



Edge Hill
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We are

Outstanding

for Initial Teacher Education





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Faculty of
Education

Consolidation Professional Practice 2024-25 Undergraduate Y3

February 24th – 16th May

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

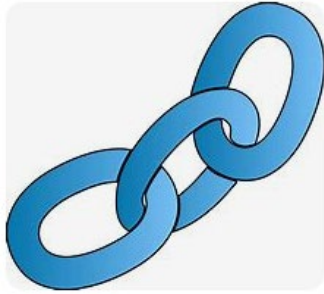


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Questions and Contacts

✓ Link Tutor

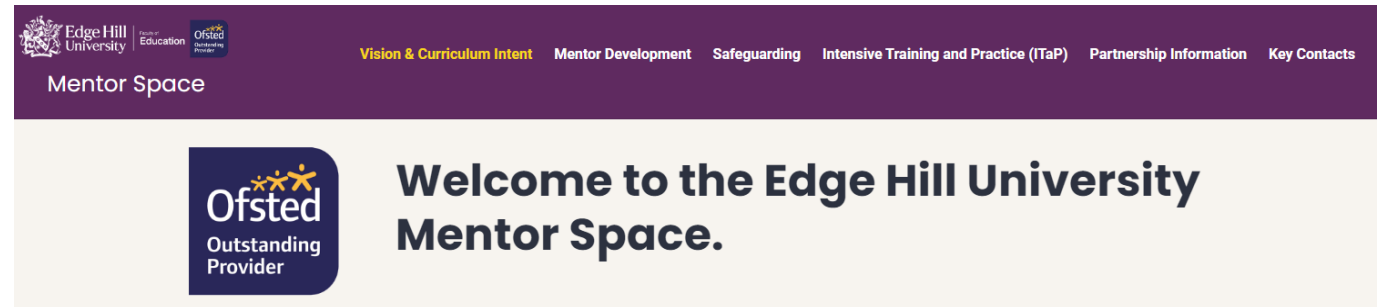


✓ Mentor Space

○ [Mentor Space](#)

✓ [ABYASA guidance](#)

✓ Email: FoEMentoring@edgehill.ac.uk
○ (case sensitive)





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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)

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

Record of mentor hours for DFE July 2025



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



Year 3 Lead:
Rebacca Green



**Year 3
Placement
Lead:**
Jamie Allman



**Head of
Department:**
Karen
Boardman



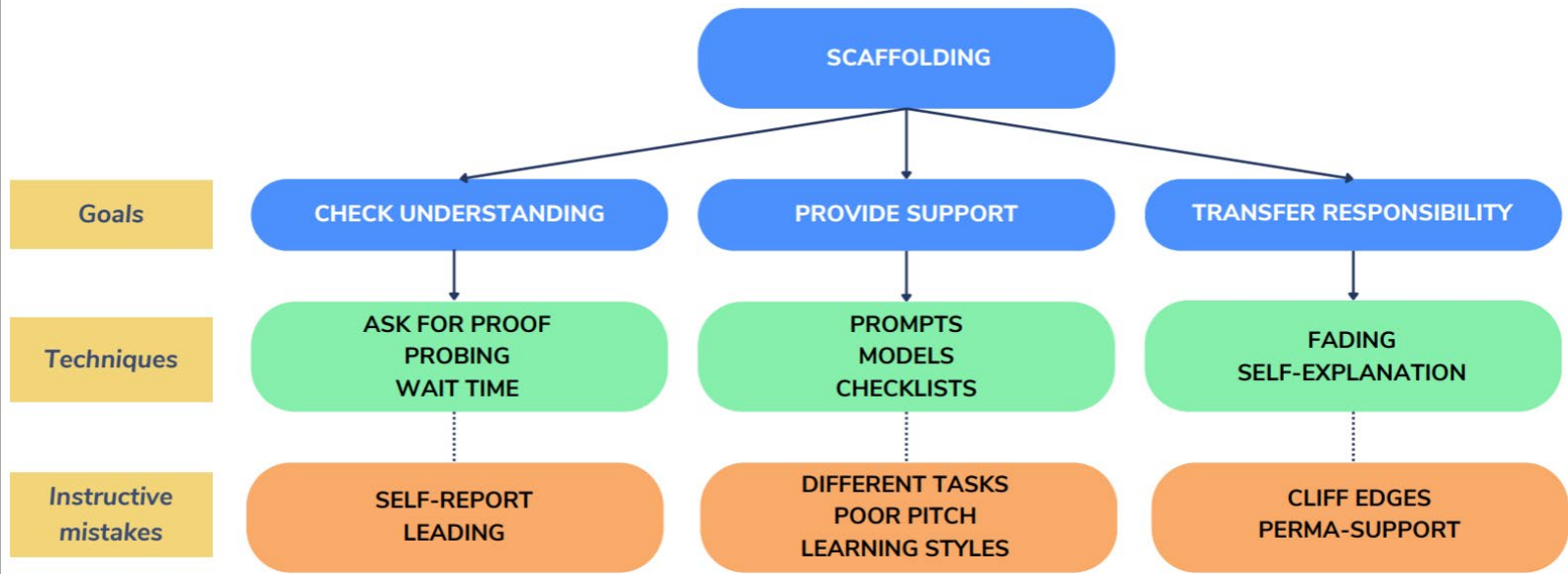
**Assistant Head
of Department:**
Hefin Williams



Prior curriculum training

- Safeguarding (certified training)
- EYFS 7 Areas of Learning
- Continuous Provision
- Core & Foundation subjects in Key Stage 1
- Planning for the EYFS & National Curriculum
- Systematic Synthetic Phonics
- Adaptive teaching
- Equality, Diversity & Inclusion
- EAL
- Leadership
- Research project

Concept map



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WEEK 4 week beginning 28th April 2025

- Feedback to trainees on a scaffolding focus for a lesson observation and/or on WDS
- Lead Mentors will QA



Edge Hill University Approach to Assessment





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The Edge Hill ITE Curriculum

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 <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 relation 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	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	Engage parents/carers in supporting whole school behaviour strategies Can identify groups of children (EAL)	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	The roles and responsibilities of outside agencies likely to be involved in supporting 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 Special Educational Needs and 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 collaboratively and co-operatively with other professionals and agencies.	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	Engage parents/carers in supporting whole school behaviour strategies Can identify groups of children (EAL)	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
Professional Behaviours <ul style="list-style-type: none">• Safeguarding• Professionalism• Mental Health, Wellbeing and Workload	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. 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 importance of working collaboratively and co-operatively with other professionals and agencies.	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	Engage parents/carers in supporting whole school behaviour strategies Can identify groups of children (EAL)	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
Assessment	Know the value of			Understand how						

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 supports learning for specific groups of pupils e.g., SEND, EAL and cognitive overload can be avoided.			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.			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, 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.			
Systematic Synthetic Phonics	Understand schools choose to use different validated schemes to meet the needs of the NC.			Understand schools use one scheme to provide a complete programme for SSP. Know how adopt different pedagogical approaches to teach SSP to pupils with SEND.			Can create a culture to encourage reading for pleasure, including engaging with parents/carers to support SSP and reading at home.			
Maths	Understand that a creative approach to mathematics teaching supports understanding of the relevance of mathematics in the real world, promotes engagement and develops enthusiasm. Consider creative approaches to teaching mathematics that avoid overloading working memory. Continue to develop strategies to teaching mathematics through a mastery approach.			Understand how the five different elements to mathematics mastery (NCETM) support learning and progress: Know the value of questioning as an assessment tool and the value of task 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).			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.			
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 bigger picture issues surrounding primary science education that directly impact on classroom teaching and the role of the science subject leader in ensuring high quality provision.			Be able to plan and teach an effective sequence of science learning which is informed by assessment of prior learning, uses 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** .

Phase	Consolidation			
Mentoring - Minimum hours of mentoring each week	1.5 hours. (This includes your weekly observation and weekly development meeting)			
Subject coverage All trainees must have an opportunity to plan, teach and assess	Systematic synthetic phonics: A minimum of one session with groups	Lead practitioner role (adult lead or child-initiated activities within the indoor and outdoor provisions.		
	Key Requirements and suggested progression:	Lead Practitioner Role (to include training tasks, team teaching and observations of experts)	Planning, Preparation and Assessment	
Consolidation Phase Weeks 4-10 Trainees should have an opportunity to experience 6 weeks of 80% contact ratio teaching. The 80% refers to a full teaching timetable as is typically defined by your school. This may be adapted to provide additional support and input in consultation with your link tutor	To plan teach and assess for 80% of the class timetable.	80% Lead Practitioner Role to include: <ul style="list-style-type: none">Greeting children and parentsManaging indoor provisionManaging outdoor provisionManaging flow between areas of provisionSupporting children in continuous provisionPromoting children's communication and language in continuous provisionDeployment of all adults in the setting	20%	
Enhancements	All trainees must plan enhancements to at least 8 areas of provision in the environment. Trainees need to observe/teach any Foundation Subjects that were not taught on Developmental Professional Practice.			
Wider opportunities	Support an extra-curricular club	Support an assembly or collective worship.	Attend pupil progress meetings	School trip including risk assessments
	Parents evening or event and report writing	Supervise play times	Set homework	School events such as world book day/sports day



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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 displays the 'Trainee progress: Abyasa' dashboard. At the top, the Edge Hill University Faculty of Education logo is visible. Below the logo is a navigation bar with links: Home, Personal Details, Records, Pro Report, Documents, and Change Password. The main content area is titled 'My Tasks' and features two primary sections: 'My Trainees' with a search bar and a 'View All' button, and 'Recently Modified Trainee Forms' with a 'View All' button. To the right of these sections are two summary boxes: 'Forms Overdue' (0) and 'Forms Due This Week' (0), with an 'Add Form' button. On the far right, there is a 'Main Activities of This Week' section with a vertical scale from 0 to 5. Below the main content area is an 'Important Notifications' section with filters for High, Medium, and Low priority. At the bottom right, there is a 'Trainee Absence From' section showing a date of 25/09/2023 and a message: 'Currently there are no absences within the specified limit.'



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Trainee Timeline



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Accessibility ▾

Log out

Timeline

Professional Practice Forms

Professional Practice Resources

Abyasa, Demo (ABY123456) - Abyasa Demo 23/24

Start

Filter



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

Date From 01/09/2023

Date To 20/12/2023

View more...



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Weekly Development summary WDS

- 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 shows the 'WDS - Week 1' form. At the top, it says 'This record is **not submitted** with 9 key questions unanswered.' and has a 'Go Back' button. The form includes fields for 'Date' (21/09/2023) and 'Link to a placement' (--not linked--). A sidebar on the left lists sections: 'Curriculum for the week', 'Feedback and Development target', 'Future development targets', 'Strategies and Wellbeing', 'Current progress', 'Signature', and 'Submit'. The main content area has a heading 'Please refer to [EHU ITE curriculum] guidance as appropriate. This week's key focus is:' followed by a text editor with 'This.' and a 'Next >>' button. At the bottom, it asks 'Has discussion taken place?' with 'Yes' (selected) and 'No' options. The right sidebar shows 'comments', 'evidence', and 'others' tabs, with '0 Comments' and an 'Add Comment' button. The top right has 'Accessibility' and 'Log out' links.



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](#) [Notifications](#) [Bookmarks](#)

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

Subject Specific Elements

Subject, Curriculum and Pedagogical Knowledge

Opportunities for Further Development

Signatures

Geography Research and Subject Association Links [The Geographical Association](#) and [The Royal Geographical Society](#)

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.

- 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

Abyasa, Demo (ABY123456) - Abyasa Demo 23/24

Observation

Currently there are no items.

© Art Subject Lesson Observation

Schwarz

Early Years

Switch to: **Design**

16/07/2024 00:00:00

..Choose item..

[ecaf guidance for practitioners_11.pdf \(foundationyears.org.uk\)](#)

Signatures

- The student is aware of how to plan communication and language activities that develop out of children's interests.
- The student can extend opportunities for communication and language during child-initiated play.
- The student shows awareness that children communicate in many ways and not just through speech.
- The student shows an awareness of the signs of communication needs (little/no talking, words or sounds mixed up, not understanding what is said to them and dysfluency).
- The student shows an understanding of the importance of quality interactions with children and uses all opportunities to do so.
- The student encourages the children to ask questions.
- The student promotes opportunities for sustained shared thinking.
- The student encourages children to sing songs, nursery rhymes and play musical games.

Next >>



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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



Exemplar Observation Feedback

Name of trainee	Trainee			Subject	Maths
Name of mentor	Mentor			Key stage	EYFS
Name of link tutor	Link Tutor			Class	Nursery
Programme	PGCE EY			Number of learners in session	6
Professional practice Phase (please check box)	Introductory <input checked="" type="checkbox"/>	Developmental <input type="checkbox"/>	Consolidation <input type="checkbox"/>	Number of the lesson observation	3
School/setting name	School			Date	Enter date

Key points emerging from the session

Evidence of what the trainee knows, understands and can do.

Pedagogical knowledge. Use of assessment.

Clear planning that links well to this terms planning and maths focus

Demonstrated an understanding of AB patterns and reinforced key vocabulary

Good use of prior learning (using the song) to introduce patterns in a different context

Used a calm, yet enthusiastic voice to engage pupils

Managed behaviour effectively when pupils began fiddling with resource during input – consider introducing resource after adult modelling has finished

Assessment of pupil's learning was accurate – consider what could be done next to either consolidate learning or extend

Key strengths of lesson/session (one must be subject related)

- | | |
|--|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Expectations and Managing Behaviour <input checked="" type="checkbox"/> How Pupils Learn, Classroom Practice & Adaptive Teaching <input checked="" type="checkbox"/> Subject Knowledge and Curriculum <input type="checkbox"/> Assessment <input checked="" type="checkbox"/> Professional Behaviours | <ul style="list-style-type: none"> o Calm manner and enthusiastically delivered activity – enthusiasm helped keep children's attention o Maths learning was appropriate to mid-term planning and used appropriate resources o Good use of familiar song to introduce concept of pattern |
|--|--|

Subject and curriculum knowledge (including use of pertinent research)

Small group of 6 pupils at an adult-led activity (mixed ability)

Introduced pattern activity using the song 'clap your hands and wiggle your fingers'

Asked pupil to give suggestion for 2 actions for a pattern, repeated the word pattern several times to reinforce subject specific language and to check understanding

Introduced resource (compare bears) in a variety of colours and sizes and modelled making a repeated pattern

Asked which colour would come next after recapping pattern. Started with 'What comes after blue in your pattern?' When child didn't respond, you pointed to each colour in order along the pattern then paused at the end, waiting for the pupil to add the correct coloured brick.

Pupils asked to make their own patterns

1 pupil made their pattern quickly – how can we extend their learning?

2 made errors within their patterns – prompted to check their patterns. Following this 1 pupils corrected their error whilst the other didn't – what scaffolding could've been used?

Opportunities for further development

Observing/teaching systematic synthetic phonics (SSP) and phonics and reading in secondary.

1 – Repeat the activity within continuous provision and include scaffolds to support pupils who were unable to make or continue an ABA pattern. How could you extend pupils who need further challenge? Look at NCETM document [National Centre for Excellence in the Teaching of Mathematics \(ncetm.org.uk\)](https://www.ncetm.org.uk/national-centre-for-excellence-in-the-teaching-of-mathematics)

2 – Observe maths intervention within reception

3 – Plan an enhancement in another area of the nursery that reinforces the maths focus of patterns (could be loose parts, music or creative). Observe what learning takes place and reflect on what you did to extend learning



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

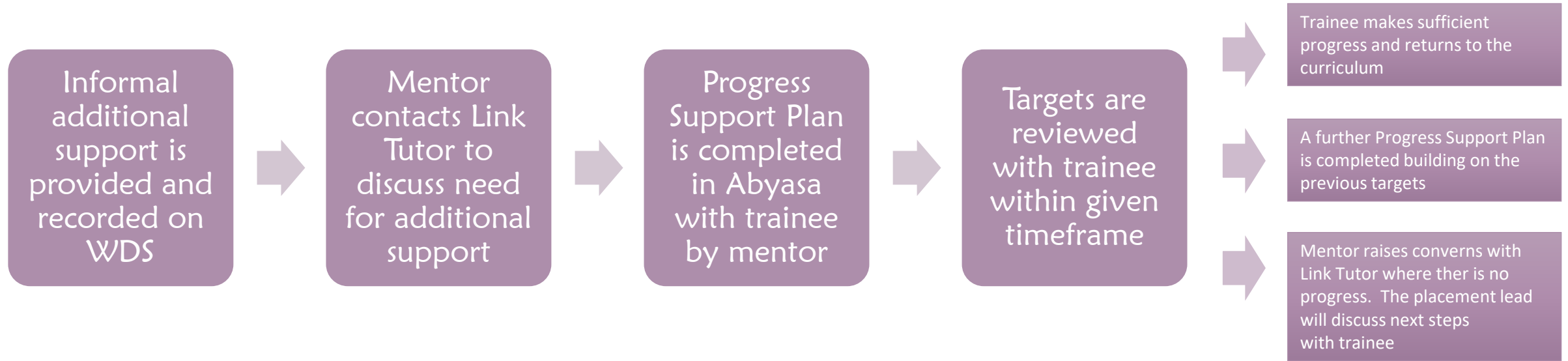
These **may** become targets in WDS but further opportunities can also be identified here, for example:

- Observing expert teachers/discussions with



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

