



Edge Hill
University

We are

Outstanding

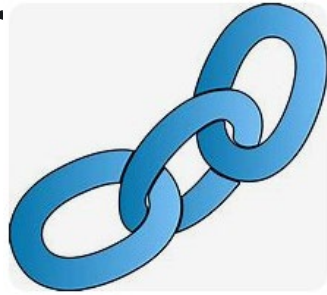
for Initial Teacher Education

The Ofsted logo, which consists of three stylized human figures in white above the word 'Ofsted' in a bold, sans-serif font.

Ofsted
Outstanding
Provider



Questions and Contacts



✓ Link Tutor

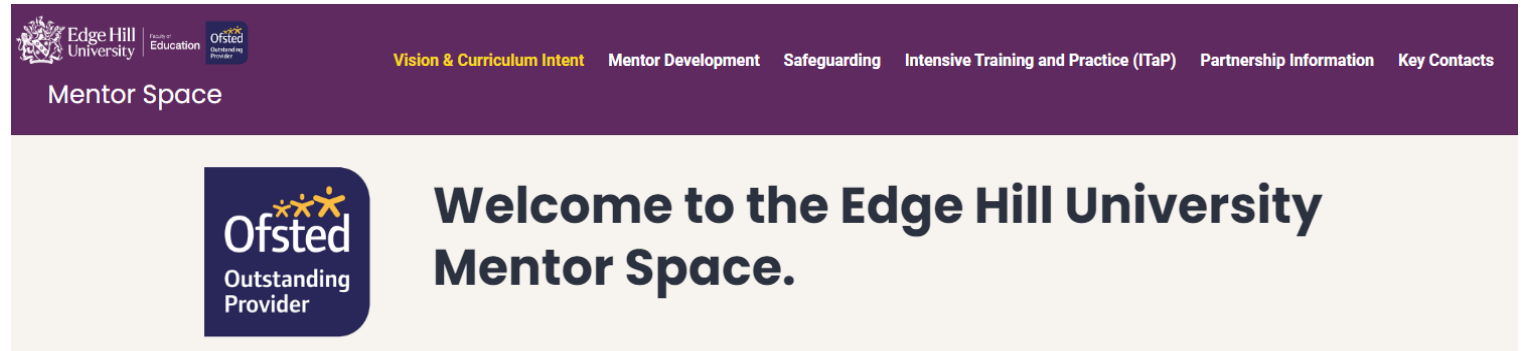
✓ Mentor Space

○ [Mentor Space](#)

✓ [ABYASA guidance](#)

✓ Email: FoEMentoring@edgehill.ac.uk

○ (case sensitive)





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 1-4 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)



Developmental Professional Practice 2024-25

Undergraduate Y2 Primary 3-7

2ND December to 7th February

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



**Edge Hill
University**

Faculty of
Education



**John Clarke – Y2 Course
Lead/Professional Practice Lead**
clarjohn@edgehill.ac.uk



**Heidi Winrow – Programme
Lead/Professional Practice Lead**
winrowh@edgehill.ac.uk



Prior curriculum training

Trainees now have a knowledge of the EYFS curriculum, pedagogical approaches and classroom practice as a result of the first-year experiences.

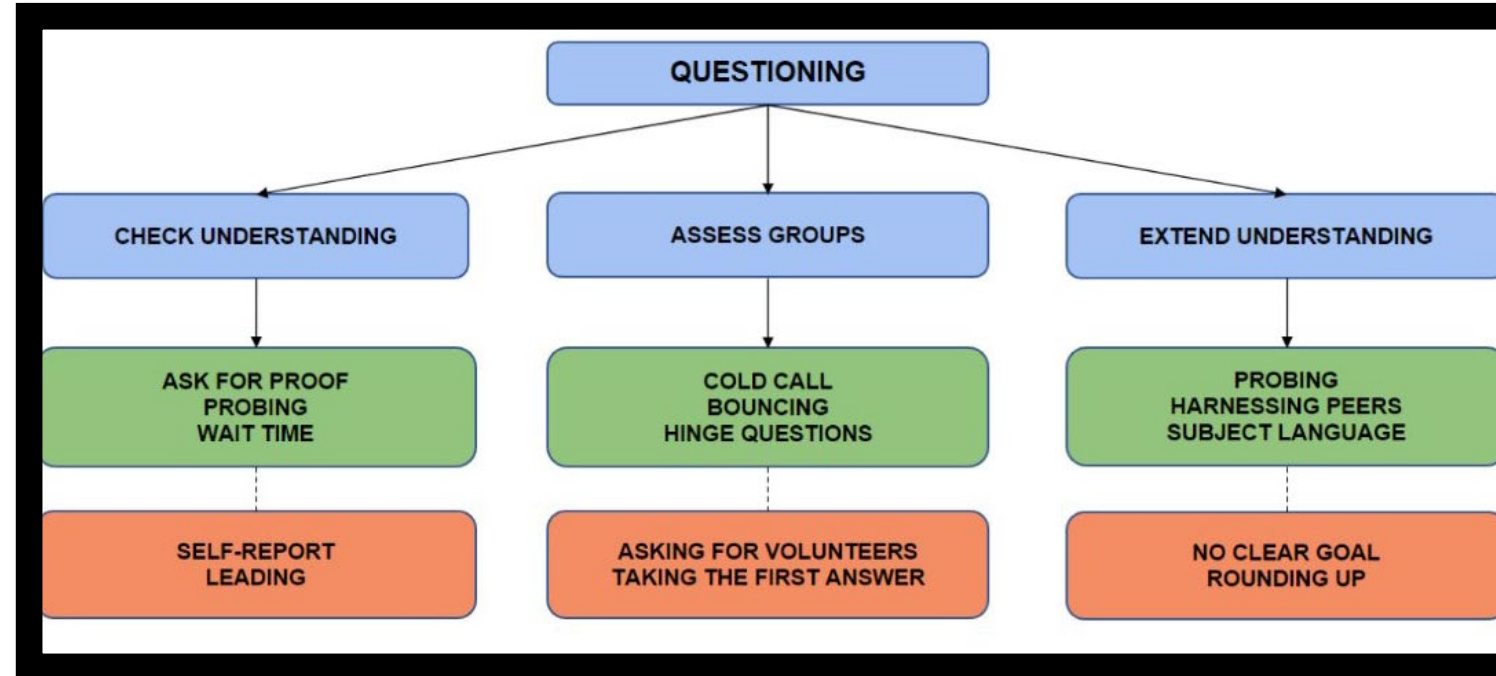
This year we have built upon this and have introduced all National Curriculum areas and trainees have begun to develop their knowledge and understanding of this. They have explored subject-specific pedagogy, classroom practice relating to the indoor and outdoor environment, explored some associated schemes of work and begun to think of ways to make connections between different areas of learning.

Trainees will need support in thinking about behaviour management strategies relevant to their particular cohort of children, adaptive teaching approaches in relation to any schemes or previous planning to meet the needs of their specific class and opportunities to teach a variety of subjects as well as exploring core subjects in depth.

All trainees are required to deliver systematic synthetic phonics. If a trainee is placed in a Year 2 class where phonics is no longer being taught discretely, please can this be negotiated with other year groups to allow them to gain this experience.



- ITAP – Questioning for assessment - Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.
- Key – range of questions, extend thinking, build on vocabulary, encourage higher level skills and formatively assess
- Working on foundation subjects with small groups to rehearse
- Feedback to trainees in WDS and in lesson observations





School Based Strand & Subject Component Tracker

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 • 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 be able to teach children how to self-regulate and recognise that making mistakes, resilience and perseverance are part of daily routines.	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 Observe and recognise specific adaptive teaching to meet the needs of all learners	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 Develop and consider different approaches during planning to meet the needs of all learners	be able to establish and reinforce routines, including positive reinforcement, to help create safe and effective learning environments	Use recognised adaptive teaching approaches to specifically target EAL children.	To know how school staff assess their pupils' needs and use Pupil Premium funding to improve attainment by drawing on evidence of effective practice

How Pupils Learn, Classroom Practice and Adaptive Teaching • Adaptive Teaching • Planning • How Children Learn	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/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 support with their social, emotional and mental health.
Professional Behaviours • 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 moral responsibilities teachers to provide high-quality education and respond effectively to children's needs

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 a sequence of English lessons that integrate a range of effective pedagogies and approaches to support learning. Understand how to use formative assessment approaches to establish what pupils have learned, to identify misconceptions, and use this information to inform planning and teaching.	Understand how marking and feedback impact pupil progress	Know how to plan effectively for additional adults within the classroom linked to the needs of the learners and the English content being delivered.	Understand SSP interventions are used to enable pupils to keep up.	
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.						
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. Consider how conditional knowledge is linked to declarative and procedural knowledge in extended number, geometry and measure. Continue to develop strategies to teaching mathematics through a mastery approach.	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. 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. If misconceptions do arise, demonstrate an ability to address these and reflect on effective practice in this regard.					
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 sequence of science lessons that is appropriate to the needs of all learners, including those with SEN/D, 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 .



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) 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 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.



Edge Hill
University

Faculty of
Education

Trainee progress: Abyasa

Receive log in and password

Home screen

Welcome

- Change password

Dashboard

- Trainee details
- Professional practice forms
- Reminders
- Attendance

The screenshot displays the user interface of the 'Trainee progress' system. At the top left is the Edge Hill University Faculty of Education logo. A navigation bar includes links for Home, Personal Details, Records, Pro Report, Documents, and Change Password. Below this is a 'My Tasks' section with a search bar for 'My Trainees' and a 'View All' button. To the right, there are two empty panels for 'Recently Modified Trainee Forms' and 'Main Activities of This Week'. A summary row shows 'Forms Overdue' (0) and 'Forms Due This Week' (0), with an 'Add Form' button. An 'Important Notifications' section is visible at the bottom, with filters for High, Medium, and Low priority. On the far right, a 'Trainee Absence From' section shows a date of 25/09/2023 and a message: 'Currently there are no absences within the specified limit.'



Trainee Timeline



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

Start Filter [bell icon] [bookmark icon]

View Participants

Current Placement Details

School Name Abyasa Demo School
Mentor Name Mentor, Demo
Mentor Email [redacted]
Date From 01/09/2023
Date To 20/12/2023

View more...



WDS - Week 4

Required by: 14/10/2023 [Start](#)

WDS - Week 1 21/09/2023

Due date: 23/09/2023

Draft [Continue](#)

WDS - Week 3

WDS - Week 2

Due date: 30/09/2023 [Start](#)

Lesson Observation 21/09/2023

Due date: 16/09/2023

Draft [Continue](#)



- 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

Edge Hill University | Faculty of Education

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
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 | [List Icon] | [Table Icon] | [Link Icon] | [Image Icon]

This.

Last updated: 2 days ago at 3:12PM

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

0 Comments [Add Comment](#)

Next >>



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

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 ▾

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

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>
- [EFF | Communication and Language \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.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/journalsPermissions.nav?path=/journals/0013-2544/vol34/issue01/10.1177/00132544231191111)
- [Supporting communication development in the early years: A practitioner's perspective - Julie Rain, Deborah James, Mary Harrison, 2015 \(sagepub.com\)](https://www.foundationyears.org.uk/wp-content/uploads/2015/07/Supporting-communication-development-in-the-early-years-A-practitioner's-perspective-Julie-Rain-Deborah-James-Mary-Harrison-2015-sagepub.com)
- [Supporting communication development in the early years: A practitioner's perspective - Julie Rain, Deborah James, Mary Harrison, 2015 \(sagepub.com\)](https://www.foundationyears.org.uk/wp-content/uploads/2015/07/Supporting-communication-development-in-the-early-years-A-practitioner's-perspective-Julie-Rain-Deborah-James-Mary-Harrison-2015-sagepub.com)

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.

<< Prev

Next >>



Edge Hill
University

Faculty of
Education

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



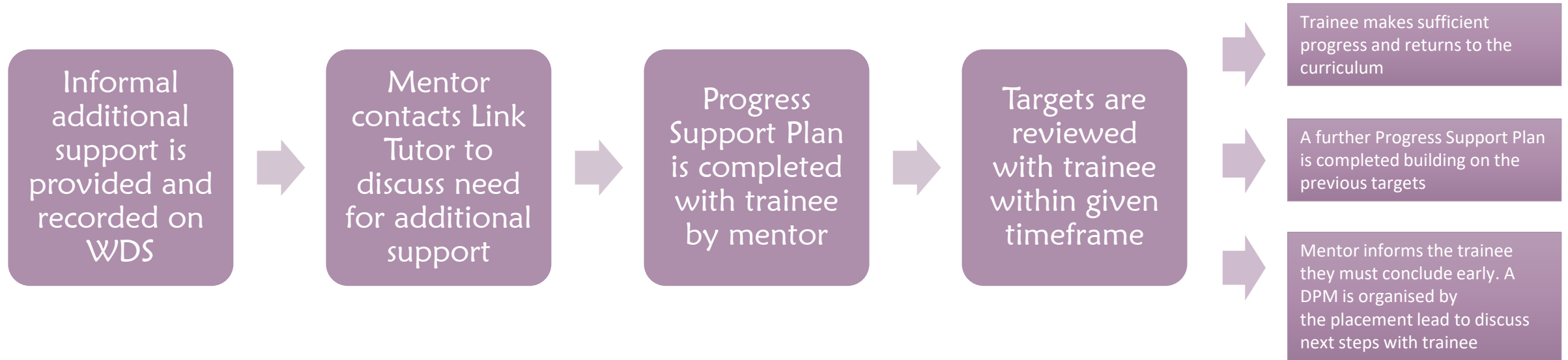
Edge Hill University Approach to Assessment





Progress Support Plan Process

including Early Conclusion



This is the process considering the trainee doesn't meet the standards at each stage. At any point, the trainee can exit the Progress Support Plan process if they are meet the required expectations.



Edge Hill
University

Faculty of
Education

THANK YOU

We wish you an enjoyable mentoring experience, supporting the teachers of the future.



Edge Hill
University

