

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

Course:	Phase:	Week:
BA Hons Primary Education with QTS (School-based Programme)	Introductory	1

Hello everyone,

My name is Lorraine Healy and I am the Professional Practice Quality Lead for the School-based Undergraduate Programme. Thank you for supporting our trainees and I am looking forward to working with you all during the Year 1 Introductory Professional Practice.

Each week, I will be sending a newsletter with key information for mentors, link tutors and trainees.

If you have any questions throughout the placement window, please contact your Link Tutor in the first instance. I

am also available to answer any questions or discuss any issues. My email address is healyl@edgehill.ac.uk

A reminder that Weekly Development Summaries (WDS), lesson observation forms, subject and strand component trackers can be found within the Abyasa portal and this online system is used to record trainee progress through the curriculum each week.

There is a dedicated mentor space on the Edge Hill University website. It is available through this link:

<https://sites.edgehill.ac.uk/mentorspace/>. Copies of the documentation can also be found here.

Thank you again, and I hope all goes well during the coming weeks.

Lorraine Healy

Professional Practice Quality Lead for the BA Hons in Primary Education School-based Programme

Weekly intended curriculum expectations linked to the ITTECF:

Please refer to [EHU ITE Curriculum](#) guidance as appropriate.

SK - Refer to the Subject Component Grids for Core and Foundation Subject Knowledge Focuses

[Primary 5-11 UG Introductory \(Y1\) PT - Mentor Space](#)

HE - Understand the legal and moral responsibilities of teachers to provide a high-quality education and to make reasonable adjustments as required.

HE - Know that there are strategies and provision that can address inequalities and to implement them when on Professional Practice.

HE - Identify whether the school has an EAL policy.

HPL – Understand that accurate and effective use of assessment can support the progression of pupils with SEND.

PB – Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.

A - Know the difference between formative and summative assessment and how these are used.

Mentors

Mentor training - Thank you for supporting our trainees during this Professional Practice. Please can you ensure you have completed both Core and Phase Specific Mentor training as soon as possible.

The [Core Mentor Training](#) can be accessed through this [link](#). Please click on 'Access OMNIS here'.

[Phase-specific briefing dates](#) are available on mentor space. The remaining dates are:

[Wednesday 23 April | 15:30 – 16:30](#) and [Thursday 24 April | 15:30 – 16:30](#)

The meeting is on Teams. Please click on the hyperlinked dates to register. The briefing will go through the expectations for Professional Practice and share guidance on the Abyasa online system. If you are unable to attend this training please speak to your link tutor.

Mentor space - Here is the link to the [Year 1 PT Mentor Space](#) where you will find all the documentation and guidance needed for this Professional Practice. This includes induction documentation, Abyasa guidance, subject and strand component trackers and much more. You will also find the placement handbook here which is full of information to support you throughout the 6-week placement. There are also subject and strand component tracker grids available [here](#) and we would ask that these are used to support assessment of progression through the curriculum and WDS discussions. This is a best fit model and there may be some flexibility in the timings of when these are completed. It might be useful to download these and highlight specific areas as the trainee progresses through the curriculum.

Abyasa – The online Abyasa system will be used by the mentor to record the Weekly Development Summaries (WDS), lesson observations and track attendance. The 'timeline' tab enables all users to access the relevant WDS in a clear sequence. Lesson observations are subject specific and therefore can be accessed in any order from the start menu of the timeline. Each WDS has been pre-populated with the weekly assessment of the strand components. Additional documentation relevant to this placement can also be found in the 'Professional Practice Resources'.

Link tutors

QA1 - Thank you for supporting our Year 1 school-based trainees. Please could you arrange the QA1 visit as soon as possible, if you haven't already done so and record this on Abyasa. The Abyasa system contains all the documentation for WDS, lesson observations and attendance to support you in monitoring your trainee's progress.

Communication - A Teams area has been set up for link tutors so if you have any queries please feel free to use this. Alternatively, you can email me directly at healyl@edgehill.ac.uk. Additional information has also been sent to you directly by email from FoEMentoring@edgehill.ac.uk.

Trainees - Observation of experts to support training suggestions:

Abyasa and mentor space - Trainees, please familiarise yourself with the [Year 1 PT mentor space](#) and ensure you have completed the relevant elements listed on the trainee checklist within the induction paperwork tab. Discuss with the Designated Safeguard Lead, the processes for reporting safeguarding concerns and complete the school induction if you are in a new setting. It would be useful to print out the strand and subject component trackers so these can be used to support your progress through the curriculum each week. Also use the Abyasa trainee guide to support you in confidently using the portal.

Timetables and planning- Please discuss your timetable with your mentor and the expectations for submitting planning, so there is time to discuss, review and adapt as appropriate. As this is your Introductory Professional Practice the expectation is that the majority of your lessons will be planned using the EHU planning format. Planning principles and templates can be found on this [link](#).

Wishing you all an enjoyable and successful Professional Practice. Please take every opportunity you can to develop your knowledge and skills, as well as your involvement in the wider life of the school.

Research and resources:

DEPARTMENT FOR EDUCATION, 2022. *Keeping children safe in education*. Statutory guidance for schools and colleges. DfE: London.

DEPARTMENT FOR EDUCATION, 2020. *Special Educational Needs and Disability code of practice:0-25 years*. DfE: London.