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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** | | | | **CONSOLIDATION** | | |
| **Name of Link Tutor** | |  | | **Name of setting** | | | |  | | |
| **Course** | | **PGDIT in Further Education and Skills** | | **Week number** | | | | **31** | | |
| **Days trainee has attended this week** | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | | **Friday** | |
| **Key reading for the week** | **Summary: This link looks at the history of education within the last century. Here is a timeline of all the events that have transformed the educational landscape from 1910 to 2015.**  **Limitations:** It does not discuss or share the political landscape within Education since 2015 of which many changes have occurred which include **Curriculum and Assessment Reforms** - **GCSE and A-Level Overhaul:** Starting in 2015, England introduced revised GCSE and A-Level programs. The new GCSEs moved away from coursework, favouring end-of-course exams, and adopted a 9–1 grading scale to allow greater differentiation among top performers. The first cohort under this system sat their exams in 2017. **English Baccalaureate (EBacc) Emphasis**: The government increased its focus on the EBacc, a performance measure for schools based on students achieving good GCSE grades in core academic subjects. In 2017, the Department for Education set targets for 75% of Year 10 students to be studying EBacc subjects by 2022, aiming for 90% by 2025.  **Structural and Policy Changes Expansion of Academies**: The Education and Adoption Act 2016 granted the government new powers to convert underperforming schools into academies, aiming to improve educational outcomes through increased autonomy**. Apprenticeship Reforms:** There has been a notable increase in higher-level apprenticeships (Levels 6 and 7, equivalent to bachelor's and master's degrees). In the three months leading up to October 2024, 25,490 individuals started such programmes, marking an 11% increase from the previous year. This surge precedes planned government changes to apprenticeship funding, which may restrict levy funds for Level 7 apprenticeships to encourage investment in lower-level training. **Narrowing Subject Choice**s: Following A-Level reforms, there has been a decline in students taking a combination of humanities and science subjects, leading to concerns about a narrowing of the curriculum. By 2021–22, only 38% of students took at least one humanities course, down from over half before 2015.  **Reference:** A History of Education: [Timeline: A history of education | Tes Magazine](https://www.tes.com/magazine/archive/timeline-history-education) | | | | | | | | | |
| **Support for mentors with the curriculum focus** | This bill looks at the skills in the Post 16 sector – written during the Conservative 2021 government [Skills and Post-16 Education Bill: policy summary notes](https://assets.publishing.service.gov.uk/media/619d1516e90e0704439f41c7/Skills_and_Post-16_Education_Bill_November_2021_policy_notes.pdf)  From the IFS this looks at the spending review in FE – Jan 2025 [Why 2025 is a critical year for FE funding | Institute for Fiscal Studies](https://ifs.org.uk/articles/why-2025-critical-year-fe-funding) | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | **Y/N** |
| **1.The recent key developments in educational policies which have shaped Further Education. 2. How social/ government policies are interpreted into college wide policies and procedures.** | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | **Y/N** |
| **1. Demonstrate a clear understanding of a policy or social decision and the impact it has on their subject.**  **2.Understand the impact of educational policies on their subject specialism, with particular focus on FE.** | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1. Focusing on one aspect of social policy, how has it shaped your subject specialism?**  **Mentor summary of trainee response:**  **2. Has the impact of this policy been what was intended on your subject?**  **Mentor summary of trainee response:**  **3. In your opinion, what could be done which would have a greater impact on your subject specialism?**  **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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| **3.** | | | | |  | | | | |
| **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. | |