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| Mentor Space - Mentor Space |

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

'Trainees are immensely well supported by knowledgeable and inspirational tutors and by highly skilled, committed mentors' (***EHU OFSTED 2024)***

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| **Course:** | Primary 5-11 PGCE with QTS | | |
| **Phase:** | Introductory | **Week:** | 6 |

Welcome to the sixth week of placement, where trainees should now be starting to demonstrate their ability to work towards the end of practice teaching expectations. Please see the Intended Curriculum for week six below, which aims to continue to develop trainees’ knowledge and understanding of the ITTECF. The prompts below are taken from the EHU curriculum and can also be found in the Subject and Strand Component

Trackers, which are available from the Mentor Space.

**Please ensure that all paperwork to date is completed in Abyasa, signed by both the mentor and the student, and marked as complete. Some of the WDS paperwork is still unsigned and showing as being in draft on Abyasa.**

**According to the PPP schedule, the QA3 visit with the joint lesson observation should now have taken place. If you have not already done so, please ensure that this is completed in Abyasa as soon as possible.**

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| **Weekly intended curriculum expectations linked to ITTECF:** | |
| **HIGH EXPECTATIONS –**   * Instil belief and promote the academic potential of all pupils including disadvantaged learners * Know the eligibility criteria for Pupil Premium funding and the purpose of the funding * Respond consistently to pupil behaviour.   **HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHING** –   * To understand how to use formative assessments and one-page-profiles to adapt delivery and support to ensure success for all pupils. * To observe how expert colleagues intentionally group in relation to specific learning outcomes and review these groupings, monitoring the impact and avoiding the perception that groups are fixed. * To observe and understand the importance of applying high expectations to all groups and ensuring all pupils have access to a rich curriculum   **PROFESSIONAL BEHAVIOURS** –   * Be able to work effectively and competently with peers and colleagues and to be able to contribute to professional discussions.   **ASSESSMENT** – this is a focus for Week 7 | |
| **Mentor Focus:** | |
| Just a reminder that your trainee needs to be teach **THREE SSP lessons** by the end of this placement so, if this has not already taken place, please facilitate the opportunity to do this in the coming two weeks.  **If the QA3 check point has not yet taken place, please ask the trainee to contact their link tutor as soon as possible to arrange a date for this.**  We would ask that Mentors focus their Week 6 Weekly Development Meeting (WDM) upon the Intended Curriculum, as identified above. Furthermore, to continue to engage trainees in professional dialogue related to: inclusion, grouping, types of assessment and the skills needed when holding professional discussions with colleagues from the across the school body. | |
| **Observation of experts to support training suggestions:** | **Research and Resources:** |
| Continue to encourage your trainee to consider the progress they have made towards the teaching expectations. They should all have a journal with them to record their thoughts. Encourage some particular reflection points around behaviour management and what they have learned in this area.  Allow some time for discussion of Pupil Premium and how this is used within school. It would be of great value if trainees could also have brief conversations with senior colleagues around this topic so that they gain a whole school view. Discussions here might include meeting with the SENCo to consider one page profiles and formative assessment  Trainees should be given time to observe a range of approaches to student grouping including, if necessary, within other classrooms in the school. This may be ability grouping, pairs, table activities etc. Please also encourage trainees to speak with support staff about groupings and their perspectives of them. It is important to ‘think aloud’ regarding why children have been grouped as they have – allow some discussion here around the possible strengths and limitations of all approaches to grouping so that trainees can begin to develop a critical stance.  Giving trainees time to meet with colleagues from the wider school workforce will enable them to demonstrate the ‘Professional Behaviours’ target for this week. | GOV.UK (nd). Evidence: Support for Early Career Teachers Available from: <https://support-for-early-career-teachers.education.gov.uk/education-development-trust/year-2-enhancing-classroom-practice-grouping-and-tailoring/spring-week-2-ect-evidence/>  EEF 2021 Within class ability grouping Available from <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping>  EEF 2022 The Five a Day principle to high quality teaching for learners with SEND  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf>  EEF 2023 Flexible grouping: what is it and why use it? Available from  <https://educationendowmentfoundation.org.uk/news/eef-blog-flexible-grouping-what-is-it-and-why-use-it> |
| **Link Tutor:** | **Trainee:** |
| Please make contact with the Mentor and the trainee regarding the final QA4 check point. This is an important meeting that looks at setting targets for the trainee’s DEVELOPMENTAL phase Professional Practice placement. This phase of their programme may be in a different key stage to the one that they are currently working in, so some flexibility of targets may be a consideration. | In week 6 you will have gained a wealth of experience in your planning, teaching and assessment. Continue to push yourself to try new approaches and stretch your knowledge and use the remaining time you have in school to observe good practice as much as possible. Use your journal to record your thoughts on your learning journey so far. If you have not already done so, please print out a copy of the subject component tracker (can be found in the placement handbook on the PGCE VLE area) and highlight the foundation subjects that you have taught so far. This will be a useful resource to refer to in your next block of practice which will be here before we know it! |

I would like to take this opportunity, on behalf of Edge Hill, to thank you for mentoring and supporting our trainees. If you require any further advice or guidance during this placement, then please contact me directly as the **Professional Practice Quality Lead** for the PGCE Primary 5-11 trainees.

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