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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. Below this, the words 'Outstanding' and 'Provider' are stacked in a smaller, lighter font.

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Outstanding
Provider



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 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)



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Consolidation Professional Practice 2024-25

13th January – 28th March

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



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Team welcome



**Strategic Lead
for the
School-based
Programme:**
Elizabeth
Dunn



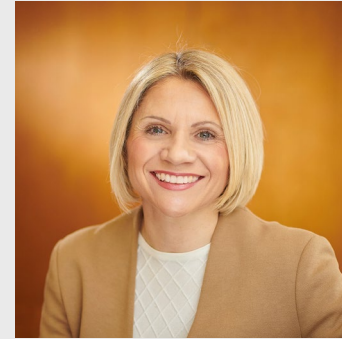
**Course Leader
for Year 1**
Tracy Robinson



**Course Leader
for Year 2:**
Claire Buck



**Course Leader
for Year 3 :**
Jane Spilsbury



**Course Leader
for Year 4 :**
Helen
Maddison Neill.



**Professional
Practice
Quality Lead:**
Lorraine
Healy



Prior curriculum training

The **Consolidation** Professional Practice is the opportunity for trainee teachers to refine and hone their teaching skills. It builds upon the strong foundations of their **Introductory** and **Developmental** Professional Practice.

During Year 3 and Year 4 trainees extend their knowledge of the core curriculum and curriculum design in the foundation subjects.

They also study values for leadership, demonstrating an understanding of the school improvement cycle, action planning and develop subject leader presentations, working with university and school-based colleagues.

Trainees also complete a research project on a specific focus area they have selected.

Annual safeguarding training is also completed.



Edge Hill University Approach to Assessment





School Based Strand & Subject Component Tracker

Undergraduate Consolidation Part Time – Strand Component Tracker										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
High Expectations	Know that variables such as gender, race, disability and socio-economic status intersect to increase the disadvantages faced by children	Collaborate in multi-agency working with internal and external colleagues Knows that they have professional responsibilities in relations to inclusion (e.g. The Equality Act, 2010).	Know how schools develop, implement and review the impact of a Pupil Premium Strategy	Instil belief and promote the academic potential of all pupils including disadvantaged learners be able to demonstrate high behavioural expectations and create a culture of respect and trust in the classroom that supports all children to succeed.	Plan inspirational and challenging lessons independently that have high expectations of all learners Understand which activities that are cognitively demanding and challenge children	Know how to make effective use of teaching assistants and other adults to support effective classroom and behaviour management.	Know the educational disadvantages faced by pupils who are looked-after (CLA) and what measures are needed to ensure they move successfully into adulthood.	Engage parents/carers in supporting whole school behaviour strategies Can identify groups of children (EAL) and employ strategies to support their learning.	Understand the expectations of teachers who lead aspects of inclusion including CLA, race, gender and LGTBQ	Recognise different types of bullying and implement a variety of strategies to support individuals and the 'whole class'
How Pupils Learn, Classroom Practice and Adaptive Teaching	The roles and responsibilities of outside agencies and professionals working with children with Special Educational Needs and.	The importance of working collaboratively and co-operatively with other professionals and agencies. Know that sequences of learning must break down learning into small steps to take account of all learners (including those with SEND) from the outset.	The range of outside agencies likely to be involved in supporting children with Education, Health and Care Plans. Understand the role of curriculum design with consideration to how children learn.	Know where and how to seek support when working with children with Special Educational Needs and Education, Health and Care plans	Understand the importance of working with external colleagues.	Understand how to collaborate in multi-agency working with internal and external colleagues (e.g., the role of CAMHS) and other agencies in supporting mental health needs.	To be able to understand that information sharing is essential for the identification of patterns of behaviour	Know the value of questioning as an assessment tool and the value of talk and collaborative work to reduce cognitive load and develop working memory. Continue to develop strategies to teaching mathematics through a mastery approach.	Know the features of effective teaching and learning in science including research informed best practice and how this is translated to different contexts.	Know the value of
Professional Behaviours	To understand teachers are may be required to support other agencies and professionals in child protection	Know the importance of parental engagement	Know the importance of working with external colleagues.	To be able to understand that information sharing is essential for the identification of patterns of behaviour	Know the value of questioning as an assessment tool and the value of talk and collaborative work to reduce cognitive load and develop working memory. Continue to develop strategies to teaching mathematics through a mastery approach.	Know the value of questioning as an assessment tool and the value of talk and collaborative work to reduce cognitive load and develop working memory. Continue to develop strategies to teaching mathematics through a mastery approach.	Know the value of questioning as an assessment tool and the value of talk and collaborative work to reduce cognitive load and develop working memory. Continue to develop strategies to teaching mathematics through a mastery approach.	Know the value of questioning as an assessment tool and the value of talk and collaborative work to reduce cognitive load and develop working memory. Continue to develop strategies to teaching mathematics through a mastery approach.	Know the value of questioning as an assessment tool and the value of talk and collaborative work to reduce cognitive load and develop working memory. Continue to develop strategies to teaching mathematics through a mastery approach.	Know the value of questioning as an assessment tool and the value of talk and collaborative work to reduce cognitive load and develop working memory. Continue to develop strategies to teaching mathematics through a mastery approach.
Assessment	Know the value of	Know the value of	Know the value of	Know the value of	Know the value of	Know the value of	Know the value of	Know the value of	Know the value of	Know the value of

Core Component Tracker – Consolidation UG Primary										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
English	Know the features of effective teaching and learning in English including research informed best practice and how this is translated into different contexts. Understand that employing creative English approaches, support learning for specific groups of pupils (e.g., SEND, EAL and cognitive overload) can be avoided.	Understand the bigger picture/issue surrounding primary English education, which directly impact on classroom teaching and the role of the English subject leader in ensuring high quality provision.	Understand how to plan and teach an effective sequence of English learning which is informed by assessment of prior learning, use English specific pedagogies to facilitate progression in substantive and disciplinary knowledge, integrate formative assessment and is inclusive, appropriate and flexible to the needs of all learners including those with SEND, EAL and greater depth readers and writers. Understand how to assess children's learning over a sequence of English lessons and use this knowledge to inform judgements about their attainment in relation to expectations with the support of an experienced colleague. Take learning beyond the national curriculum for English where appropriate.	Understand schools choose to use different validated schemes to meet the needs of the NC. Know how schools adopt different pedagogical approaches to teach SSP to pupils with SEND.	Understand schools use one scheme to provide a complete programme for SSP. Know how schools adopt different pedagogical approaches to teach SSP to pupils with SEND.	Confidently and effectively plan, teach and assess children's mathematics skills and understanding through a series of lessons and across the mathematics curriculum, taking into account prior learning and the needs of all pupils. Be aware of current issues in the teaching and learning of mathematics that could impact on learning, both positively and negatively. Begin to verbalise approaches to teaching mathematics effectively across all curriculum areas, including consideration for equality and diversity.	Be able to plan and teach an effective sequence of science learning which is informed by assessment of prior learning, use science specific pedagogies to facilitate progression in subject knowledge and enquiry skills, integrate formative assessment and is inclusive, appropriate and flexible to the needs of all learners including those with SEND, EAL and talented scientists. Be able to assess children's learning over a sequence of science lessons and use this knowledge to inform judgements about their attainment in relation to expectations with the support of an experienced colleague. Be able to draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues. Take science learning beyond the national curriculum where appropriate.			

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** .



5-11 Professional practice expectations

Phase	Consolidation			
Minimum hours in classrooms (including observing experts, teaching, co-teaching each week.)	Week 1 - 4	Progressive teaching of a range of subjects		
	Week 5 +	Trainees should have an opportunity to experience <u>6 weeks</u> of 80% contact ratio teaching. <u>The 80%</u> refers to a full teaching timetable as is typically defined by your school. This may be adapted to provide additional support and input in		
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 SSP lessons	Core subjects: Plan, teach and assess all core subject lessons as per your class curriculum.	Foundation subjects: Plan, teach and assess all foundation subjects as per your class curriculum ensuring coverage of all foundation subject	
Wider opportunities (based on opportunity)	Plan and deliver an extra-curricular club	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	Set and respond to homework	Meet/greet/dismiss children
	Register children	Attend staff meetings/INSET	Attend multi-agency meeting	



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Interviews & Applications

- Mock interviews at University
- Application support
- Interview questions
- Rehearse lesson observation for interview





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.



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Trainee progress: Abyasa

Receive log in and password

Home screen

Welcome

- Change password

Dashboard

- Trainee details
- Professional practice forms
- Reminders
- Attendance

The screenshot shows 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 'Recently Modified Trainee Forms' section. A 'View All' button is present, along with indicators for 'Forms Overdue' (0) and 'Forms Due This Week' (0), and an 'Add Form' button. The bottom section is titled 'Important Notifications' and includes filters for High, Medium, and Low priority. On the right side, there is an 'Accessibility' dropdown, a 'Dashboard' settings icon, and a 'Main Activities of This Week' chart area. At the bottom right, there is a 'Trainee Absence From' section with 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

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

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...



- 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

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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 ▾



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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



Name of trainee	ME	Trainee ID No	24930237
Name of observer	TD	Subject	Science
Key stage/Year group	Year 5	Number of learners in session	26
Number of the lesson observation	2	Date	08/12/2022

Subject knowledge and curriculum

Evidence of what the trainee knows, understands, and can do. Pedagogical knowledge. Use of assessment.

Once again, M's subject knowledge was strong. Her substantive knowledge of the Earth's movement around the earth was good. She had clearly prepared for the lesson, which was evident in her ability to answer questions, begin to challenge misconceptions and confidently model the key learning in a variety of ways.

M supported children to understand the concept of how the Earth rotates & orbits the Sun, by engaging them first-hand practical experiences wherever possible. Children's substantive knowledge was reinforced/enhanced by having the opportunity to both use props to recreate the concept, while also using children to model the movement of the Earth as it orbits the sun.

M showed an awareness of how to adapt her teaching to enable access of all learners to the science curriculum. For her LA children, she prepared an accessible activity, which still allowed the child to access the key scientific learning. This simple, but effective adaptation, showed she had considered the pupil's science attainment, while providing appropriate challenge.

M modelled correct scientific vocabulary throughout the lesson and encouraged the children to mirror that vocabulary in both their verbal and written answers. To enhance this further, it would have been beneficial to plan in more time for 'pupil talk' to reinforce this new vocabulary, thinking and ideas.

Key discussion points **may** include:

- The trainee's subject knowledge.
- The trainee's teaching of the subject content.
- The teaching of subject specific skills and knowledge.
- Use of and understanding of technical vocabulary.
- Appropriate subject specific learning objectives.
- Ability to pre-empt and respond to subject specific misconception.
- Adaptive teaching.
- How children learn.

Further key points emerging from the session

E.g., impact on learning, depth of understanding

M's eagerness to reinforce concepts through additional videos and practical experiences, ensured children's engagement and enthusiasm was evident throughout.

Formative assessment was evident both in the questioning and in the tools deployed to support this (whiteboards, talk partners and self-assessment strategies) Following on from last week, M continued to incorporate different questioning strategies: cold calling, hands up, partner talk, check for understanding.

During the activity, there was a conflict between two pupils. M discretely dealt with the issue, without it disrupting the flow of the lesson and impacting the learning of others.

M's classroom management had evidently developed from the previous observation. She demonstrated some of the strategies/pieces of advice from last week's observation. While continuing to use a couple of different ways to gain the children's attention, M ensured she had all the children's attention before moving on. She also used praise throughout for good behaviour/ accurate use of vocabulary etc.

Key discussion points (relevant to this lesson) which **may** include:

- High expectations and managing behaviour
- How pupils learn, classroom practice & adaptive teaching
- Subject knowledge and curriculum
- Assessment
- Professional behaviours

Key strengths of lesson/session (this would normally include an aspect of subject knowledge)

- High expectations and managing behaviour
- How pupils learn, classroom practice & adaptive teaching
- Subject knowledge and curriculum
- Assessment
- Professional behaviours

- Subject Knowledge – M's strong subject knowledge allowed her to answer questions, begin to challenge misconceptions and confidently model the key learning in a variety of ways.
- M's consideration of how all children learn differently and have vary needs. M's use of different scaffolds to ensure access the same curriculum

Opportunities for further development

To observe the teaching and learning of Science in KS1, while begin to understand the progression of key vocabulary and skills across the Primary school age.

To become more familiar with the skills associated with 'Working Scientifically'. This research will stand in good stead, as after

These **may** become targets in WDS but further opportunities can also be identified here, for example:

- Observing expert teachers/discussions with



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THANK YOU

