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

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| **Course: Year 4 UG PT**  | **Phase: Consolidation** | **Week: 8** |

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| Welcome to the week 8 update.Thank you all for your continued hard work and it is great to hear how trainees are progressing through this practice.This week contact ratio teaching remains at around 80% with 20% PPA time. **Weekly intended curriculum expectations linked to CCF:**Curriculum for the week: Please refer to EHU ITE Curriculum guidance as appropriate.SK - Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focuses These are available on the mentor space HE - Engage parents/carers in supporting whole school behaviour strategies * Identify groups of children (e.g. EAL learners) and employ strategies to support outcomes for disadvantaged pupils.
* Apply knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory.

HPL - Understand how to identify systemic barriers to learning, maintain high expectations for all children and promote inclusion. PB - Be able to manage their workload effectively**Mentor focus:** *Observations, documentation and target setting -* As we are into the final few weeks, please could you ensure that all WDS are completed and up to date on Abyasa. Could you also ensure the trainees continue to have a formal observation each week and feedback on this is recorded on the subject specific template within Abyasa. Just a reminder that trainees also need to plan and teach a sequence of SSP lessons and observation feedback for one of these lessons should be completed on the specific SSP proforma. Please could you facilitate this with colleagues in KS1 if your trainee is in KS2.Support for target setting for each subject is also available on this link: <https://sites.edgehill.ac.uk/mentorspace/support-for-target-setting/primary-target-setting/>*Strand and subject component trackers –* Please continue to work through these with your trainee to support them in progressing through the ITE curriculum. It may not be possible for specific activities to be completed in the particular week specified so please use these flexibly to fit with your subject timetables.**Link Tutor focus:** *Abyasa and QA3 –* Thank you for completing the QA3 visits. It is lovely to hear how our trainees are progressing and thanks for your ongoing support. Please could you ensure all QA details are up to date on Abyasa*Keeping in touch -* Please remember the Year 4 Link tutor Teams space is available to you and if you have any questions or good news to share please use this or email me directly.  |
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| **Trainees - Observation of experts to support training suggestions:**Well done for your continued hard work and commitment. Please continue to discuss managing workload and your wellbeing with your mentor and take advice on strategies and approaches they may suggest, especially in these final few weeks when you are teaching at 80%. Support is also available from your link tutor and tutors at university as well as the wellbeing team within student services.*Wider life of the school*: Please continue to take all the opportunities possible to be involved in the wider life of the school. This will also support your employability as you can include this in application forms.Continue to observe and discuss practice with expert colleagues across a wide range of subjects. Please take the opportunity during the weekly review meetings with your mentor to discuss specific aspects you have observed and incorporated into your practice, especially those related to your targets.*Assessment of pupils’ progress:* Assessment records should be maintained to demonstrate you have a good understanding of the progress of the individual children in your class. Discuss different assessment recording methods with your mentor and ensure you take time to reflect and evaluate your lessons.*Enhancement focus: Employability* Please remember to complete the employability tasks outlined in previous newsletters. |
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| **Research and resources:**This week the research focuses on cognitive science and inclusion.BELL FOUNDATION, 2022. *Effective teaching of EAL* [online] Available from <https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/> COWAN, N. (2008) What are the differences between long-term, short-term, and working memory? Progress in brain research, 169, 323-338SWELLER, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. <http://doi.org/10.1016/j.jarmac.2015.12.002>.STANBRIDGE, J and MERCER, E., 2022. Mind your Language: why the language used to describe children’s SEMH matters. *International Journal of Inclusive Education.* Taylor & Francis, Available at <https://www.tandfonline.com/doi/abs/10.1080/13603116.2019.1649477>  Have a good week.Lorraine Healy Professional Practice Quality Lead for the Part-time Programme |