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| **Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary and Childhood Education**Welcome to the Week 2 update. Thank you to mentors and link tutors for your continued support of our trainees. Trainees, I hope you have settled in well to this final Professional Practice.

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| **Course:**   BA Hons Primary Education with QTS (School-based Programme)  | **Phase:** **Consolidation** | **Week:** **2** |

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| In week 2 trainees will continue to progressively teach across a range of subjects. This includes working with groups of learners, team teaching and some whole class teaching. Trainees should be guided to use their PPA time effectively and this can include visits to different classes to observe other expert colleagues, in line with the focus or targets of that week. PPA remains at 20% throughout the placement.The WDS focus for this week relates to inclusion and working collaboratively with a range of colleagues and parents. This is to ensure learning sequences are broken down appropriately into small steps so all learners make good progress.A reminder that Weekly Development Summaries (WDS), lesson observation forms, subject and strand component trackers can be found within the Abyasa portal and this online system is used to record trainee progress through the curriculum each week. There is a dedicated mentor space on the Edge Hill University website. It is available through this link: <https://sites.edgehill.ac.uk/mentorspace/> . Copies of the documentation can also be found here.**Weekly intended curriculum expectations linked to CCF:**

| **Curriculum for the week:**  |
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| 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**<https://sites.edgehill.ac.uk/mentorspace/prmug4p-wds/> |
| HE | Collaborate in multi-agency working with internal and external colleagues.Know that they have professional responsibilities in relations to inclusion (e.g. The Equality Act, 2010).    | HPL | 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. |
| PB | Know the importance of parental engagement. |  |    |

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| **Systematic Synthetic Phonics (SSP)**In each Professional Practice, we ask all our trainees to have some progressive experience of Systematic Synthetic Phonics (SSP).  During the Consolidation PP trainees should plan, teach and assess a sequence of SSP sessions. One formal SSP observation should be completed. The observation form can be found within Abyasa and on the [Mentor Space - lesson observation templates](https://sites.edgehill.ac.uk/mentorspace/observation-pey/).If the trainee is based in a Key Stage 2 class, could the mentor please arrange the opportunity for the trainee to observe an expert colleague teaching SSP, and then support the trainee in planning and teaching a sequence of SSP lessons. **Mentor focus:****Mentor training:**Thank you to all those who have already completed the mentor training. A reminder the Core mentor training is to be completed online. Phase-specific briefing dates are still available on mentor space. The meeting is on Teams and usually lasts about 1 hour. Here is the link: [Mentor Development -Mentor Space](https://sites.edgehill.ac.uk/mentorspace/prm-phase-specific-briefings/). Please click on the UG Developmental (Y4) Part-Time tab. The briefing will go through the expectations for the Professional Practice and share guidance for the Abyasa online system. If you are unable to attend this training please speak to your link tutor. Guidance is also available [here](https://sites.edgehill.ac.uk/mentorspace/mentor-training-5-11-ug-sb-pt-consolidation/).**Abyasa**Hopefully you are becoming more familiar with the Abyasa system and have been able to access this to complete the initial WDS and lesson observation. If you have any queries about this please contact FoEMentoring@edgehill.ac.uk and they will be able to support you. There is also a guide for Abyasa on the [Year 4 Mentor Space](https://sites.edgehill.ac.uk/mentorspace/prmug4p/).Please continue to use the subject specific lesson observation forms within Abyasa. Subject specific prompts for feedback are also available on the mentor space. WDS forms are pre-populated with the strands for that week.Please continue to record attendance each week on Abyasa. Please inform your Link Tutor as soon as possible if there are any worries or concerns about your trainee. Thank you. |
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| **Link tutors**Thanks very much for your continued support and for arranging the QA1 and QA2 meetings. Please could you ensure each QA meeting/visit is recorded on Abyasa. The focus of the first online meeting will be to discuss with the mentor and trainee how they have settled in and confirm induction has taken place. In QA2 there will be a focus on discussing the first WDS, plans for forthcoming weeks and provide feedback. Please could you aim to complete QA2 by the end of Week 2. At the meeting it would also be beneficial to arrange the in-person visit which will be around the midpoint of the Professional Practice. Just a reminder there is a Teams area set up for this PP if you have any queries. Alternatively, you can email me directly at healyl@edgehill.ac.uk. If you or your mentor have any worries or concerns about your trainee please let me know as soon as possible so we can provide the trainee with prompt and tailored support.**Trainees - Observation of experts to support training suggestions:**Trainees, I hope you have settled in well to your Professional Practice and continue to build on the successes of your first week. When focusing on developing knowledge of carefully sequencing lessons, inclusion and multi-agency approaches, observe and discuss strategies with expert colleagues to ensure a collaborative approach. When possible aim to be involved in parental engagement opportunities and find out more about the strategies the school uses to engage parents and the impact this has. Remember to make notes about what you have noticed, your reflections about practice, etc. This will support you in becoming a reflective practitioner. Consider times when planning will be shared and pupil progress reviewed.Ensure that all tasks (including planning etc.) are completed in a timely manner and within the deadlines set by school. Files should be set up and always available. Remember, these can either be paper based or electronic. These should include your planning, evaluations, assessments and reflections.Thank you again, and I hope all goes well during the coming weeks.**Research and resources:**Focus on SEND - https://www.gov.uk/government/publications/send-code-of-practice-0-to-25Link to NSPCC’s work around multi-agencies - https://learning.nspcc.org.uk/child-protection-system/multi-agency-working-child-protection/ |
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