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University

We are

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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Outstanding
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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.'



Edge Hill
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Faculty of
Education

Team welcome



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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.



- 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.



Edge Hill University Approach to Assessment





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	Understand how a commitment to equality, diversity and inclusion is embedded within practice in their class.	Understand how a consideration of the unique and diverse needs of children within a whole school cohort will shape provision, school policy and practice, including working in partnership with parents.	Understand the diverse range of learners within their class and how to plan effectively for them for at least four subjects.	Understand how to use inclusive teaching resources to meet the needs of a diverse range of children.	Understand how assessment is used to identify individual needs and inform planning.	Plan a lesson which demonstrates a clear consideration of the diverse learners your cohort (outside remit of and refl upon engager learning progress made.	Understand that self-perception and self-belief supports behaviour	Plan effectively for other adults in the classroom to support children with diverse behaviours	Develop strategies to manage challenging behaviours							
EDI Behaviour																
EAL	Be able to support children to be productive and feel safe in the classroom	Know, observe and recognise specific, adaptive teaching to meet the needs	To be able to teach children how to self-regulate and recognise that making mistakes, resilience and perseverance are part of daily routines	Be able to apply the 'PACE' model as a supportive tool for individuals	To understand that self-perception and self-belief supports behaviour	To be able to establish reinforce routines including	Component Tracker – PGCE Developmental Professional Practice (Key Stage 1)									
							English	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
								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 the programme.	Observe an SSP session.	Identify strategies used by class teacher to adapt to the needs of pupils.	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.		
Areas of Learning Component Tracker – PG Developmental Professional Practice (Reception)																
	Communication and Language	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8							
		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								ies of lessons that build children's ical concepts in a secure manner	
	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



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



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 observations 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.



Trainee Progress: Abyasa

Receive log in and password

Home screen

Welcome

- Change password

Dashboard

- Trainee details
- Professional practice forms
- Reminders
- Attendance

The screenshot shows the user interface of the 'Trainee Progress: Abyasa' system. At the top, there is the Edge Hill University Faculty of Education logo and navigation links: Home, Personal Details, Records, Pro Report, Documents, and Change Password. The main dashboard area is titled 'My Tasks' and contains several widgets. On the left, there is a 'My Trainees' section with a search bar. In the center, there is a 'Recently Modified Trainee Forms' section with a 'View All' button and indicators for 'Forms Overdue' and 'Forms Due This Week'. On the right, there is a 'Main Activities of This Week' section with a bar chart showing activity levels from 0 to 5. Below this is a 'Trainee Absence From' section showing a date of 25/09/2023 and a message: 'Currently there are no absences within the specified date limit.' There is also a 'View Details' button at the bottom right of this section. The top right corner of the dashboard has 'Accessibility' and 'Log out' options.



Trainee Timeline



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

Start Filter Bell Bookmark

View Participants

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

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...



- 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

The screenshot shows the 'WDS - Week 1' interface. At the top, it displays the Edge Hill University logo and 'Faculty of Education'. The user is logged in as 'Abyasa, Demo (ABY123456) - Abyasa Demo 23/24'. The interface includes a 'Go Back' button and tabs for 'comments', 'evidence', and 'others'. The main content area is titled 'WDS - Week 1' and indicates that the record is 'not submitted' with 9 key questions unanswered. It features a 'Date' field set to '21/09/2023' and a 'Link to a placement' field set to '--not linked--'. A sidebar on the left contains a 'Curriculum for the week' section with sub-sections: 'Feedback and Development target', 'Future development targets', 'Strategies and Wellbeing', 'Current progress', 'Signature', and 'Submit'. The main text area contains a prompt to refer to '[EHU ITE curriculum]' guidance and a text input field with the text 'This.' and a rich text editor toolbar. Below the text area, there is a 'Has discussion taken place?' section with radio buttons for 'Yes' (selected) and 'No'. The interface also includes 'Last updated' timestamps and a 'Next >>' button at the bottom right.



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

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

Subject Specific Elements

Subject, Curriculum and Pedagogical Knowledge

Opportunities for Further Development

Signatures

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

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.

- 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.

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Next >>

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

Lesson
Observation
Forms.

Early Years

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.foundationyears.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. \(sagepub.com\)](https://www.sagepub.com)
- [Supporting communication development in the early years: A practitioner's perspective - Julie Bain, Deborah James, Mary Harrison, 2015 \(sagepub.com\)](https://www.foundationyears.org.uk/communication-and-language)
- [ecat_guidance_for_practitioners_11.pdf \(foundationyears.org.uk\)](https://www.foundationyears.org.uk/communication-and-language)

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.

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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





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)