|  |
| --- |
| A black and white logo  Description automatically generated |
| **Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary and Childhood Education**     |  |  |  | | --- | --- | --- | | **Course:**    BA Hons Primary Education with QTS (Part-time Programme) | **Phase:**  **Developmental** | **Week:**  **5** | |
|  |
| Hello everyone,  I hope you are all well.  The WDS this week focuses on designing clear sequences of learning and adapting planning and teaching approaches to meet the needs of all learners. Trainees will continue to build up their teaching time including whole class and group teaching. Planning Preparation and Assessment continues at 20% which can be taken as one day or two morning/afternoon sessions.  **Weekly intended curriculum expectations linked to the CCF:**   | **Curriculum for the week:** | | | | | --- | --- | --- | --- | | Please refer to [EHU ITE Curriculum](https://sites.edgehill.ac.uk/mentorspace/curriculum/) guidance as appropriate. | | | | | SK | **Refer to** [**Subject Component Tracker for Core and Foundation Subject Knowledge Focuses**](https://sites.edgehill.ac.uk/mentorspace/prmug3p-wds/) | | | | HE | Augment their practice with strategies to support the education of children regardless of their gender, ethnicity and socio-economic status. | HE | Develop and consider different approaches during planning to meet the needs of all learners. | | HPL | Understand how to design a sequence of learning (MTP). | PB | Know how individual social, emotional, mental health (SEMH) plans, safeguarding policies and processes are in place to protect vulnerable children from mental health risk factors. |   **Mentor focus**  *QA3 Interim visits by Link Tutors:*  Interim visits by link tutors should be taking place around now. This includes a joint observation of your trainee’s teaching and feedback discussion.  Please discuss with your Link Tutor any worries or concerns about your trainee. Link Tutors will then advise or will contact me if necessary. Please flag up concerns straight away so that we can support your trainee and school in a timely manner.  *Observations:*  Thanks for your continued support in developing your trainee’s practice. Please continue to provide subject specific feedback and clear targets to trainees following observations. Please also discuss and record on the WDS how these targets can be achieved. Throughout the practice, trainees should have the opportunity to have feedback on a range of subjects across the curriculum.  Trainees also should have opportunities to observe, plan and teach a series of systematic synthetic phonics at some point in the placement. If based in Key stage 2, this could be through observing and team planning with a KS1 teacher for a sequence of 3-5 lessons. One lesson should be formally observed and recorded on the proforma on Abyasa.  A reminder that all paperwork and full overview for each week can be found on the [Mentor Space](https://sites.edgehill.ac.uk/mentorspace/prmug3p/)  and within Abyasa. If you have any queries relating to Abyasa please email FoEMentoring@edgehill.ac.uk.  **Link tutors**  Please ensure QA3 visits are completed in the next week and the feedback recorded on Abyasa. Please continue to track your trainee’s progress through the WDS and lesson observations on this system.  Thank you for your ongoing support and for sharing news on how our trainees are getting on. |
| **Observation of experts to support training suggestions:**  **Trainees**  Well done on the progress you have made so far. Continue to develop your planning, teaching and assessment of whole class and group lessons. This should increase steadily, as appropriate, through the practice to enable you to build up a sequence of lessons in a range of subjects. Make use of the opportunity to spend some time in other classes too: observe other teachers in different year groups, having a specific focus in mind. Think about areas you want to explore more or link to your weekly targets, e.g. phonics in KS1, PE in KS2, speaking with the SENCo or other subject leads. Include reflections and thoughts in your notebook/file and discuss these during weekly development meetings.  As always, thank you all for your support and commitment. Have a good week.  LorraineHealy  Professional Practice Quality Lead for the BA Hons in Primary Education with QTS Part-time Programme |
| **Research and resources:**  GLAZZARD, J. and STOKOE, J., 2017. *Teaching Systematic Synthetic Phonics and Early English* (2nd Edition) St Albans: Critical Publishing  SERRET, N. AND GRIPTON, C., 2021. *Purposeful Planning for Learning: shaping learning and teaching in the primary school.* London: Routledge. |
| BETHUNE, A., 2018. *Wellbeing in the Primary Classroom.* London: Bloomsbury. |
|  |
|  |