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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 24/25)**  **‘Working creatively with others to enhance life chances’**  **This form should be completed by the mentor during the Weekly Mentor Meeting.** | | | | | | | | | | |
| **Name of trainee** | |  | | **Trainee ID no.** | | | |  | | |
| **Name of mentor** | |  | | **Professional Practice phase** | | | | **DEVELOPMENTAL** | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | | |  | | |
| **Course** | | **PGDIT in Further Education and Skills** | | **Week number** | | | | **27** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary:** Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Its power is frequently mentioned in articles about learning and teaching, but surprisingly few recent studies have systematically investigated its meaning. This article provides a conceptual analysis of feedback and reviews the evidence related to its impact on learning and achievement. This evidence shows that although feedback is among the major influences, the type of feedback and the way it is given can be differentially effective. A model of feedback is then proposed that identifies the properties and circumstances that make it effective, and some typically thorny issues are discussed, including the timing of feedback and the effects of positive and negative feedback. Finally, this analysis is used to suggest ways in which feedback can be used to enhance its effectiveness in classrooms.  **Limitations:** The study does not fully explore how students' personal characteristics (e.g., age or prior knowledge) affect how they receive and use feedback. The article primarily discusses structured feedback but does not address informal feedback mechanisms, such as non-verbal cues or peer discussions, which are also critical in learning. The research discusses how feedback influences immediate learning outcomes but does not delve deeply into its long-term impact on student development and self-regulated learning and while the paper presents a strong theoretical framework, it offers limited guidance on how teachers can effectively integrate different types of feedback into their teaching practice.  **Reference:** Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81-112 <https://doi.org/10.3102/003465430298487> | | | | | | | | | |
| **Support for mentors with the curriculum focus** | This article looks at feedback for Level 5 diploma students [The Role of Feedback in the Level 5 Diploma in Teaching (FE & Skills) - Education & Training Academy](https://educationandtrainingacademy.co.uk/the-role-of-feedback-in-the-level-5-diploma-in-teaching-fe-skills/)  This article looks at how AI is enhancing assessment, reducing workload and improving FE outcomes [How is reducing workload and improving outcomes in FE](https://feweek.co.uk/how-ai-is-enhancing-assessment-reducing-workload-and-improving-fe-outcomes/) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1.How to provide feedback which considers the range of factors which can impact on students’ understanding of the feedback.**  **2. How to utilise external materials (such as specifications or examiners reports) to assist with providing accurate assessment and feedback to learners in line with external benchmarking (such as GCSE or A level requirements).** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1. Carry out summative assessment with colleagues in setting and know that using verbal feedback during lessons in place of written feedback after lessons will reduce workload.**  **2. Use feed forward techniques ensuring they are specific, with measurable actions, providing time for learners to respond to the information given.** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1.How effective is your written feedback to students? To what extent do you focus on correct misconceptions rather than careless mistakes?**  **Mentor summary of trainee response:**  **2.How has your understanding of summative assessment practice developed? Think specifically about those which prepare learners for GCSE /A level / BTEC outcomes.**  **Mentor summary of trainee response:**  **3.Critically reflect on how your setting collects and utilises assessment data. Does this assist with improving student outcomes?**  **Mentor summary of trainee response**  **Q4: Has the trainee has demonstrated the appropriate professional behaviours required of those training to teach? Y/N** *(if N, please provide details)* | | | | | | | | | |
| **Additional notes from mentor meeting** | *For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc.* | | | | | | | | | |
| **Trainee workload and well-being** | **Have strategies for workload been discussed?** | | | | | | | | | **Y/N** |
| *Actions or follow up (if needed)* | | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | | | | **Y/N** |
|  | *Actions or follow up (if needed)* | | | | | | | | | |
| **Opportunities identified for progress** | **Based on the curriculum for this week, which skill(s) need(s) development?** | | | | | **How, where, and/or when could the trainee observe, practice and/or receive feedback on these skills?** | | | | |
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| **Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:**  **Yes, trainee is making sufficient progress through the curriculum and has demonstrated appropriate professional behaviours.**  **Yes, trainee is making sufficient progress through the curriculum, but they have required additional support (please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc).**  **No, despite additional support the trainee is not making sufficient progress through the curriculum and/or has not displayed the appropriate professional behaviours. A Progress Support Plan should be considered.** | | | | | | | | | | |

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| **Mentor (name)** |  |
| Trainees should ensure this WDS is submitted by the deadline for the purpose of formative assessment. Failure to do prevents the Link Tutor from assessing their progress and may result in the trainee being placed on a Progress Support Plan. | |