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University

We are

Outstanding

for Initial Teacher Education

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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 placement or in 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)



Edge Hill
University

Faculty of
Education

Developmental Professional Practice 2024-25 PGCE

Mon 6th Jan 2025 – Fri 7th March 2025

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



Meet the team

Primary PGCE
Strategic Lead

Sharon Stelling

Primary PGCE Course
Lead
(Ormskirk)



Emma Dickinson

Primary PGCE Course
Lead
(Holy Cross)



Virginia Kay

PPQL





Prior curriculum training

- *Introductory professional practice (7 weeks) successfully completed*
- *PGCE is a steep learning curve – emphasis is on progress at this stage*
- *Some students have progressed from last placement with support*
- *Engaged in level 7 study: critically evaluating a planned lesson sequence & demonstrating understanding of academic research*
- *Core and foundation subjects alongside professional studies, which includes planning, assessment, EAL, EDI, SEND, adaptive teaching and behaviour management.*



- Key foundational knowledge - students have completed their first three ITaP topics around:
 - Professional Behaviours
 - Transitions/Behaviour Management
 - Systematic Synthetic Phonics
- Mentor expectations - trainees should have developed some confidence in their knowledge of the ITaP topics and will have had chance to put their learning into practice on the introductory placement. This can now be developed through professional dialogue and additional opportunities to practice their skills in these areas with the children.
- Trainees are asked to seek constructive feedback on these areas as part of mentor/link tutor observations and their own continual professional development.



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The Edge Hill ITE Curriculum

School Based
Strand &
Subject Component
Trackers

To make progress, trainees need to demonstrate their knowledge and practical understanding each week in relation to their weekly EHU ITE curriculum components. This is done through the Weekly Development Summaries (WDS)



| 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 EDI Behaviour EAL | Understand the legal and moral responsibilities of teachers to provide a high quality education and to make reasonable adjustments as required | Instil belief and promote the academic potential of all pupils including disadvantaged learners be able to support children to be productive and feel safe in the classroom | Develop strategies to manage challenging behaviours Observe and recognise specific adaptive teaching to meet the needs of all learners | 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 | Be able to apply the 'PACE' model as a supportive tool for individuals Develop and consider different approaches during planning to meet the needs of all learners | Augment their practice with strategies to support the education of children regardless of their gender, ethnicity and socio-economic status Be able to teach children how to self-regulate and recognise that making mistakes, resilience and perseverance are part of daily routines | Understand that self-perception and self-belief supports behaviour | Know how school staff assess their pupils' needs and use Pupil Premium funding to improve attainment by drawing on evidence of effective practice Recognise and develop an understanding of assessment and assessment tools | Be able to establish and reinforce routines, including positive reinforcement, to help create safe and effective learning environments |
| How Pupils Learn, Classroom Practice and Adaptive Teaching Adaptive Teaching Planning How Children Learn | Observe and identify the practical strategies and approaches to embed adapted approaches and evaluate these. Be able to identify and observe adapted content, strategies, and inclusive approaches. | Develop the use of appropriate vocabulary related to inclusion, children's learning and adaptive teaching. Be able to demonstrate high expectations for all learners supporting adaptive teaching approaches to remove barriers to learning and participation. To understand the responsibilities of the teacher in providing adapted teaching that meets the needs of all learners. | Identify the stages of the graduated approach and the role of teachers and SENCos in the process. Know that learning is progressive, and plans should be flexible and adapted on the basis of pupil progress. | Know how the graduated response outlined in the Code of Practice is implemented in schools Know the role the teacher plays to support learning and memory. Understand strategies including worked examples and modelling | Be able to identify how children with Special Educational Needs are identified in line with the Code of Practice. | Understand the four broad areas of need identified in the Code of Practice : Some underlying theory of these needs and effective adaptations and approaches to support learning and promote inclusion - Children and parents should be central to the process of identifying and planning for adaptive teaching | Understand the potential social and emotional impact of labelling and diagnosis Understand how to design a sequence of learning (MTP). | Understand the importance of capturing and incorporating the voice of the child Understand the impact of targeted questioning on pupils' retrieval and recall | Identify, evaluate and implement a range of adaptive approaches which are likely to support all children including those with an identified additional need. Be able to write effective sequences of learning (MTP). |
| Professional Behaviours Safeguarding Professionalism Mental Health, Wellbeing and Workload | Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. | Know how to deploy support staff effectively so they have a positive impact on pupil progress. | Know that wellbeing within the workplace requires supportive school environments with systems and structures in place that support staff mental health | Ensure trainees are fully aware of their duties in respect of safeguarding and equalities legislation. | Understand: how to liaise and communicate with parents to ensure an integrated approach is adopted in supporting children's needs. | Be able to identify staff members who have overall responsibility for mental health and wellbeing in school | | Be able to demonstrate professionalism by understanding the wider roles and responsibilities of a teacher. | Understand the importance of seeking appropriate advice and support when dealing with specific issues (behaviour, workload, safeguarding concerns). |
| Assessment | | | | Know feedback must be high-quality and can be in unwritten or verbal form. | | | 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. | | With expert colleagues, can plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding. |

Strand component tracker

These targets cover the broad areas of the professional skill-set of a teacher and form the basis of the WDS meetings each week



Core Component Tracker – Developmental PGCE Primary

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | | |
|------------------------------|--|---|---|--|---|--|---|--|--|---|---|
| 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. | Know how to break learning into small steps to avoid and address misconceptions and support cognitive overload. | Understand how to use medium term plans to sequence aspects of English learning. | 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. | Be able to plan and teach a sequence of English lessons that is appropriate to the needs of all learners, including specific groups e.g. those with SEN/D, EAL and more able learners. | Be able to plan a sequence of English lessons that integrate a range of effective pedagogies and approaches to support learning. | Be able to use formative assessment approaches to establish what pupils have learned, to identify misconceptions and 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 and the English content being delivered. |
| Systematic Synthetic Phonics | Understand schools choose an SSP programme that supports their needs and the requirement to maintain fidelity to the chosen scheme. | | | | Understand how SSP sessions are sequenced to promote progress and reinforce prior learning. | Know how to adopt different pedagogical approaches to teach SSP to pupils with SEND. | | Understand SSP interventions are used to enable pupils to keep up with their peers. | | | |
| Maths | Understand that there are many common misconceptions across all areas of the mathematics curriculum. | Continue to develop strategies to teaching mathematics through a mastery approach. | 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. | 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. | To 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. | 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 formative assessment approaches to identify 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. | |

Core component tracker

These core curriculum targets can be used to supplement the trainee's learning each week, particularly in lesson observations. They are also a useful focus for planning and professional dialogue to ensure that a broad and balanced curriculum is in place for the trainee's learning and development.



| Foundation Component Tracker – Developmental PGCE Primary | | | | | | | | | |
|---|---|--|---|--|---|--|--|---|--------|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 |
| Music | Observe or discuss with the subject leader (or recommended colleague) how they scaffold learning in any key area of musical learning. | | | | Observe a music lesson and note the positive behaviour management strategies used. Either: Discuss how these strategies can be used in a music lesson. | | | | |
| Design and Technology (T&T) | Observe an expert practitioner teach primary languages. Dialogue will take place post lesson to discuss elements of the D and T lesson for example planning, resources, vocabulary, behaviour management. | | Know that cross-curricular teaching can be a beneficial approach to integrating Design and Technology in a meaningful context and to be able to design a short sequence of lessons linked to a theme. | | Know how to deploy additional adults in D and T lessons to support and challenge individuals or groups of pupils. Know that some pupils will require support to achieve their learning outcomes in D and T and to be able to adapt learning for pupils with identified SEND. | | Develop an understanding of how pupils acquire cultural capital in Design and Technology for example, by visiting an appropriate venue linked to a theme or inviting an expert into the classroom. | | |
| Languages | Know that the 3 pillars of Vocabulary, Phonics and Grammar are central to best practice in primary languages. | Understand how the school delivers the primary languages' statutory requirements | Use school's/ Language Angels' resources and the National curriculum to ensure good subject knowledge and inform discussions around curriculum, teaching and learning. | Observe an expert practitioner teach primary languages. | Plan, deliver and evaluate a language learning episode | | Plan to incorporate all four skills (listening, speaking, reading and writing) over a sequence of lessons to consolidate pupil knowledge | | |
| Geography | Discuss with geography subject lead (or recommended colleague) to understand the role of geographical enquiry in children's geography learning. | Understand how children are sufficiently prepared to undertake a geographical enquiry through embedding necessary prior knowledge and skills. | | Discuss with geography subject lead (or recommended colleague) to understand strategies used for the ongoing formative assessment of pupils in geography and how this informs future planning. | Know that learners with SEND should be supported appropriately through adaptive teaching and breaking learning down into small manageable chunks. | | Use school's medium-term plans to devise a series of geography lessons that address the four dimensions of the subject curriculum and geographical enquiry OR annotate the school's medium-term plans, identifying the sequence of learning used and how this builds upon prior learning across the primary phases. Use the medium-term plans to identify the role of additional adults and adaptive teaching for SEND and EAL learners. | | |
| Computing | Review knowledge from initial phase and complete any incomplete tasks. It is worth reviewing these in a new context. | | Then develop and build on this by - Demonstrating understanding of planning, teaching and assessment in computing by either: - plan, teach and assess a sequence of lessons for Computing based on the school's medium-term plans; or - annotating a medium-term plan from school and discussing with a member of staff how you might use this to plan a sequence of lessons for Computing, including planning for additional adults and adapting teaching and learning for SEND and EAL learners. | | | Know that schools use varied approaches to assessing children in Computing and that pupils' progression can be assessed using the guidance in the Teacher's Guide from NCFE (https://teachcomputing.org/curriculum/key-stage-1), the Computing at School's progression pathway document (https://community.computingschool.org.uk/resources/1692/single), code-it progression grid (http://code-it.co.uk/assessment-progression/) or other appropriate resources. Understand that while there are no nationally recognised progression frameworks for Computing in England, know that the progression is monitored through the intended school's curriculum. | | | |
| Art and Design | Have secure subject knowledge relating to a specific art lesson and demonstrate this through modelling of practical knowledge, theoretical knowledge (specific artists, movements, techniques and vocabulary) and disciplinary knowledge (the ability to facilitate and engage in broader discussions around art - 'What is art? What value does art have? What makes 'good' art?') | Understand that an art lesson is part of a sequence in which knowledge and skills are developed. | When teaching in a cross-curricular manner, are able to identify specific components of knowledge that need to be developed within art. They explore ways in which to meet these endpoints without diminishing the outcomes in other subjects which are part of the cross-curricular approach. | Be able to draw upon their art subject knowledge in order to implement the appropriate pedagogy for the task (such as modelling, scaffolding, questioning). | | Make judgements around a child's progress in art. | Establish / maintain effective classroom management systems which are appropriate to an art lesson. | | |
| RE | Know which syllabus is used by the school and identify or discuss with the subject leader (or recommended colleague) key pedagogical approaches | Understand that an RE lesson is part of a sequence in which knowledge and skills are developed. | | Through discussion with expert colleagues when necessary, know how to use the school's agreed syllabus to design a sequence of lessons in RE. | | Know how to integrate diversity within religion within their lessons e.g. how different denominations approach prayer in Christianity using 'some', 'many' etc. | Discussing with school colleagues (mentor, class teacher or subject lead), that schools use varied approaches to assessing children in RE and explore the pupil progression framework of the school or SACRE | | |
| PSHE | Be able to devise a series of PSHE lessons that address one aspect of the subject OR use the school's medium-term plans to identify the sequence of learning used and how these build upon prior learning across the primary phases. | | Know that cross-curricular teaching can develop pupils understanding in PSHE and can help to build schemas. | | | Understand Inclusion (Diversity, SEND/EAL) and identify adaptive teaching strategies to ensure learners' needs are met. | | Be able to use formative assessment strategies to identify individual learning needs. | |
| PE | Know how to use modelling and behaviour management strategies, organise equipment, group children and adaptive teaching by observing expert practitioners teaching PE. | Understand the PE health and safety policy, risk assessment, and any specific guidance (i.e. jewellery, PE kit, non-participants, personal protective equipment PPE) through discussion with expert practitioners. | Be able to plan, teach and assess a sequence of lessons for PE based on the school's medium-term plans. OR Annotate the school's PE scheme of work to meet the children's needs. Teach and assess the annotated sequence of lessons. | Be able to plan, teach and assess a sequence of lessons for PE based on the school's medium-term plans. OR Annotate the school's PE scheme of work to meet the children's needs. Teach and assess the annotated sequence of lessons. | Know how the school uses to assess children's progress in physical education. | Discuss with the mentor/subject leader if they use PE in a cross curricular or thematic way to enhance learning across the curriculum. | Be able to examine the school curriculum plans to identify how PE learning can be transferred or linked across different subjects and discuss these with expert colleagues. | | |
| History | Discuss with history subject lead (or recommended colleague) to understand the strategies for ongoing formative assessment of pupils in history and how this informs future planning. | | Develop an understanding of the role History plays in developing and promoting cultural capital. | | | Be able to plan a sequence of lessons. To examine and reflect upon lesson structures and design, that exist in the school. Look at how these address the key principles of History. To offer ideas and amendments to existing lessons. | | | |

Foundation component tracker

Again, these foundation subject targets can be used to supplement the trainee's learning each week, as relevant. They are a useful focus for observation, planning and professional dialogue.

We also ask that trainees print this off and highlight areas/subjects covered for their own record.



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) | | | |
| Mentoring - Minimum hours of mentoring each week | 1.5 hours. (This includes your weekly observation and weekly development meeting) | PPA Time (School based) | 20% | |
| Subject coverage All trainees must have an opportunity to plan, teach and assess | Systematic synthetic phonics: Plan, teach and assess a sequence of 3 SSP sessions | Core subjects: Plan, teach and assess a sequence of English and maths lessons Teach a sequence of science lessons | Foundation subjects: Plan, teach and assess 5 foundation subjects - where possible teach a sequence of lessons | |
| Wider opportunities (based on opportunity) | Co-deliver an extra-curricular club | Co-deliver an assembly or collective worship. | Attend pupil progress meetings | Attend school trip |
| | Attend parents evening or event and contribute to report writing | Supervise play times | Contribute to the setting of homework | Meet/greet/dismiss children |
| | Register children | Attend staff meetings/INSET | | |



Edge Hill University Approach to Assessment





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 displays the Edge Hill University Faculty of Education dashboard. At the top, there is a navigation bar with the university logo and the text 'Edge Hill University Faculty of Education'. To the right of the navigation bar are links for 'Accessibility' and 'Log out'. Below the navigation bar is a 'My Tasks' section with a 'Dashboard Settings' button. The main content area is divided into several sections: 'My Trainees' with a search bar, 'Recently Modified Trainee Forms', 'Main Activities of This Week' (a bar chart), 'Important Notifications' (with filters for High, Medium, and Low priority), and 'Trainee Absence From' (with a date filter set to 25/09/2023). At the bottom of the dashboard, there are buttons for 'View All', 'Forms Overdue', 'Forms Due This Week', and 'Add Form'. A 'View Details' button is located at the bottom right of the 'Trainee Absence From' section.



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

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



- 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 displays the 'WDS - Week 1' interface. At the top, it shows the Edge Hill University logo and 'Faculty of Education'. The user is logged in as 'Abyasa, Demo (ABY123456) - Abyasa Demo 23/24'. The main heading is 'WDS - Week 1' with a status message: 'This record is **not submitted** with 9 key questions unanswered.' There are 'Go Back' and 'Share' icons. Below this, there are fields for 'Date' (21/09/2023) and 'Link to a placement' (--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 content area has a text editor with a toolbar (Bold, Italic, Underline, Bulleted List, Numbered List, Link, Unlink) and a text area containing 'This.' Below the text area is a 'Has discussion taken place?' question with radio buttons for 'Yes' (selected) and 'No'. A 'Next >>' button is at the bottom right. On the right side, there is a 'comments' section with '0 Comments' and an 'Add Comment' button. The top right corner has 'Accessibility' and 'Log out' options.



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



Lesson Observation

Practice and feedback

The mentor will observe the trainee's practice each week (apart from first and last week), 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.

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 ▾



Targeted feedback

During the lesson, Shannon struggled to set clear expectations. Often she focused on what pupils shouldn't do rather than explaining what was expected or modelling how pupils should behave. For example, at one point she said: "If you're finished, don't just sit there talking."

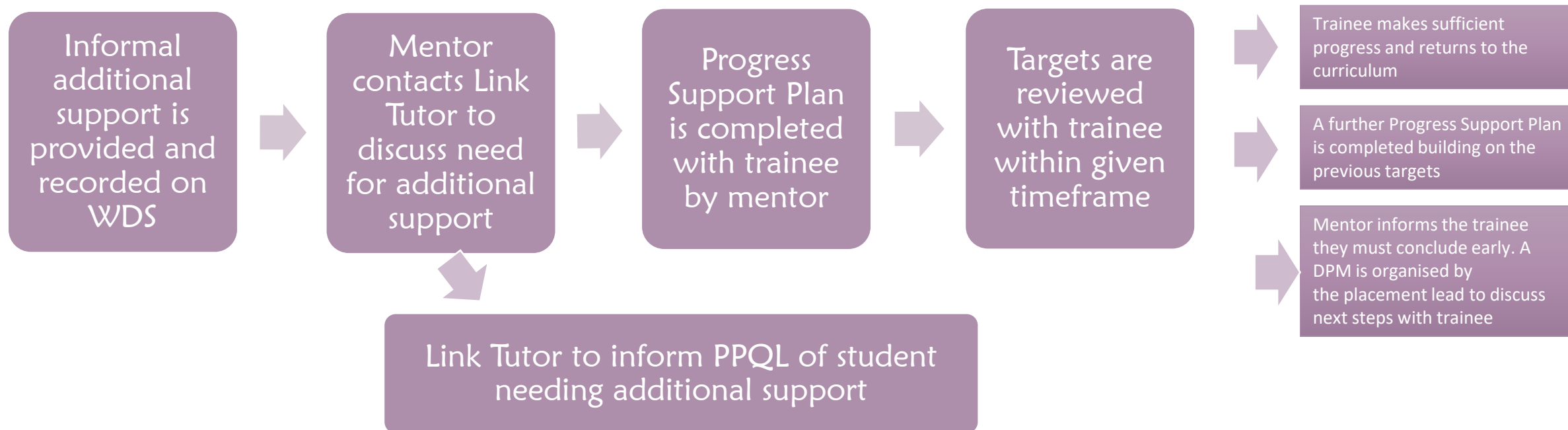
What & Why options

| Option | What might happen next... |
|---|--|
| <p>1. GOAL: State expectations positively rather than negatively, e.g. <i>"If you finish, start the extension."</i></p> <p>Be specific</p> | <p>By focusing on one element of setting clear expectations, Sharon starts to make steady progress in her next lesson.</p> |
| <p>2. GOAL: Set clear expectations when explaining tasks or introducing routines, so all pupils know what to do.</p> <p>Vague goals</p> | <p>Sharon seems to be unsure how to start working towards the goal and struggles in a similar way in her next lesson.</p> |



Progress Support Plan Process

including Early Conclusion



This is the process considering the trainee is not making progress. At any point, the trainee can exit the Progress Support Plan (PSP) process if they are meet the required expectations.



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THANK YOU

