Guidance for PEY Link Tutors on providing feedback to mentors

Providing mentors with high-quality feedback helps them to develop but also allows us, as the ITE provider, to assure the quality of the mentoring which our trainees receive during their placement. **Mentors receive written feedback on their mentoring via the QA checks during the placement at QA2 and QA3**. Mentors can access their feedback via the ‘free text’ comments which Link Tutors enter onto Abyasa and Link Tutors should support mentors to access their feedback. The feedback provided should summarise and reflect the verbal feedback already given, identifying areas of mentoring strength and (if needed), ways in which the mentoring could be developed. In short, mentors should know if they are mentoring effectively, or not, and how to improve if needed.

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| **5 features of effective Link Tutor feedback to mentors****Capture the oral feedback provided in your meeting. No surprises!****Focussed on the completion of the WDS or the mentoring observed.****Written to, not about, the mentor.** **Succinct, professional, and honest (including signposting to strategies or resources to develop mentoring)****Mentors should be shown how to access and view their feedback on Abyasa (Mentors often say that they received no feedback on their mentoring despite all mentors having feedback provided to them)** |

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## **Feedback to mentors in relation to Effective Feedback WDS (QA2)**

The feedback provided to mentors and entered online should relate to the WDS’ which have been submitted up until that point, noting the importance of the WDS for the Edge Hill approach to mentoring. Feedback may relate to; accuracy of assessment of the trainee against the weekly curriculum, appropriate target setting including opportunities for development, detail of trainee responses, use of research/engaged reading in the mentor meetings, completion/submission of WDS by deadline.

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| **QA2. EFFECTIVE FEEDBACK WDS**  Consider if the weekly formative discussion of the progress the trainee has made that week in relation to their curriculum, professional behaviours and targets are being captured on the WDS form by mentor. | |
| You review the ITE curriculum, highlights trainee success and discusses with [name of trainee] what they need to do to make progress. | Organise appropriate activities and opportunities for [name of trainee] to support them in meeting their targets. For example, by brokering opportunities for them to engage with subject leads, class teachers who are good role models or key members of the teaching team. |
| Your responses to the weekly questions on the WDS clearly capture the progression XXX has made. | Providing more detail in the trainee responses. This would make it clearer to you, me, and or XXX about the progress which is being made. |
| You use the Weekly Development Summary prompts or evidence to support progression through the curriculum and encourages the trainee to make links to their ITE curriculum. | Support [name of trainee] in making more use of the evidence base in their practice. For example, making use of the research summaries in the weekly mentor communications. |
| Insightful questions and statements are used that help the trainee elaborate their understanding and knowledge of the EHU ITE curriculum. | Encourage the trainee to make links to the subject specific research highlighted in weekly components. Look at the subject specific prompts for the focus in the [Primary and Early Years reading and research - Mentor Space (edgehill.ac.uk)](https://sites.edgehill.ac.uk/mentorspace/reading-and-research/primary-and-early-years-reading-and-research/) |
| You model and deconstruct good practice in   * planning * teaching * subject specific    to the trainee in your classroom, narrating your thinking. | Broker opportunities to observe experts across school to model and deconstruct   * planning * teaching * subject specific |
| You provide opportunities for [name of trainee] to work with a range of experts. | Arrange for XXXX to meet with key colleagues to assist with XXXX |
| You have arranged appropriate activities and opportunities for the trainee to support them in meeting their targets and the EHU ITE curriculum for that week. | Ask the trainee what they know, remember, and can understand as a result of the opportunities. Reflect on the WDS how this has impacted on trainee progress. |
| Workload and wellbeing are discussed, sharing strategies for success. | Reflect on strategies which take account of [teacher workload.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf) |
| Mentors assess the progress of the trainees **formatively** throughout the introductory, developmental, and consolidation phases. They refer to the key official documents on a weekly basis, when judging if the trainee is making appropriate progress, such as; the EHU ITE Curriculum (which covers the [The Initial Teacher Training and Early Career Framework (ITTECF](https://assets.publishing.service.gov.uk/media/65b8fa60e9e10a00130310b2/Initial_teacher_training_and_early_career_framework_30_Jan_2024.pdf)) and more), [The trainee teacher behavioural toolkit: a summary](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary#proactive-behaviour-management), our ITE curriculum communication documents, subject curriculum plans, and **phase expectations** as outlined in the PP curriculum handbooks. | Mentor supports the trainee to discuss progress against the subject component tracker, which provides systematic and progressive statements for the mentors to ensure consistency across placements. |
| Trainee engagement in wider school life is encouraged. | Mentor observes and supports progress in wider school life, including interaction with parents, trainee engagement with wider professional responsibilities and professional conduct. |
| You set clear targets and identify opportunities for the trainee to act on these targets. | Include opportunities for the trainee to act on their targets. For example, where they can observe, practice, and/or receive feedback. |
| You provide opportunities for [name of trainee] to develop and act on their targets. | Indicating the additional support which has been provided in the final box (if ticking ‘Yes with additional support’ |
| You make good use of the weekly mentor meetings to discuss progress and set clear targets. | Make time in the mentor meeting to discuss the weekly questions with XXX. |

## **Feedback to mentors (QA3)**

Where mentoring is of high-quality, trainees make good progress and require very little day to day monitoring from the Link Tutor. Therefore, the feedback entered at this point is related to the mentoring you have observed as part of a mentor meeting, or during lesson observation feedback. The feedback should assist the mentor to develop or to continue to demonstrate high-quality mentoring which enables the trainee to make progress. Feedback may relate to; accuracy of assessment of the trainee against the weekly curriculum, appropriate target setting including opportunities for development, use of pertinent research, the use of the EHU approach to mentoring, the way in which feedback is provided to the trainee or the questions which are posed, the links made to prior and future learning, and how the mentor is making use of their training and development (such as the core training and/or optional modules).

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| **QA 3: SUBJECT SPECIFIC FEEDBACK AND TARGET SETTING** Discuss with trainee and mentor the feedback and developmental targets set, which are linked to the curriculum and focus on the trainee’s progress and on their impact on pupil learning. Targets will also relate to the trainee’s subject and curriculum knowledge through the subject component trackers and strand components which are linked to pedagogic understanding. | |
| Your feedback includes a precise and clear statement of what went well and praises strengths. | Refer to the exemplar feedback on the website.  State what actions the trainee needs to take to improve and make progress. Record the support/resources required to help them achieve the target. |
| You provide opportunities for XXX to develop and act on their targets. | Making use of the opportunities suggested in the curriculum to identify opportunities which may help [name of trainee] meet their targets. |
| You give feedback on prior targets, showing how the trainee xxx is engaging with them. OR The targets match the feedback provided and are at an appropriate level of challenge for the student, considering the placement phase; introductory, developmental and consolidation. | Encourage the trainee to make links to the subject specific research highlighted in weekly components. Look at the subject specific prompts for the focus in the lesson observations. |
| You understand and make use of research in your mentoring such as your discussion about XXX | Supporting [name of trainee] in making more use of the evidence base in their practice. For example, making use of the research summaries in the weekly mentor comms. |
| Feedback includes the target and how the trainee will be supported to achieve the target or what explicit steps they need to take to achieve the targets | Encourage the trainee to make links to the subject specific research highlighted in weekly components. Look at the subject specific prompts for the focus in the lesson observation forms or on [Primary - Mentor Space](https://sites.edgehill.ac.uk/mentorspace/evidence-pey/) |
| You understand the ITE curriculum, what XXX needs to do to make progress, and this is clear in how you provide feedback to XXX. | Organising appropriate activities and opportunities for [name of trainee] to support them in meeting their targets. For example, by brokering opportunities for them to engage with. |
| Review includes a focus on the learning of the pupils in the class and the impact of the trainee's teaching on this. | Mentor and trainee discuss and analyse the pupil learning/progress and next steps in learning. |
| You set SMART targets which are subject specific, and which identify how XXX could meet those targets. | Breaking down the targets into the skill(s) which XXX needs to develop and the opportunities they have to observe, practice and/or receive feedback on this skill(s). |
| You support the trainee to reflect on strategies for adapting learning for the children in their class. | Model how to plan for adaptive teaching in your class. [Primary - Mentor Space](https://sites.edgehill.ac.uk/mentorspace/evidence-pey/) |
| Mentor identifies the trainee use of standard English | Set targets for trainee to use correct and appropriate use of standard English (through the correct use of formal spoken language and careful proof-reading of resources) |
| You organise appropriate activities and opportunities for [name of trainee] to support them in meeting their targets. For example, by brokering opportunities for them to engage with subject leads, class teachers who are good role models or key members of the teaching team. | You can demonstrate in practice how to meet targets: for example, model specific strategies for scaffolding or adapting learning for pupils. |

**Examples of feedback provided to mentors**

Link Tutors are asked to provide feedback which is authentic, constructive, and which identifies what makes that mentoring ‘effective’. The examples below reflect the range of ways in which Link Tutors provide feedback to mentors. These show the variation in how feedback may be written/provided and the areas of strength/development within the feedback provided.

1. You provided high quality feedback and set appropriate targets associated with purposeful opportunities for development. Reference was made to the trainee’s observation and a helpful discussion followed. The discussion regarding the responses to the weekly questions were thorough and meaningful. Strong links were made with the key readings and other relevant research. This feedback tells the mentor what they are doing well and why their mentoring is effective. It could be improved by being addressed to the mentor, not about them.

2. Good coverage of the Edge Hill ITE curriculum. You have facilitated a range of opportunities for the trainees to gain experience in key areas including assessment, for example, you have timetabled phonics observations so that xxx can deepen their understanding of subject specific assessment.   
You have been meticulous in tracking subject strands and components. This has helped to ensure the trainees have covered a breadth of curriculum areas.   
During the WDS you initiated a discussion around prior targets. Trainee made thoughtful contributions during the discussion and demonstrated they are reflecting on experiences and lessons.   
During lesson feedback, you encouraged the trainees to identify pupil learning and individual needs including SEND and discussed ideas for reinforcing prior knowledge and for adaptive teaching.   
  
In our one-to-one feedback meeting, we discussed lesson observations including subject specific feedback. I have sent links for ‘go to areas’ of the mentor site for further ideas. Thank you for agreeing to plan collaboratively so trainees become increasingly confident in planning activities to match focus area of learning.   
Your commitment and thorough approach to mentoring is appreciated. The trainees saying that they really look forward to their WDS each week is testament to this and your positive relationship with Maddie and Eleanor.

This feedback tells the mentor what they are doing well and why their mentoring is effective. It also suggests ways in which the mentoring could be developed.

3. As an experienced mentor you have worked with XXX flexibly to maximise her progress through the curriculum. WDS conversations are impactful, and targets and opportunities are well constructed to focus on the key aspects XXX needs to address to be a successful teacher. This feedback tells the mentor what they are doing well and why their mentoring is effective. It is also personable and reflects the practice observed. It could be improved by suggesting resources which the mentor may find useful as an aide.

4. [Mentor], many thanks for allowing me to observe your mentor feedback today. It was great to see the way you used questions to prompt XXX to reflect on her practice and the skills she was developing before you then affirmed the conclusions she came to. As we chatted about, you may want to encourage XXX to link her learning to what she has previously learnt in her university sessions. This feedback is personable, thanks the mentor for the observation and tells the mentor what they are doing well and why their mentoring is effective. It also suggests ways in which the mentoring could be developed, even though the mentoring is already of a high-quality.

5. You have established a positive, professional relationship with xxx. As an experienced EYFS Lead teacher you have provided XXX with support to immerse themselves in the Nursery class and become a key member of the team.   
You have provided achievable, manageable targets for xxx and she is able to achieve her weekly targets. Targets are specific and appropriate for the level of study currently.   
  
For future could opportunities be provided for XXX to observe Reception staff and Year 1 staff teaching to see the progression of the curriculum and exposure to different year groups.

This feedback tells the mentor what they are doing well and why their mentoring is effective. It also suggests ways in which the mentoring opportunities to observe other experts could be developed.