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| Mentor Space - Mentor Space |

**Welcome to the weekly mentor, trainee and link tutor briefing from the Department of Primary and Childhood Education.**

'Trainees are immensely well supported by knowledgeable and inspirational tutors and by highly skilled, committed mentors' (***EHU OFSTED 2024)***

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| **Course:** | Primary BA (hons) Primary Education with QTS | | |
| **Phase:** | Introductory | **Week:** | **5**  Monday 10th – Friday 14th February 2025 |

Welcome to the fifth week of placement and the run up to the half term break. By now you will be taking opportunities to build up your teaching timetable, plan lessons including English, maths and science as well as taking the opportunity to deliver a foundation subject. If you are in KS2, please do take the opportunity to observe SSP and deliver 1 lesson before you complete placement.

Link tutors will have visited you in school or will be visiting during the week.

Cheryl Rainger (Year 1 Lead) will be holding an online drop in this week for trainees if there are any questions. Look out for her announcement on Blackboard.

Useful links

<https://sites.edgehill.ac.uk/mentorspace/>

[foementoring@edgehill.ac.uk](mailto:foementoring@edgehill.ac.uk)

* Link Tutors are the first port of call for mentors and students.
* For all placement related queries that your link tutor cannot help with, please email the Placement lead, Cath Heys - [heysca@edgehill.ac.uk](mailto:heysca@edgehill.ac.uk)

Thank you again to everyone for your continuing support on this placement.

Cath Heys

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| **Weekly intended curriculum expectations linked to ITTECF:** | | |
| **HIGH EXPECTATIONS**:   * To know that social background and family circumstances affect pupils’ life chances. * To understand the importance of assessment when supporting pupils who use EAL.   **HOW PUPILS LEARN, CLASSROOM PRACTICE & ADAPTIVE TEACHNG**:   * The importance of theoretical models of disability and inclusion including medical, social and rights based models aid the interrogation and critical analysis of teaching approaches.   **PROFESSIONAL BEHAVIOURS**:   * Understand that promoting the welfare of children is everyone’s responsibility. * To be able to identify staff members who have overall responsibility for mental health and wellbeing in school.   **ASSESSMENT:**   * Be able to evaluate marking policies with a focus on pupil progress. | | |
| **Teaching expectations:**  Trainees will now be starting to increase their teaching responsibility as appropriate.  Please ensure all plans are shared with the mentor in a timely manner.  This week trainees should:   * Plan and deliver 1-2 maths and English lessons (as appropriate to individual progress) * Plan and deliver 1 science lesson * Plan and deliver at least 1 foundation subject * Continue to take opportunities to manage the whole class eg taking the register, greeting and dismissing the class, reading a story etc * Continue to support group work in class * Continue to support the wider life of the school   If you are based in a KS2 class, please ensure you have opportunities to observe SSP, ready to plan and deliver 1 session of phonics with that class. SSP can form 1 observation on Abyasa. Observation forms for SSP can be found by selecting ‘start’ from the top of the timeline, then select the arrow next to WDS. | | |
| **Mentor Focus:** | | |
| **Abyasa**  During your weekly WDS sessions, please guide trainees in using PPA time effectively, especially with planning and organising resources for lessons. At this stage, please can you guide your trainee to use PPA time to plan, using the EHU format. If using schemes in school, it is advisable to have the EHU lesson planning format alongside the scheme to aid adaptations and tweaks to lessons, ensuring key areas are considered eg,   * Prior knowledge * Key vocabulary * Resources needed * Clear learning outcomes   **Observations:**  Please ensure that trainees are observed regularly **each week**, both informally and formally. Formal observations are intended to provide the trainee with subject specific feedback.  Discussing the observed lesson can form part of your weekly discussion meeting. It is intended that the observation should be a part, rather than the whole, of the lesson.  **WDS:**  Thank you so much for completing the WDS weekly. It really does show the individual journey of the trainee, and targets based on observations and discussions support their weekly progress.  Please inform your Link Tutor as soon as possible if there are any worries or concerns about a trainee.  If you have any queries about the placement or any concerns that need to be escalated, please email me, likewise do share successes and achievements with your link tutor and myself. It has been lovely to hear some really positive comments from mentors.  As always, thank you for your support. | | |
| **Observation of experts to support training suggestions:** | | **Research and Resources:** |
| Please do plan opportunities to visit other classrooms and chat with other teachers and experts about their roles within school while you have time in the 3rd week.  Speak to subject leads and other experts in school, ask questions about schemes, progression etc. | | DEPARTMENT FOR EDUCATION, 2018 *Equality Act 2010: advice for schools*. Available from: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>  DEPARTMENT FOR EDUCATION, 2024. *Initial Teacher Training and Early Career Framework (ITT ECF).* London: Crown.  <https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf>  EET – guidance for feedback and marking  <https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning> |
| **Link Tutor:** | **Trainee:** | |
| Link tutors will be visiting schools to complete QA3 if they haven’t done so already, with both trainees and mentors. They will also be the first point of contact for questions, queries, and advice, regarding trainee progress and outcomes.  Once QA3 is complete, please ensure you have a date planned for the QA4 meeting to complete placement. | *Attendance*:  Please remember that attendance is key to success and your development. Please follow the correct procedures for contacting school, your mentor, the Primary Support Team and your link tutor if you are absent and keep the school updated with your absence and return date.  Please also update attendance each week on Abyasa.  Please do remember that everyone’s journey is different and how this looks will vary from school to school. Try not to compare yourself to others.  The expectations in the handbook build throughout placement to the final week, but it is important to take steps at a speed the is appropriate for the trainee.  *Travel and accommodation* information is available on Blackboard at the following link or through the link on my announcement in your programme area.  <https://learningedge.edgehill.ac.uk/ultra/organizations/_281630_1/outline> | |

I would like to take this opportunity, on behalf of Edge Hill, to thank you for mentoring and supporting our trainees. If you require any further advice or guidance during this placement, then please contact me directly as the **Professional Practice Quality Lead** for the UG Primary 5-11 trainees.

Have a wonderful half term break!!

Catherine Heys – [heysca@edgehill.ac.uk](mailto:heysca@edgehill.ac.uk)

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