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| **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:**  **6** | |
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| Hello everyone,  I hope you are all well.  The weeks are going by quickly now and I am sure there is a lot going on in the lead up to the Christmas break. The WDS this week focuses on establishing and reinforcing routines; using assessments to inform planning; adaptive teaching and the wider role of the teacher. Within the subject component trackers for weeks 6-8 there is an emphasis on planning a sequence of lessons in core and foundation subjects that is appropriate to the needs of all learners, including those with SEN/D, EAL and more able learners. Trainees will continue to build on their good practice and increase their planning, teaching and assessment for the whole class, as appropriate. PPA remains at 20%.  **Weekly intended curriculum expectations linked to the CCF:**  Please refer to [EHU ITE Curriculum](https://sites.edgehill.ac.uk/mentorspace/curriculum/) guidance as appropriate.   * **SK - Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focuses** * **HE -** Be able to establish and reinforce routines, including positive reinforcement, to help create safe and effective learning environments. * **HPL -** Know how to use approaches to adapt teaching for children with common needs encountered in the classroom. * **PB** - Be able to demonstrate professionalism by understanding the wider role. * **A -** Understand teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.   **Mentor focus**  ***Abyasa***- Thank you for your continued support in utilising this system to record your trainee’s progress through the WDS and the lesson observation forms and we hope you have found it helpful. Please ensure all WDS and lesson observations are completed at the end of each week, following the WDS meeting and shared with your trainee so they know what they have done well and what areas to work on. If you are not sure about any aspects of this, please contact your link tutor who will be happy to advise and support. If it is a specific query about features or access on Abyasa please contact FOEMentoring@edgehill.ac.uk  ***Strand and Component Trackers***  Please continue to encourage your trainee to use these and discuss their progress through the EHU ITE curriculum at the weekly meetings. It may not be possible to do some of the activities in the week specified but these can be used flexibly and any gaps can be planned for at an alternative time in the placement. These grids are located on Abyasa and could also be printed out from the [Y3 PT Developmental area of the mentor space](https://sites.edgehill.ac.uk/mentorspace/prmug3p/).  ***Observations:*** Please continue to observe trainees each week to provide them with subject specific feedback. A range of documents and short videos are available on the mentor space to support target setting: <https://sites.edgehill.ac.uk/mentorspace/support-for-target-setting/primary-target-setting/>  If possible, observations should be at various times and in different subjects and include a formal observation on Systematic Synthetic Phonics. Formal observations should be recorded on Abyasa and shared with the trainee.  **Link tutors**  Please ensure QA3 visits are completed and the information is recorded on Abyasa. Please continue to track your trainee’s progress through the WDS and lesson observations. If you have any queries or would like to share good news, please let me know.  If any concerns are raised at any time by your school, please let me know straight away. Also ensure schools are recording these on WDS forms. |
| **Trainees**  I know things are getting busier now on Professional Practice as your whole class teaching responsibilities increase. Keep focused on what you need to do, write those to do lists and prioritise tasks.  Ensure your child profile is complete and you have made notes on the child’s academic development across the curriculum. Consider their favourite subjects, how lessons are scaffolded for them and how they approach their learning.  Keep notes and reflections of teaching, behaviour management and transitions. How are other adults informed of lesson objectives and expectations? How does your class teacher achieve this and take feedback following the session? Observations are a key part of your development.  Ensure your evaluations are completed for all the lessons you teach, considering what you did and next steps. Use formative assessment and make notes on how children respond in lessons and how you know what they understand and can do. Observe and talk to your teacher about how they assess children throughout the lesson as well as through summative assessments.  Attendance – Please continue to log this each week on Abyasa.  Please speak with your mentors, class teachers and link tutors if you are worried about anything. PATs are also still there at the end of an email if you have any queries. Let us know if things are going well too – we love to hear about your successes ☺  We are all here to support you and want you to do well.  Thank you all for your continued hard work and commitment.  LorraineHealy  Professional Practice Quality Lead for the BA Hons in Primary Education with QTS Part-time Programme |
| **Research and resources:**  OFSTED, 2021. Research Review Series: English.GOV.UK [Online]. Available from: <https://www.gov.uk/government/collections/curriculum-research-reviews>  OFSTED, 2023. Coordinating Mathematical Success: The Mathematics Subject Report. [Online]. Available from: <https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report>  CLEMENTS, J. and TOBIN, M. 2021 *Understanding and Teaching Primary English: Theory into Practice.* SAGE: London. |
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