

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

Course	PGCE Primary 5- 11 with QTS		
Phase:	Consolidation	Week:	4

Weekly intended curriculum expectations linked to ITTECF:

High Expectations:

- Know the professional responsibilities in relations to inclusion (e.g. The Equality Act, 2010).

How Pupils Learn / Classroom Practice / Adaptive Teaching:

- Be able to build effective relationships and partnerships with parents and carers to better understand pupils needs.
- To be able to balance new input with the knowledge of prior learning so that pupils master important concepts.

Professional Behaviours:

- Know about school documentation and processes available for referring children in need to outside organisations.

Assessment:

- Know the value of tracking and reporting in relation to their practice and key developments to reflect workload.

Mentor Focus:

Training: If you were unable to attend the Phase Specific training, [please watch this recording](#). Once you have watched it, please email your link tutor so they can update their records accordingly. Thank you!

WDS and Lesson Observations: As the placement moves into week 4, trainees should already have the following documents completed on their Abyasa timeline:

- 3 Weekly Development Summaries
- 3 Lesson Observations

Please upload any missing documents at your earliest convenience.

Lesson Observations and Target Setting:

 Start

If you click the **START** button, you can launch a subject-specific lesson observation template. We encourage mentors to set some [subject-specific targets](#) when giving feedback on lesson observation

forms. This will enable trainees to identify areas of strength and areas for development when thinking about substantive and disciplinary knowledge across the entire curriculum.

QA3: Your link tutor will be in touch, if they have not already done so, to arrange a school visit to see you and your trainee. The main purpose of this visit is to ensure that the trainees are receiving effective feedback and mentoring from their mentor. The visit will be structured as follows:

20 20 20

1. **20 minutes – Co-observation of the session** (*lesson observations to be completed by the mentor on Abyasa*)
2. **20 minutes – Mentor and link tutor discussion about the session** (*subject knowledge, key strengths, areas for development and targets for future practice*)
3. **20 minutes – Mentor feeds back to the trainee, with link tutor present** (*This will likely require an additional adult to oversee the class. The link tutor will, of course, offer some words of encouragement and constructive feedback to the trainees during the post-session discussion.*)

If you have any issues, queries or concerns, please do not hesitate to contact your assigned **link tutor** at the earliest opportunity. They will be able to offer guidance, support and answer many of your questions (or find a colleague who can). If your query is about your link tutor, please email the Professional Practice and Quality Lead, Virginia Kay kayv@edgehill.ac.uk.

Observation of experts to support training suggestions:

In preparation for the 4th Weekly Development Summary meeting, it may be beneficial for trainees to speak to the following colleagues/experts in school:

- **SEND Coordinator/Inclusion Manager** (about school responsibilities in relation to inclusion)
- **Senior Leadership Team** (Building relationships with parents/carers)
- **Designated Safeguarding Lead** (school processes for referring children in need)
- **Subject Coordinators** (knowledge of prior learning)

Research and Resources:

Inclusion: DfE Advice for Schools on the Equality Act – click [HERE](#)

[InclusiveTeach.com](https://www.inclusiveteach.com/) – lots of discussion points

Working with parents: [EEF Parental Engagement](#)

Safeguarding: [Keeping Children Safe in Education \(DfE\)](#).

Using Prior Knowledge: [Support for Early Career Teachers DfE](#)

Link Tutor:	Trainee:
<p>Thank you for supporting your trainee(s) through their Consolidation Professional Practice.</p> <p>QA1 & QA2: Please update the relevant QA checkpoints on Abyasa by the end of this week.</p> <p>QA3: You may start to pencil in some dates for your QA3 school visits.</p> <p>Mentor Training: Please continue to chase up any training gaps and ensure that the relevant box is updated on InPlace once your mentor has watched the recording. Remember that no payment can be made to schools until all training (both core and phase) is completed.</p> <p>If you have any questions, queries or issues, please use the MS Teams chat space and respond as soon as possible. However, trainee-specific issues should be emailed directly to me: kayv@edgehill.ac.uk</p>	<p>Moving into week 4, please read the key messages for this week.</p> <p>Abyasa: You can access the Abyasa trainee training guide here.</p> <p>Teaching Progression: You should be steadily increasing the amount of whole-class teaching in week 4. By week 6 you should be ready to teach 80% of the class timetable.</p> <p>QA1, 2 and 3: By this point, your link tutor should have completed QA1 and QA2, and should shortly be making arrangements to meet with you for QA3.</p> <p>Subject & Strand Trackers: A gentle reminder to keep on top of your strand and subject component trackers. Annotate, discuss, reflect and observe! You do not need to complete them in the suggested order – you may choose to focus on whole subjects for a week.</p> <p>Queries: Speak to your mentor or email your link tutor as your first points of contact. For additional enquiries, please email me at kayv@edgehill.ac.uk.</p>