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The Ofsted logo, which includes three stylized human figures above the word 'Ofsted'. Below this, the text 'Outstanding Provider' is displayed. The entire logo is white on a dark blue rounded square background.

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Consolidation Professional Practice 2024-25 Undergraduate Y3 (5-11)

24.02.2025 – 16.05.2025

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

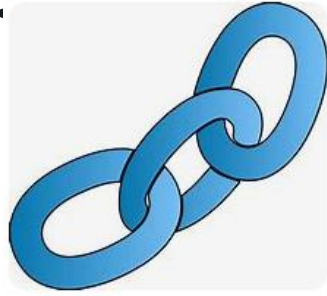


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Questions and Contacts

✓ Link Tutor



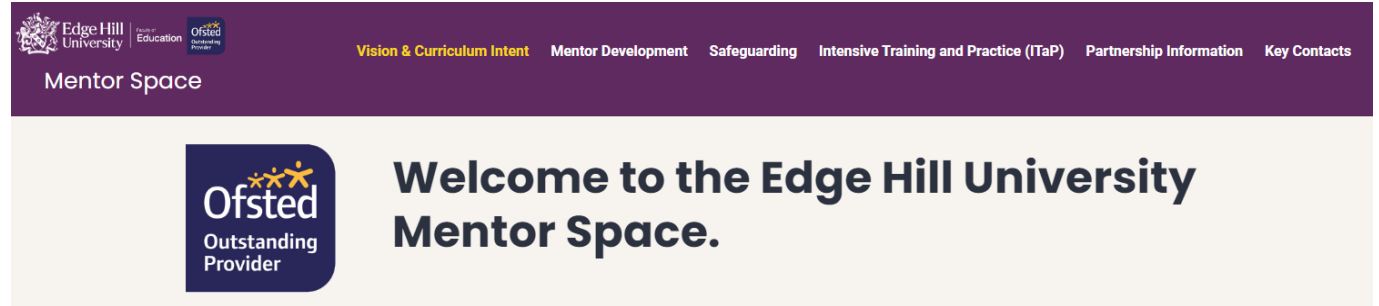
✓ Mentor Space

○ [Mentor Space](#)

✓ [ABYASA guidance](#)

✓ Email: FoEMentoring@edgehill.ac.uk

○ (case sensitive)





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)

Supportive strategy units: Autism, dyslexia, dyspraxia, dyscalculia and ADHD

Record of mentor hours for DFE July 2025



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QA 1-4 mentor development



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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Team Welcome



**Strategic Lead for BA (Hons)
Primary Education (5-11) with
QTS:**

Bob Alderdice



Year 3 Lead:

Matthew Russell



**Y3 (5-11) Consolidation
Professional Practice
Quality Lead:**

Ben Thomas



Prior Curriculum Training

Year 1

Introductory

6-week Professional Practice

- Transition into HE
- Children and Childhood
- Teaching, Learning and Child Development
- Introduction to Primary English, Mathematics and Science
- Introduction to Primary Computing, History, Geography, RE and Languages
- Introduction to Primary Music, Art, D&T, PE and PSHE

Year 2

Developmental

8-week Professional Practice

- Understanding Educational Research
- Schools, Schooling and Curriculum: Values in Education
- Diversity and Inclusion in Primary Education
- Focused Subject Study
- A Critical Understanding of the Foundation Subjects
- Developing an Understanding of Primary English, Mathematics and Science.

Year 3

Consolidation

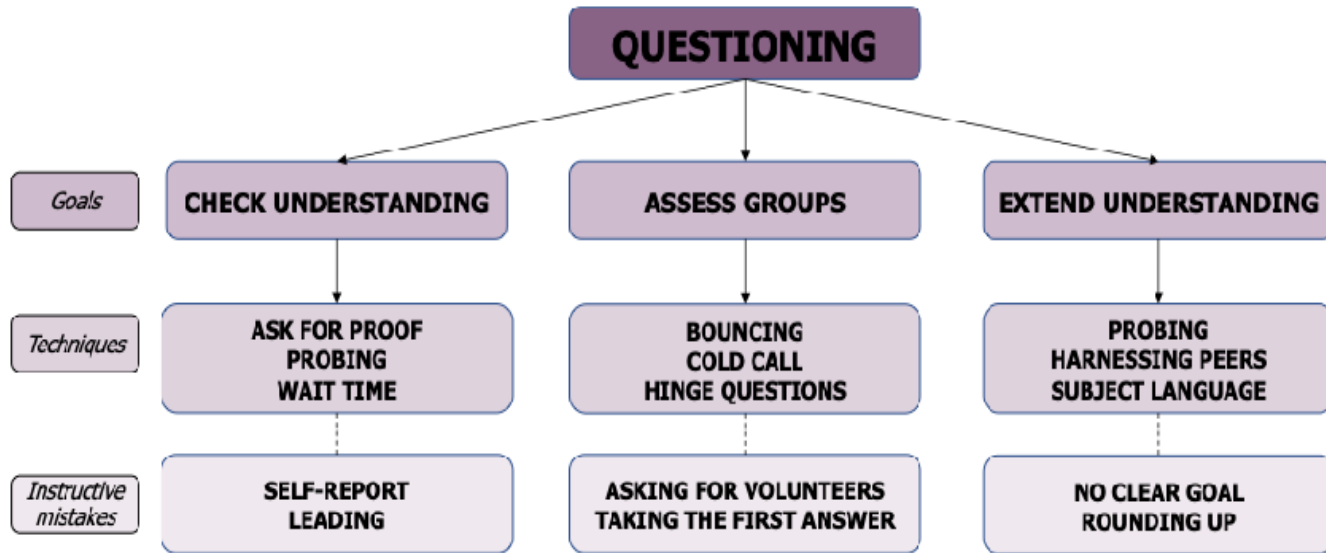
10-week Professional Practice

- The Research Project
- Values for Leadership
- Becoming a Professional in the Primary School
- Elective Special Study
- Curriculum Design for the Foundation Subjects
- Creativity in the Core Curriculum





Questioning for Assessment



Learn that...
Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. (Classroom Practice 4.6)
Learn how to...
Stimulate pupil thinking and check understanding, by:
<ul style="list-style-type: none"> • Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). Elaborate on and query pupil contributions to support pupils' oral language skills, and knowledge development. (Classroom Practice 4m) • Providing appropriate wait time between question and response where more developed responses are required. (Classroom Practice 4n) • Including a range of different types of question to extend and challenge pupils e.g. by modelling new vocabulary or asking pupils to justify answer. (Classroom Practice 4o)
Meet individual needs without creating unnecessary workload, by:
<ul style="list-style-type: none"> • Reframing questions to provide greater scaffolding or greater stretch. (Adaptive Teaching 5n)
Avoid common assessment pitfalls, by:
<ul style="list-style-type: none"> • Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). (Assessment 6a)
Check prior knowledge and understanding during lessons, by:
<ul style="list-style-type: none"> • Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). (Assessment 6f) • Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. (Assessment 6g)



Edge Hill University Approach to Assessment





Year 3 (5-11) Strand Component Tracker

Pre-populated onto the WDS for weekly discussion.

Undergraduate Year 3 Full 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 <ul style="list-style-type: none"> • EDI • Behaviour • EAL 	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. 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 are context-embedded and cognitively demanding for children with EAL.	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 (health, safety and opportunities).	Engage parents/carers in supporting whole school behaviour strategies. Identify groups of children (EAL) and employ strategies to support outcomes for disadvantaged pupils. Applies knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory.	Understand the expectations of teachers who lead aspects of inclusion including CLA, race, gender and LGBTQ+.	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 <ul style="list-style-type: none"> • Adaptive Teaching • Planning • How Children Learn 	Roles and responsibilities of outside agencies and professionals working with children with Special Educational Needs and Disabilities.	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 building effective interprofessional relationships.	Understand the purpose and value of planning documentation for a range of adults and the importance of being mindful regarding workload.	Understand the importance of inclusive, learner-friendly environments. The impact of targeted questioning on pupils' retrieval and recall.	Understands how to identify systemic barriers to Learning, expectations of all children and promoting inclusion.	Knows that effective deployment of support staff is key to maintaining high standards.	Understands that all children have an equal entitlement to the time of a qualified teacher. Be able to develop effective medium-term planning sequences which are informed by assessment of children's learning and consider the range of needs of pupils in their class.
Professional Behaviours	To understand teachers are required to support other	Know the importance of parental engagement.	Know the importance of working with	To be able to understand that information sharing is essential	Know about school documentation and processes	Understand that the Teachers' Standards underpin a	To know the importance of accurate record keeping, listening	Be able to manage their workload effectively.	Investigate, evaluate and challenge mental health and	Be able to develop processes that foster positive



Year 3 (5-11) Core & Foundation Subject Component Tracker

Trainees must refer to this throughout. We encourage trainees to print and annotate.

Teaching expectations on Professional Practice – Core Subjects Component Tracker		Teaching expectations on Professional Practice – Foundation Subjects Component Tracker									
		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 supports learning for specific groups of pupils e.g. SEND, EAL and cognitive overload can be avoided.	Know how to plan and teach an effective sequence of English learning which is informed by assessment of prior learning, uses English specific pedagogies to facilitate progression in substantive and disciplinary knowledge, integrates 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 schools choose to use different validated schemes to meet the needs of the NC.	Understand how to assess children's learning over a sequence of English lessons and use this attainment in relative judgements about their progress with the support of an experienced colleague.									
SSP	Understand that a creative approach to mathematics teaching supports understanding of the relevance of mathematics in the real world, promotes engagement and develops enthusiasm.	Understand the bigger picture-issues surrounding primary English education, which directly impact on classroom teaching and the role of the English subject leader in ensuring high quality provision.									
Maths	Consider creative approaches to teaching mathematics that avoid overloading working memory. Continue to develop strategies to teaching mathematics through a mastery approach.	Understand schools use one scheme to provide a complete programme for SSP.									
	Know the features of effective teaching and learning in science including research informed best practice and how this is translated to different contexts.	Know how to adopt different pedagogical approaches to teach SSP to pupils with SEND									
Science	Know the features of effective teaching and learning in science including research informed best practice and how this is translated to different contexts.	Understand the value of questioning as an assessment tool and the value of talk and collaborative work to reduce cognitive load and develop working memory.									
		Know the declarative and procedural knowledge pertinent to each child developing an ability to relate mathematics to real life and to problem solve (conditional knowledge)									
History	Observe or discuss with the subject leader (or recommended colleague) to understand how they use pre-fieldwork in-class sessions, map work, visual images of the fieldwork location etc.	Understand the bigger picture-issues surrounding primary science education and the role of the science subject leader in ensuring high quality provision.									
	Know which syllabus is used by the school and identify or discuss recommended colleague) key pedagogical approaches	Understand how to plan and teach an effective sequence of English learning which is informed by assessment of prior learning, uses English specific pedagogies to facilitate progression in substantive and disciplinary knowledge, integrates 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.									
Geography	Observe a class teacher as they teach approaches for collecting data during fieldwork e.g., field sketches, photographs, surveys, environmental assessments etc.	Take learning by appropriate. Can create a with parents									
	Discuss with the subject leader how the school ensures progression across types of knowledge (Substantive, ways of knowing & personal knowledge)	Understand the role of metacognition in teaching and learning of history. Consider this against reflections of schemes of work from previous placements, in relation to developing the key principles of history.									
RE	Discuss with the subject leader how the school ensures progression across types of knowledge (Substantive, ways of knowing & personal knowledge)	Consider a range of factors that impact upon the teaching and learning in history, including: Controversial issues as well as factors such as assessment.									
	Explore how the school's scheme supports development of 'collectively enough' knowledge.	Observe and discuss with the class teacher to understand the school's fieldwork activities as well as management in a fieldwork environment.									
		Be able to plan and implement historical learning experiences that fit into a school's curriculum. To use expert colleagues and the Historical Association, to prepare and deliver purposeful and meaningful learning experiences.									
		Use the Geographical Association's progression framework (https://geography.org.uk/geography/curriculum-framework/) to discuss children's progress in the 4 dimensions of the curriculum (locational and physical geography, human skills and fieldwork) EITHER across the sequence of lessons taught by the trainee OR how this progression is planned for using the school's medium-term plans.									
		EITHER plan, teach and assess a sequence of lessons for RE based on the school's medium term plans OR annotate a medium-term plan from school and discuss with the subject leader (or recommended colleague) how it might be used to plan a sequence of RE lessons (which incorporates a fieldwork opportunity), including planning for additional adults and adapting teaching and learning for SEND and EAL learners.									
		EITHER plan, teach and assess a sequence of lessons for RE based on the school's medium term plans OR annotate a medium-term plan from school and discuss with the subject leader (or recommended colleague) how these build upon prior learning across the primary phases, including planning for additional adults and adapting teaching and learning for SEND and EAL learners.									



5-11 Professional practice expectations

Phase	Consolidation			
Minimum hours in classrooms (including observing, teaching, co-teaching each week.)	Week 1 - 4	Progressive teaching of a range of subjects		
	Week 5 +	Trainees should have an opportunity to experience 6 weeks of 80% contact ratio teaching. 80% refers to a full teaching timetable as is typically defined by your school. This may be adapted to provide additional support and input.		
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 subjects	
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. Ideally, 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 Cavill (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: Abyasa' 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 'View All' button. To the right, there are 'Recently Modified Trainee Forms' and 'Forms Overdue' (0) and 'Forms Due This Week' (0) indicators, with an 'Add Form' button. On the far right, there is a 'Main Activities of This Week' chart showing a scale from 0 to 5. Below the chart is a 'Trainee Absence From' section with a date of 25/09/2023 and a note: 'Currently there are no absences within the specified limit.' At the bottom, there is an 'Important Notifications' section with filters for High, Medium, and Low priority.



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](#)

WDS - Week 1 21/09/2023

Due date: 23/09/2023

Draft [Continue](#)

WDS - Week 3

WDS - Week 2

Due date: 30/09/2023 [Start](#)

Lesson Observation 21/09/2023

Due date: 16/09/2023

Draft [Continue](#)



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Weekly Development summary WDS

Pre-populated curriculum linked to integrated EHU curriculum and ITTECF Review and reflect

Targets – what and how?
Encourage trainees to liaise with other expert colleagues, subject leads, SENCO, DSLs etc.

Discuss 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

Next >>

comments | evidence | others

0 Comments [Add Comment](#)



Wellbeing and workload

How and who?

- **WDS meeting each week**
- **Link tutor support**
- **University service support**
- **Concerns**

Support Wellbeing

Promote positive relationships

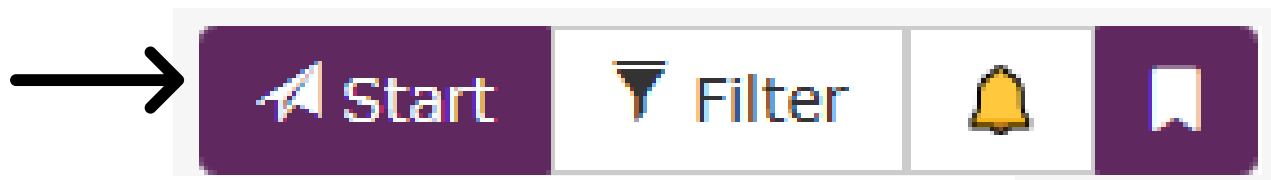
Anticipate pressure points

Share workload strategies

Giving subject
specific feedback

Lesson
observation

Primary (Core)



Start Form

Select Record Type

Observation

Scheduled:

Currently there are no items.

Unscheduled:

- Core Subject Observation Form
- Art & Design Subject Observation Form
- Computing Subject Observation Form
- Design & Technology Subject Observation Form
- Geography Subject Observation Form
- History Subject Observation Form
- Languages Subject Observation Form
- Music Subject Observation Form
- PE Subject Observation Form
- PSHE Subject Observation Form
- RE Subject Observation Form
- Systematic Synthetic Phonics (SSP) Observation Form

Subject being observed

- English
- Mathematics
- Science

Giving subject specific feedback

Lesson observation

SSP (with suggested prompts)



Start

Filter



○ Systematic Synthetic Phonics (SSP) Observation Form

Subject knowledge and skills

Learning objective enables sequential development of children's component knowledge

Use of motivating and appropriate resources and teaching strategies

Phoneme grapheme correspondence; hearing, identifying, segmenting and blending sounds; sight vocabulary, common exception words, high frequency words. fluency and comprehension

Opportunities for children to practise and apply skills

- use of correct terminology
- correct articulation of phonemes
- structure of SSP session appropriate to school's SSP framework (could be **revisit and review, teach, practise and apply**); formative assessment strategies, monitoring and recording assessment

Giving subject specific feedback

Lesson observation

Primary
(Foundation, with suggested prompts)



Start Form

Select Record Type

Observation

Scheduled:

Currently there are no items.

Unscheduled:

Art & Design Subject Observation Form

Art & Design Research and Subject Association Links [National Society for Education in Art and Design | NSEAD](#)

Subject Specific Elements

What makes an effective Art & Design lesson? Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.

- Planning in art and design shows a strong awareness of the National Curriculum and the core components of art and design (knowledge, generating ideas, making, evaluating)
- Potential misconceptions are anticipated and addressed through modelling of key skills and techniques.
- Excellent organisation in terms of materials and timing to ensure a safe and productive environment.
- Learning objectives clearly develop knowledge of the visual elements (e.g. colour, line, texture, form, pattern, shape and space)
- Images by different artists, craftworkers and designers are carefully selected and clearly connected to the theme.
- Pupils are taught how to use sketchbooks at KS2.
- Activities, techniques and resources are appropriate to the age and technical experience of the pupils.
- Evaluating is part of the process of generating ideas and making and not confined to end-product.
- Pupils critically evaluate the work of artists and their own work using the language of art and design.
- A variety of formative assessment strategies are used to plan, support learning and target specific pupils/groups.



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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 needed to make progress.



Exemplar Observation Feedback

Subject Knowledge and Key Points from the session

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.]

Trainee Strengths

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.

Opportunities for further development

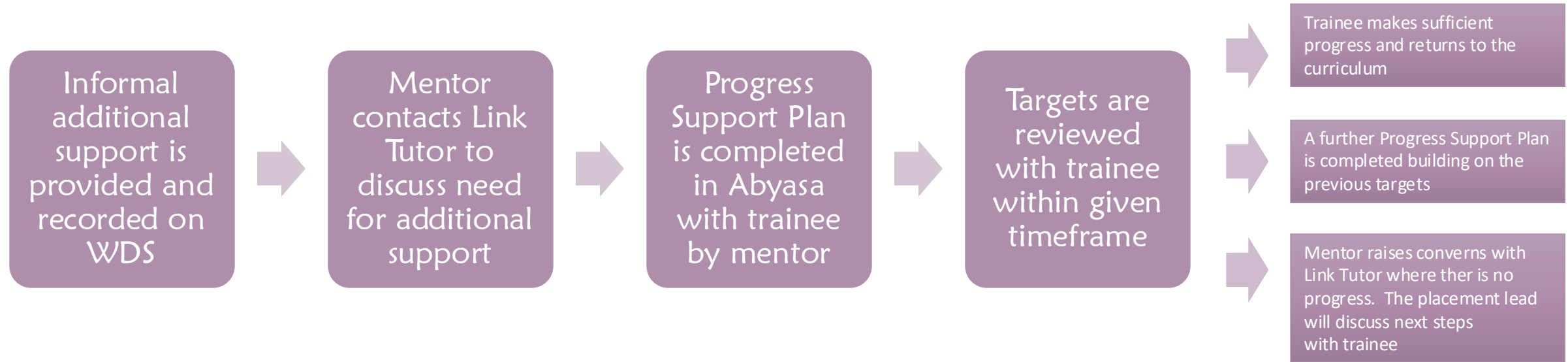
To observe the teaching and learning of Science in KS1, while begin to understand the progression of key vocabulary and skills across the Primary school age.

To become more familiar with the skills associated with 'Working Scientifically'. This research will stand in good stead, as after Christmas, you will begin to explore opportunities for children to apply their understanding of scientific concepts to solve problems and investigate.]



Progress Support Plan Process

including Early Conclusion



This is the process considering the trainee doesn't make sufficient progress against the EHU ITE curriculum at each stage. At any point, the trainee can exit the Progress Support Plan process if they are meet the required expectations.



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THANK YOU

