develop other skills.		Work with colleagues to develop efficient approaches to assessment and draw conclusions about children's personal, social and emotional development				

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

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.

Understand difference of formative and summative assessment and use marking policy

The principles of adaptive teaching, some approaches to adapting teaching for children with common needs encountered in the classroom,

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

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3-7 Professional Practice Expectations

Phase	Developmental			
Minimum hours in classrooms (including observing, teaching, co-teaching each week.)	A minimum of 15 hours (on average 3 per day) per week, taking into account the trainee prior knowledge and experience.			
Mentoring - **Minimum** hours of mentoring each week	1.5 hours. (This includes your weekly observation and weekly development meeting)			
Subject coverage **All trainees must have an opportunity to plan, teach and assess**	Systematic synthetic phonics: A minimum of **three** sessions with a group/groups	**Core subjects** A sequence of mathematics, science and English sessions	**Physical Education** A minimum of one session	**Foundation Subjects** A minimum of four foundation subjects.
Wider opportunities	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

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Weekly Cycle for Mentoring: WDS

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.

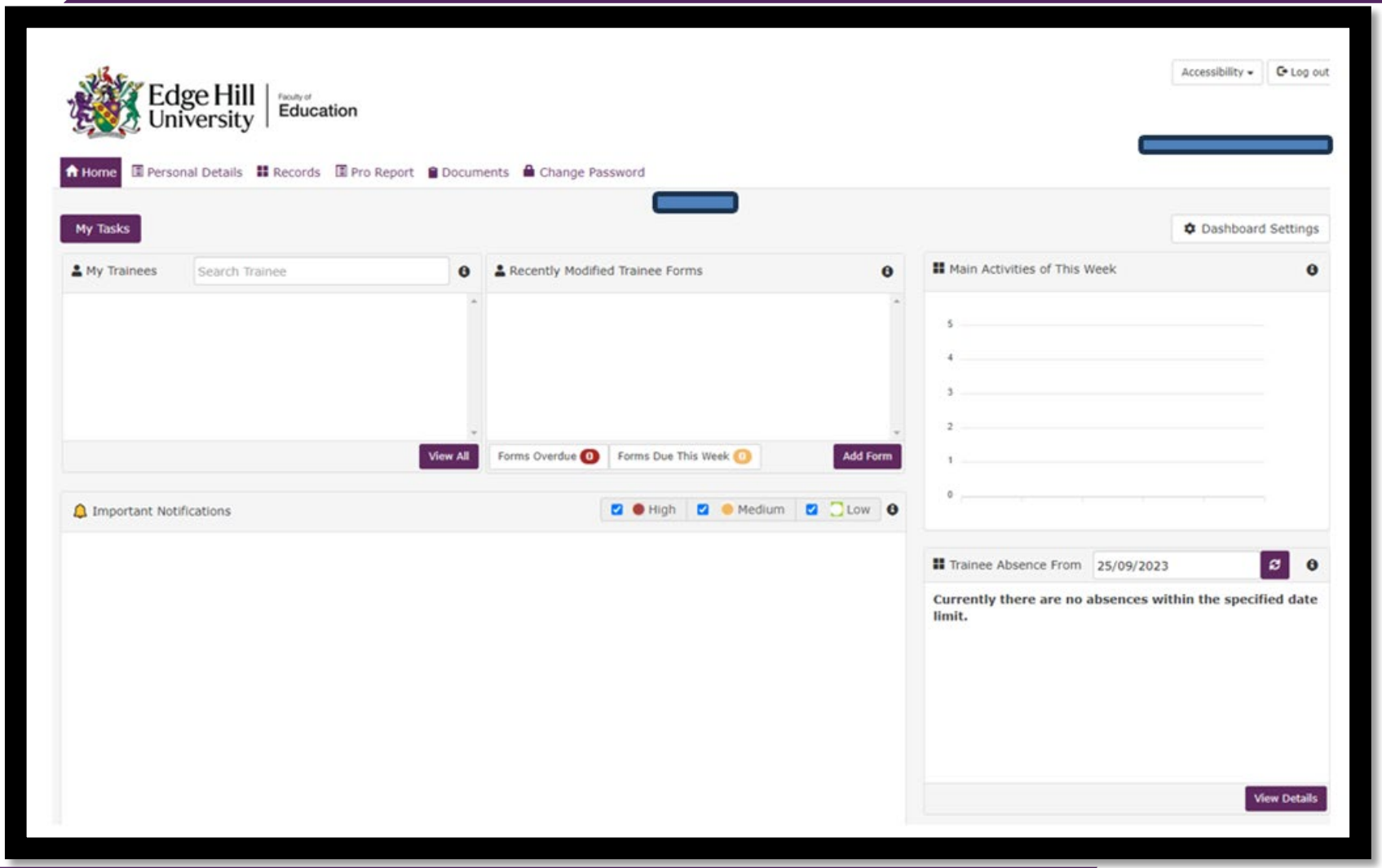
5. In the next mentor meeting, review the progress against the curriculum (using the questions) and record on the WDS. Start cycle for the next week at step 1.

Trainee Progress: Abyasa

Receive log in and password

Home screen
Welcome
- Change password

Dashboard
- Trainee details
- Professional practice forms
- Reminders
- Attendance



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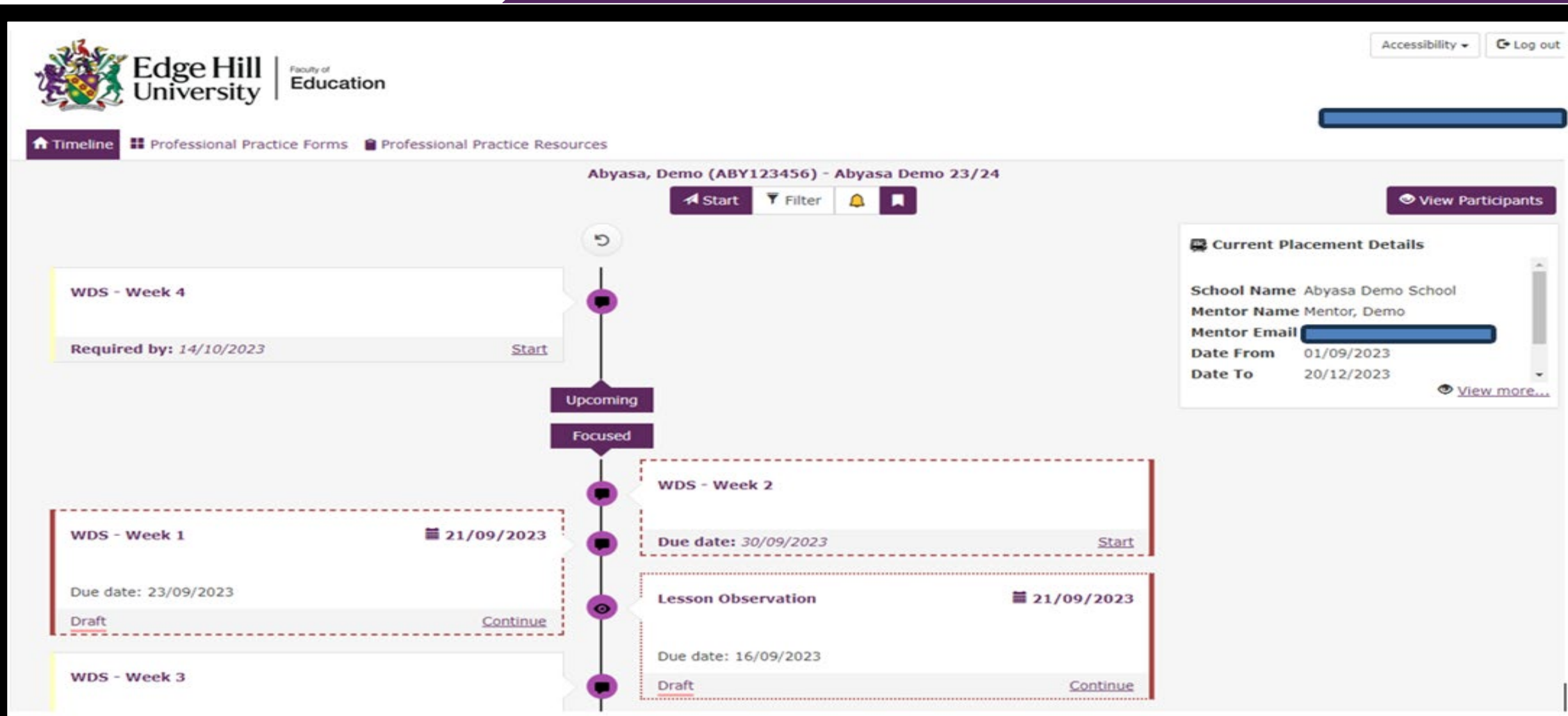
Trainee Timeline



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Weekly Development Summary WDS

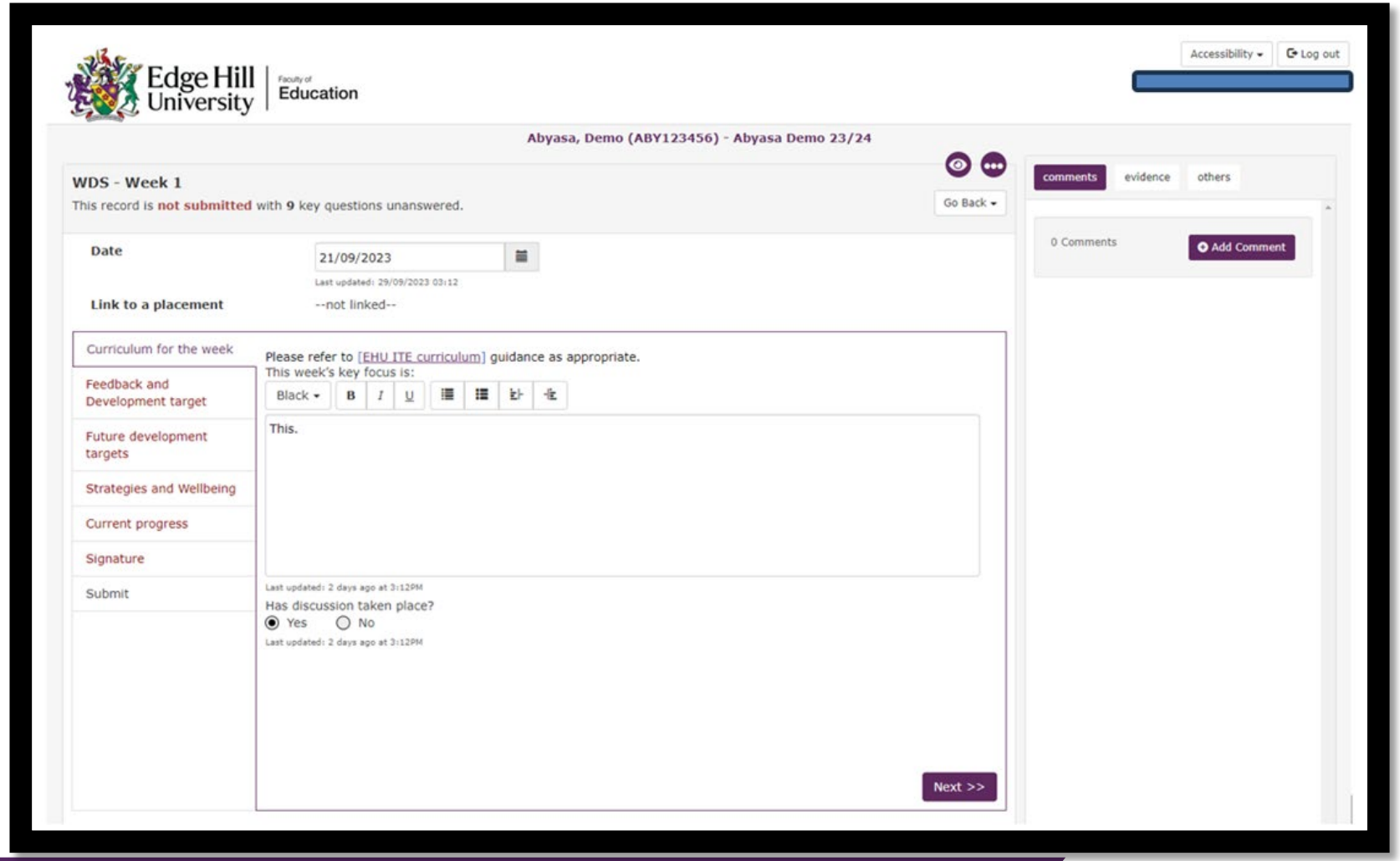
- **Pre-populated curriculum linked to integrated curriculum and ITTECF**

- **Review and reflect**

- **Targets – what and how? Experts**

  Workload and wellbeing

- **Curriculum as the progress model**



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Wellbeing and Workload

How and who?

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

Support Wellbeing

Promote positive relationships

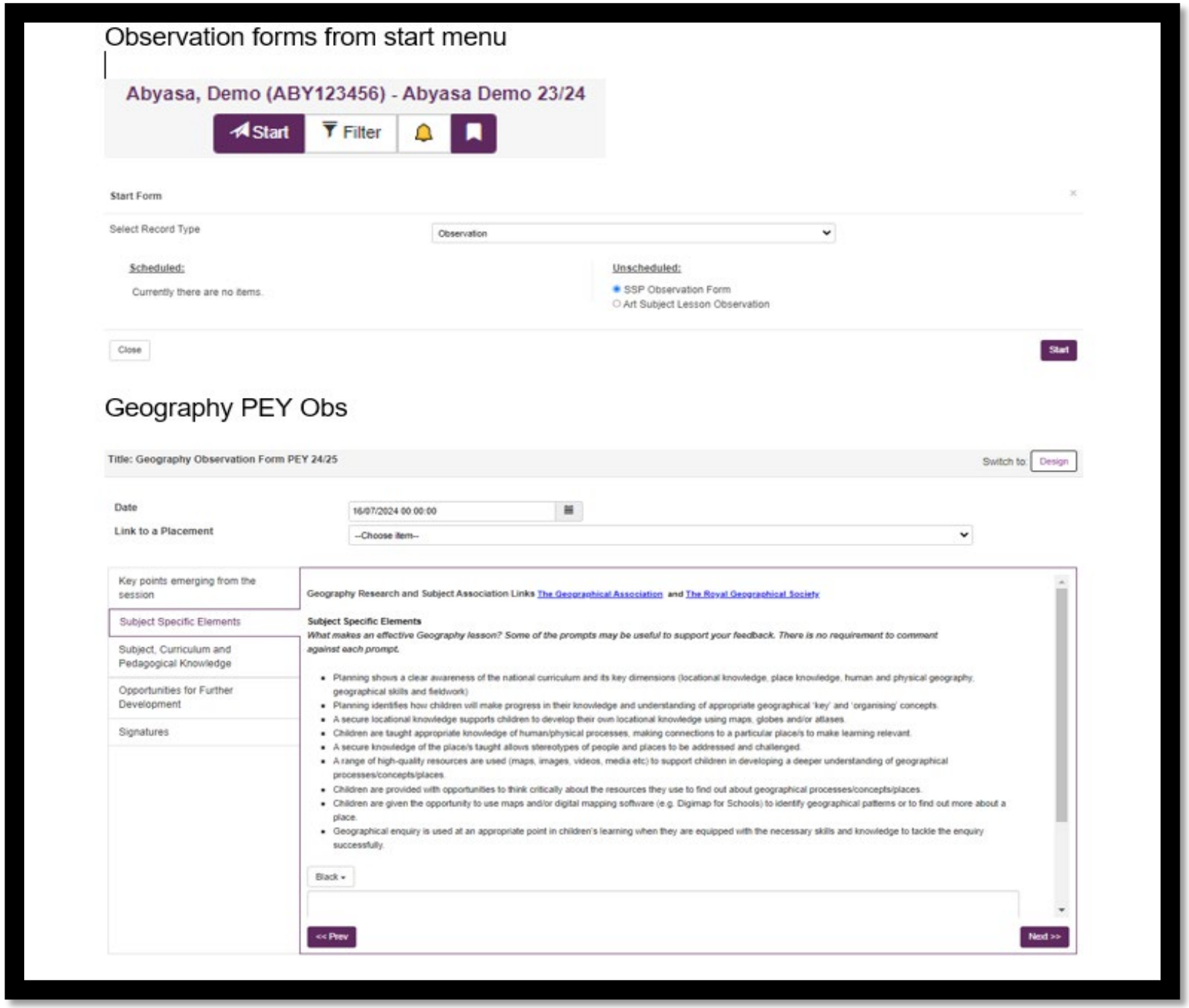
Anticipate pressure points

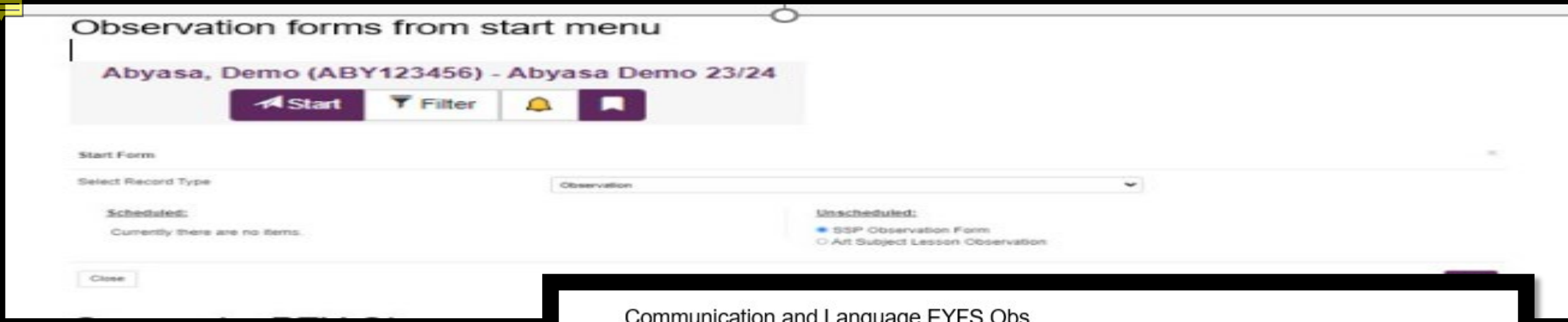
Share workload strategies

Giving Subject Specific Feedback

Lesson Observation

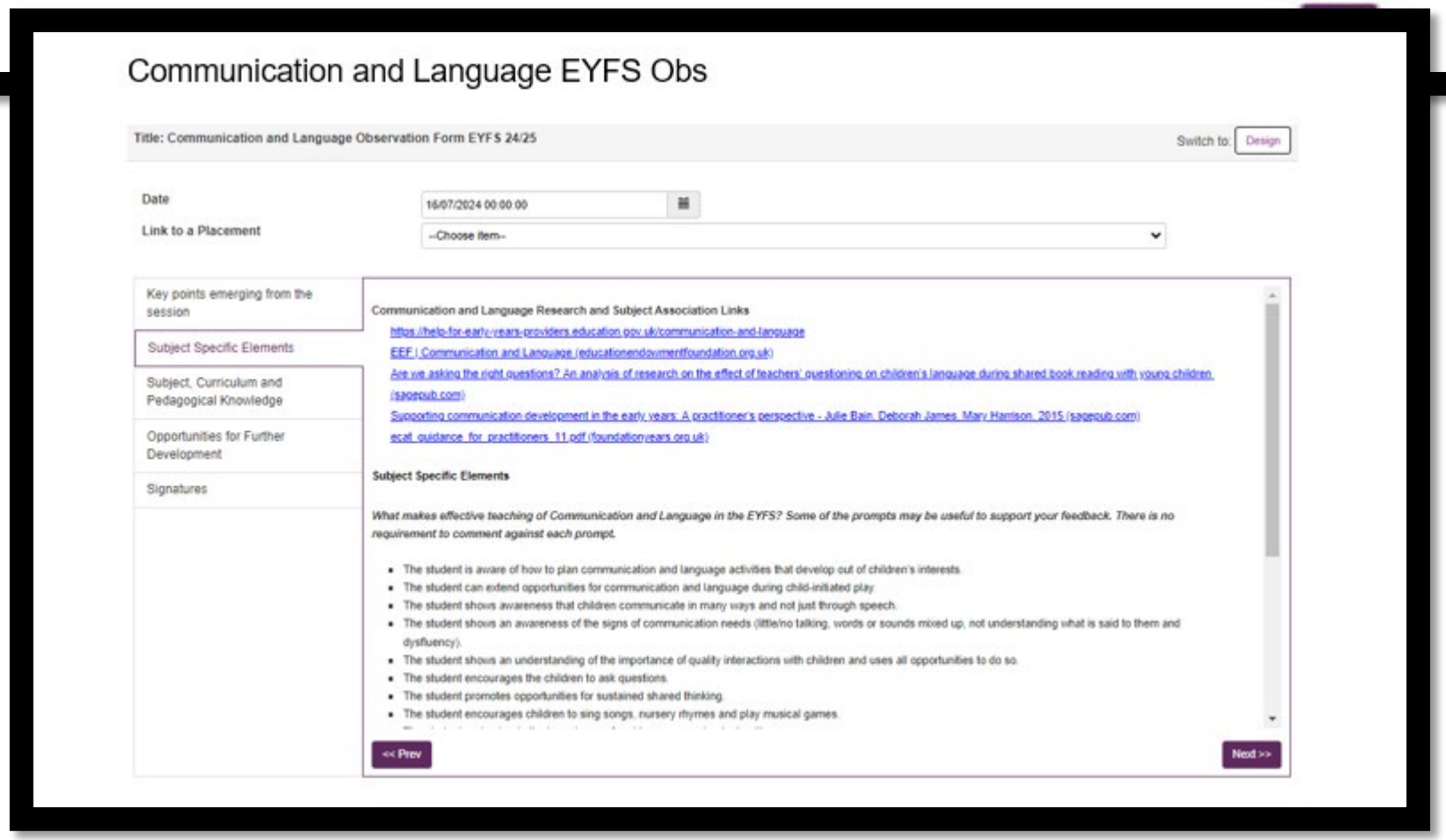
Key Stage 1





Lesson Observation Forms.

Early Years



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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 needed to make progress.

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THANK YOU

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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

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QA 1-4 Mentor Development

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)