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| **Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary and Childhood Education.**     |  |  |  | | --- | --- | --- | | **Course: Year 4 UG**  **School-based Programme** | **Phase: Consolidation** | **Week: 4** | |
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| Welcome to our week 4 update.  Trainees, in week 4 you will continue to progressively teach across a range of subjects. However you will probably be planning and preparing for an increase in whole class teaching from week 5 onwards.  In some subjects e.g. PE, Music or Languages there may be specialist teachers or outside providers delivering these. Mentors, please could you provide opportunities for trainees to observe these lessons also and, as appropriate, work with the teacher to plan, deliver and assess a short sequence of lessons in these subjects. This could be completed individually or through team teaching.  **Weekly intended curriculum expectations linked to ITTECF:**   | **Curriculum for the week:** | | | | | --- | --- | --- | --- | | Please refer to [EHU ITE Curriculum](https://sites.edgehill.ac.uk/mentorspace/curriculum-prmug/) 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 | 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. | HPL | Know where and how to seek support when working with children with Special Educational Needs and Education, Health and Care plans. | | PB | To be able to understand that information sharing is essential for the identification of patterns of behaviour. | A | Understand how schools use data to set targets and monitor progress and communicate data for accountability to stakeholders. |   Please continue to use the subject specific and the strand component trackers for week 4 to ensure you have an understanding of the foci for the ITE curriculum across all subject areas. These are available on the link above and also on Abyasa.  **Mentor focus:**  Please continue to observe trainees each week to provide them with subject specific feedback across a range of subjects. Progress through the ITE curriculum, outlined on the strand and subject component trackers, should be discussed at the weekly development meetings.  Please ensure that your trainee has a clear overview / timetable for each week showing when they will be teaching and the focus for their sessions so they can ensure they are fully planned and prepared for teaching. If your school uses specific schemes or resources, please ensure trainees are annotating these plans with their own adaptations for the class and other notes to help support their planning, delivery and assessment. The [EHU lesson sequence planning template](https://sites.edgehill.ac.uk/mentorspace/resources-pey/) could also be used, as appropriate. If you have any questions about this please get in touch with your link tutor.  Please contact your Link Tutor as soon as possible if you have 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.  **Link Tutor focus:**  Please continue to maintain contact with your trainee and school and check in to see how they are doing. Please also continue to monitor the WDS on Abyasa. If you could send me a quick email to let me know how your trainee is getting on that would be great - it is lovely to hear the good news stories and thank you to those who have already shared some of these. If you have any questions or concerns then please also get in touch. Just a reminder that QA3 will take place around week 6. Please ensure all records for QA1 and QA2 are complete on Abyasa. |
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| **Trainees - Observation of experts to support training suggestions:**  Trainees, thank you for all the hard work and commitment you are showing on this Professional Practice. Please continue to take every opportunity to observe and analyse areas of focus with expert colleagues and discuss your new knowledge with your mentor at the weekly meeting.  Continue to ensure you update Abyasa with your attendance each week. Your link tutor will use these records and the WDS and lesson observations to monitor your progress throughout the practice.  Please remember, in addition to your mentor, you have a network of support available from university including your link tutor, PAT and subject tutors. |
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| **Research and resources:**  This week the research focuses on classroom culture in promoting success for all children and assessment.  BIANCHI, L. AND TURFORD, B. 2022. [*Shining a light on inclusive science teaching and learning (7-14 years)*](https://docs.google.com/forms/d/e/1FAIpQLSc9bISakjU6NnetqE8oDa51C8CtcAcQkIGKMUA3Lldy8-DxTQ/viewform)*.* University of Manchester  CARDEN, C. (ed.) (2022) *Primary teaching: learning & teaching in primary schools today*. 2nd edition. London: Learning Matters.  DONARSKI, S., 2020, *The research ED Guide to Assessment: An Evidence-Informed Guide for Teachers*. John Catt Educational Limited.  WILIAM, D, 2014, *Principled Assessment Design*, London: The Schools Network.  Thank you for your ongoing commitment. Have a good week.  Lorraine Healy  Professional Practice Quality Lead for the School-based Programme |