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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** | **36** |
| **Days trainee has attended this week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key reading for the week** | **Summary: Summary: The Workload Challenge consultation ran between 22 October and 21 November 2014. It used an online self-completion survey which was placed on the Times Educational Supplement (TES) website and was disseminated via the Department for Education and union websites, newsletters and social media.** **The Workload Challenge survey asked three key open-ended consultation questions:****1. Tell us about the unnecessary and unproductive tasks which take up too much of****your time. Where do these come from?****2. Send us your solutions and strategies for tackling workload – what works well in your school?****3. What do you think should be done to tackle unnecessary workload – by government, by schools or by others?****In total, 1,455 sixth form college staff submitted responses to the Workload Challenge. This analysis is based on the responses of 240 members of staff working in sixth form colleges, selected systematically from those who had answered all three open-ended questions.****Limitations:** **When reading and interpreting the results it was noted that the respondents were self-selecting so the results should not be read as being representative of the overall 6th Form College workforce. The sample of sixth form college responses was coded using the same framework used in the analysis of the 10% sample of all responses to allow comparison with the main findings. It would also be useful if this consultation was spread across all FE settings as opposed to just 6th Form Colleges****Reference: Gibson, S., Oliver, L. and Dennison, M. (2015) Workload Challenge: Analysis of teacher consultation responses. Department for Education. Accessible from:** [**https://assets.publishing.service.gov.uk/media/5a7ff89fe5274a2e87db7165/DFE-RR456A\_-\_Workload\_Challenge\_Analysis\_of\_teacher\_consultation\_responses\_sixth\_form\_colleges.pdf**](https://assets.publishing.service.gov.uk/media/5a7ff89fe5274a2e87db7165/DFE-RR456A_-_Workload_Challenge_Analysis_of_teacher_consultation_responses_sixth_form_colleges.pdf) |
| **Support for mentors with the curriculum focus** | **This link from ETF shows how effective assessment and feedback can take place.** [**https://www.et-foundation.co.uk/professional-development/maths-and-english/effective-practice-guidelines/**](https://www.et-foundation.co.uk/professional-development/maths-and-english/effective-practice-guidelines/)**This link from the EEF looks at the power of feedback and how effective it is by closing the gap with disadvantaged students** [**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) |
| **Curriculum for the week**  | **This week trainees should have demonstrated that they know:** | **Y/N** |
| **1.How to prepare for externally assessed work, completing appropriate paperwork and preparing for moderation.** **2.How to provide feedback which makes it clear to examiners/internal/external verifiers where marks are being awarded.****3. The difference between feedback for students and feedback/commentaries for external bodies.** |  |
| **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 relevant language and commentary.**
2. **Utilise the opportunity of marking using abbreviations and codes in written feedback.**
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| **Questions for mentor and trainee to discuss in mentor meeting**  | **1. How effective is your written feedback on summative assessments? How is providing a commentary to a verifier different to providing feedback to students?****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. Reflect on a lesson you taught this week. How did you ensure it was delivered so that it was built on prior knowledge and prepared learners for the next step?****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. |