



Edge Hill University

Department of
Secondary
and Further Education



Secondary phase specific mentor training (Developmental placement)
AY 2024/25

- **BA (Hons) Secondary English with QTS**
- **BSc (Hons) Secondary Mathematics with QTS**
- **BA (Hons) Secondary Religious Education with QTS**

This session will cover:



- The Year 2 ITE curriculum for the developmental placement
- Placement paperwork and the weekly mentoring cycle
- Progress Support Plans: supporting trainees who are not making progress
- Quality Assurance checks and mentor feedback
- Teaching expectations throughout the consolidation placement
- Trainee induction into their new setting
- Online teaching on a Thursday
- Expectations of lesson planning and workload
- Mentor training for 2024/25

The curriculum as the progress model



- **To make progress, trainees need to demonstrate what they know and know how to each week in relation to their curriculum.** This is specific to the subject in which they are training.
- Each curriculum **breaks down the required component knowledge to address the subject-specific pedagogical content knowledge required within each subject.** This builds throughout the duration of the curriculum **towards the composite understanding required for their ECT phase.**
- **Contingent on meeting the milestones in the curriculum over the course of their ITE, we recommend trainees for the award of QTS at the end of their course.**
- There is **no separate curriculum for school-based experience.** The specific ITE curricula for each course encompass all aspects of school-based experience and ensures trainees have opportunity to purposefully integrate their learning at university with the opportunities afforded on Professional Practice when they are mentored through their ITT curriculum by mentors who are experts in their subject.
- The content of the curricula is sequenced in line with the faculty approach to progression on Professional Practice; introductory, developmental, and consolidation and **builds in opportunities for trainees to revisit key learning via a spiralled approach.**

Key features of the ITE Secondary Curriculum during the developmental phase:

- Trainees have completed their introductory placement in Year 1. This phase is about embedding the key skills.
- Taking on increased responsibility for classes over a period of time
- Increased opportunities to practice and receive feedback via solo teaching whilst also still observing and learning from expert colleagues, such as their mentor and colleagues within their department and the wider school

Subject specific features of the ITE Curriculum (developmental phase)

English	Mathematics	Religious Education
<ul style="list-style-type: none"> • Build on knowledge and skills from Introductory phase to deliver sequences of effective English lessons • Apply subject knowledge gained in English modules to classroom practice • Observe, deconstruct and develop knowledge and understanding of what high quality English teaching looks like • Embed skills which develop the importance of talk to develop oracy and writing • Adapt English teaching in a variety of ways to scaffold and support pupils • Embed skills which ensure English lessons can be both inclusive and challenging for all 	<ul style="list-style-type: none"> • Embed the key qualities of teaching 'high quality' Maths curriculum which raises pupil attainment. • Build on knowledge and skills from Introductory phase to deliver sequences of effective Mathematics lessons • Seek opportunities to learn how well-sequenced Mathematics curriculum develops skills in breaking down topics into lesson episodes which enhance pupils' knowledge • Recognise and apply the key features of assesment of learning in Maths. • Embed and learn how to deliver inclusive pedagogies to accommodate the diverse learning needs of pupils in Maths lessons 	<ul style="list-style-type: none"> • Build on prior knowledge of the Religious Education curriculum so to develop disciplinary and personal knowledge • Observe and reflect on various pedagogies that are demonstrated in lessons with the aim to adapt to their own personal teaching philosophy • Plan creative lessons for Religious Education • Adapt lessons and planning for Religious Education • Build on knowledge and skills from Introductory phase to deliver sequences of effective Religious Education lessons • Ensure all pupils make progress in Religious Education lessons • Create an inclusive environment

How does the paperwork capture progress at key points?



- The paperwork support the curriculum progress model and records the progression the trainee is making on a weekly basis through the curriculum.
- The Secondary Professional Practice handbook and the mentor site both contain exemplars of both forms.

Once per week in the mentor meeting the mentor completes the **Weekly Development Summary**.

- This is done in the weekly mentor meeting and will be sent to you to complete by the Course Lead.
- Is the trainee making progress?
- Formative questions which the mentor asks the trainee and records on the WDS inc questions about professional behaviours.
- Opportunities needed for targets to be met.
- Mentor confirms
 - Sufficient progress made
 - Progress made but this required additional support
 - No progress made and a Progress Support Plan may be needed.
- Mentor completes during the mentor meeting for the trainee to upload for QA of mentoring and progress tracking.

Once per week the mentor observes the trainee teaching using the **Lesson Observation form**.

- This can be a full lesson, part of a lesson, or any intervention work the trainee is doing with a small group.
- Focuses on the curriculum for that week and on the skill(s) the trainee is practising and receiving feedback on.
- Can be the same class/lesson if cover is not appropriate.
- Trainees and mentor complete sections of the form which the trainee uploads for QA of mentoring and triangulation with the WDS.



The Weekly Development Summary

- The **WDS is a central tenant of our assessment strategy** on our ITE programmes.
- **To make progress, trainees need to demonstrate what they know and know how to each week in relation to their curriculum.** The trainee also needs to **demonstrate the appropriate professional behaviours** required of those entering the profession.
- The WDS is a **weekly formative check, carried out by the mentor, of the progress the trainee has made that week in relation to their curriculum and in relation to their professional behaviours.**
- **The mentor completes the WDS each during the weekly mentor meeting based on the curriculum we provide and using the formative questions.** It therefore **also provides mentors with an agenda for the mentor meeting each week. Trainees should not be asked to complete any part of their WDS.**
- When setting targets, **mentors are asked to explicitly list the opportunities available for trainees to demonstrate the required skills/understanding.**
- The WDS provides opportunity for the mentor to **list the additional support that trainee has had (if any) and/or to indicate if the trainee is not making progress and that a Progress Support Plan may be needed.**
- **We cannot start a trainee on a Progress Support Plan (which may lead to the early conclusion of the placement) unless the WDS indicates that additional support has already been put in place and this has not been effective.**

The Weekly Development Summary



- The WDS is completed on Abyasa by the mentor each week, during the weekly mentor meeting.
- Many of the sections will be pre-populated to help you as a mentor

Curriculum for the week: Indicate Y/N against the different aspects of the curriculum for that week

Curriculum for the week	Yes	No
Key reading for the week		
Support for mentors with the curriculum focus		
Questions for mentor and trainee to discuss in mentor meeting		
Additional notes from mentor meeting		
Trainee workload and well-being		
Opportunities identified for progress		
Progress		
Signature		

This week the trainee should have demonstrated that they know:

1: Inclusive teaching requires adaptive approaches to make provision for all learners needs underpinned by high expectations that stretch and challenge for successful learning.
☐ Yes ☐ No
Last updated: --

2: The importance of prior knowledge about the learner and their needs specific to the educational setting. These are mandatory responsibilities such as safeguarding procedures and SEND code of conduct when working closely with the SENCO.
☐ Yes ☐ No
Last updated: --

3: Teaching assistants (TAs) can support pupils most effectively when teachers plan their deployment and make use of their expertise.
☐ Yes ☐ No
Last updated: --

This week trainees should have demonstrated that they know how to:

1: Explain what Adaptive Teaching is and identify barriers to learning in English.
☐ Yes ☐ No
Last updated: --

2: Research specific areas of need and suggest methods to adapt planning to reduce or remove learning barriers, for example adapting resources, using additional support, effective modelling and scaffolding or flexible grouping.
☐ Yes ☐ No
Last updated: --

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Key reading for the week

Support for mentors with the curriculum focus

Curriculum for the week

Questions for mentor and trainee to discuss in mentor meeting

Additional notes from mentor meeting

Trainee workload and well-being

Opportunities identified for progress

Progress

Signature

Q1: Explain how teachers use data to ensure their planning and teaching is inclusive, with example(s).

Mentor summary of trainee response

Black + B I U [List] [List] [List] [List]

Q2: Explain the concept of Adaptive Teaching and identify how this could be used to adapt teaching of a topic in English to address a specific pupil need.

Mentor summary of trainee response

Black + B I U [List] [List] [List] [List]

<< Prev Next >>

Questions for mentor and trainee to discuss: These are the formative questions, linked to the curriculum for that week. Use these questions to ascertain what the trainee knows and summarise their responses in the space provided.

Making use of the weekly mentor meeting



1. Using the curriculum, review the content for that week with your trainee. Focussing just on the curriculum reduces the cognitive load and provides a clear focus for the trainee learning that week.
2. Using the questions provided on the WDS, question and probe the trainee to review their prior learning. Use this to inform the plan for the opportunities they will need that week to practise.
3. Identify opportunities for the trainee to observe and questions experts in line with the curriculum that week and based on their prior learning (point 2) and include this on the WDS.
4. Identify opportunities for the trainee to practice and receive feedback in line with the curriculum for that week and include this on the WDS.
5. In the next mentor meeting, review the progress against the curriculum (using the questions) and record on the WDS. Start cycle for the next week at step 1.

Progress Support Plans



A Progress Support Plan (PSP) is the process we utilise when a trainee is not making sufficient progress through their curriculum **despite additional support**.

1. Mentor provided additional support to help trainee make progress and indicates this on the WDS. Approx. 2-3 consecutive weeks.

2. Mentor indicates on the WDS that progress has not been made despite the additional support.

3. Link Tutor, mentor, and trainee meet to agree PSP targets which the trainee needs to meet to get them back on track. Trainee initially given 7 days to action targets.

4. Link Tutor, mentor, and trainee meet after 7 days to review progress.

Progress made: Monitor via WDS
Partial progress made: PSP extended (max of 10 days).
Insufficient progress made: Conclusion of placement and referral to AHoD .

5. Link Tutor, mentor, and trainee meet after extension to review progress.

Progress made: Monitor via WDS
Insufficient progress made: Referral to AHoD for consideration of next steps. This may include concluding the placement early.

The Lesson Observation form

Yellow boxes are completed by the trainee in advance of the lesson observation. Trainees should outline **the skill(s) they are practising** and **how they have planned for this.** Their feedback should be related to this skill(s).

Blue boxes are completed by the mentor during the lesson observation. This may be a whole lesson or a part of a lesson. This feedback forms the basis of the observation feedback. **The feedback should relate to the skill(s) which the trainee is practising for that week (taken from the curriculum focus)**

Purple boxes are completed by mentor and trainee during the observation feedback. This should **identify the skill(s) which need development, where/when/how trainees can practice, observe and/or get feedback on the skill(s) and who needs to organise this opportunity.**

Trainees should be **observed by their mentor once per week.** This can be a **whole or part of a lesson.** Observations can commence as soon as the trainee undertakes a teaching activity.

Sections in yellow be completed by the trainee prior to the lesson observation				
Name of trainee				School/setting name
Name of mentor				Key stage
Name of link tutor				Class
Programme/course				Number of learners in session
Professional practice phase	Introductory	Developmental	Consolidation	Date
What skill(s) are you practising and receiving feedback on during this observation? (based on the weekly curriculum and prior targets). How have you planned for this in your lesson?				
Sections in blue be completed by the mentor during the lesson observation				
What makes this an effective [subject] lesson (in line with the curriculum this week)?				
What pertinent research has the trainee used to plan/deliver this lesson? (e.g. Ofsted Research Review, this week's engaged reading text, [Other Subject Specific text])				
What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated?				
What are the areas of strength observed and what is the impact on learners?				
Sections in purple to be completed by trainee and mentor during observation feedback				
Which skills need development?	How, where, or when could the trainee observe, practise, and/or receive feedback on these skills?		Who needs to organise this opportunity? Trainee/Mentor/Link Tutor/Other expert colleague	

Providing opportunities for trainees

- To assist them in making progress through their curriculum, **trainees will need to be provided with targets which identify opportunities to practise, observe, receive feedback, or to learn from expert colleagues**.
- Identifying these opportunities forms part of your **weekly mentor meeting** and is **recorded on the WDS**.

Sections in purple to be completed by trainee and mentor during observation feedback		
Which skills need development?	How, where, or when could the trainee observe, practise, and/or receive feedback on these skills?	Who needs to organise this opportunity? Trainee/Mentor/Link Tutor/Other expert colleague
Cold calling questioning	Practise with 7A2 on Thursday	Trainee
Adapting for SEND learners	Observe SENCO teaching her group	Mentor to chat to SENCO
Managing chatter	Practise & feedback with GCSE class	Trainee & mentor

- Opportunities can go beyond lesson observations.
- For example
 - Observing an expert colleague and then questioning them on an aspect of their practice
 - Receiving feedback from their mentor after a lesson observation
 - Speaking with expert colleagues (for example DSO, SENCO, Subject Lead etc)
 - Having a skill or aspect modelled to them
 - Being directed to research, resources, or prior learning from EHU
 - Making use of resources from IRIS connect
- **Suggested opportunities are provided each week in the ITE curriculum handbook for each subject**



Making use of the weekly mentor meeting



- The 1-hour mentor meeting between you and your trainee should take place once a week. It can take place during the school day or immediately before or after school. If you are supporting more than 1 trainee, each trainee will need their own meeting.
- Please schedule the meeting and include this on the trainee timetable. This helps the trainee to prepare for their meeting and helps them to manage their workload.
- The focus of the meeting will be the completion of the WDS and the assessment of the progress the trainee has made that week.
- There are sections on the WDS for you to record anything else which was discussed in the mentor meeting (such as workload, tasks to complete, well-being etc) so please use it like an agenda.
- At the end of the meeting, please submit the WDS for that week
- As a supportive measure and to assist with your mentoring, on occasion your Link Tutor may wish to join your mentor meeting. They will do this 'virtually'.

QA checkpoints to support mentoring

- In line with the current expectations from the DfE and Ofsted, **trainees are assessed during their placement via their school-based mentor making use of the curriculum provided.** This is supported by regular and ongoing Quality Assurance throughout.
- There are **4 points of contact from the Link Tutor with Quality Assurance, mentor support, and feedback on mentoring a focus of each.**
 - **QA1: Pre-placement support: Online meeting with Link Tutor before the placement starts with mentor and trainee.**
 - Focus: arrangements for mentor training and any additional support the trainee may require
 - **QA2: Feedback on the WDS: Online meeting with Link Tutor and mentor within 3 weeks of placement start date**
 - Focus: feedback for the mentor on the quality of their WDS'
 - **QA3: Seeing the mentoring in action: Attendance at a mentor meeting or during a lesson observation.**
 - Focus: feedback for the mentor on the effectiveness of their mentoring.
 - **QA4: Triangulation and confirmation of trainee progress**
 - Focus: submission of final WDS, target setting for next phase of ITE and conclusion of placement.

Providing mentors with feedback on their mentoring at QA2 & QA3



- It is important to us that mentors feel **supported** but also **developed in their role**. Part of our mentoring strategy is that mentors receive **feedback on their mentoring throughout the placement**.
- This happens specifically at **QA2 & QA3**.
- This feedback will be:
 - **Verbal:** Built into our QA checkpoints throughout the placement
 - **Written:** Available via our 'Abyasa' platform which all mentors receive a log in for. This may often be summary of the verbal feedback already provided.
 - Focussed on **key aspects of the mentoring** such as its effectiveness for the trainee, the use of the WDS, setting targets, providing opportunities, supporting the development of the trainee.
 - Focussed on **Quality Assuring the mentoring** which the trainee is receiving and **identifying ways in which mentoring may be developed**.
- Feedback is available in Abyasa - for QA2 and QA3, you can assess feedback by clicking 'View'
- QA2 feedback is specifically focused on completion of WDS
- QA3 feedback is on broader aspects of mentoring.

Teaching responsibilities and PPA: The developmental phase (7 weeks)

Prior to Professional Practice starting, mentors and leads should download the Professional Practice Handbook for Secondary. This will include guidance on suitable teaching timetables and how trainee workload should be structured. **Trainees will need to be provided with a timetable for Monday-Friday.**

The handbook is available on our mentor space.

Phase	Developmental			
Minimum hours in classrooms (including observing, teaching, co-teaching each week.)	<p>A minimum of 10 hours (on average 2 per day) per week considering the prior knowledge and experience of your trainee. This should build incrementally throughout the placement in a supportive manner.</p> <p>Total teaching hours should not exceed 12 hours per week at this phase to help trainees manage their workload.</p>			
Mentoring - Minimum hours of mentoring each week	1.5 hours. (This includes your weekly observation and weekly development meeting)			
Planning, Preparation and Assessment (PPA) time	Trainees should have 4-5 hours per week of structured Planning, Preparation and Assessment (PPA) time on their timetable. This should be identified on their timetable and is directed time for trainees to plan, prepare, and assess in relation to their teaching.			
Subject coverage	<ul style="list-style-type: none"> All trainees must have an opportunity to plan, teach and assess at Key Stage 3 and Key Stage 4 in their specialist subject in line with the minimum hours. Some trainees can be expected to teach outside of their specialist subject (where appropriate and in proportion to their specialist subject) and contribute to RSE/PSHE. This includes science trainees who can be expected to contribute across all 3 science disciplines. PGCE PE with Ebacc trainees should be provided with 2-3 hours per week of Key Stage 3 teaching in their Ebacc subject. This is included in their teaching hours and not in addition to. Teaching in this phase will increasingly take the form of solo teaching with some aspects of team teaching and teaching small groups (if/where appropriate). 			
Wider opportunities	Support an extra-curricular club	Support an assembly or collective worship.	Attend staff meetings	Attend and contribute to education visits/trips
	Parents evening or event and report writing	Undertake duties with supervision (before/after school, break, bus)	Set homework	Supporting during form/pastoral period including delivery of any curriculum

Trainee induction activities



To support and welcome trainees into their new setting, we ask mentors to provide **induction activities** for all trainees as part of their **first week and second week in the setting**. This can mirror the same arrangements which are in place for new staff:

- Any **safeguarding and Prevent** training which is required for new members of staff and related policies (this would be in addition to the L1&L2 training trainees have already done).
- Any **key policies** which are shared with new staff (e.g. policies related to assessment, behaviour, staff conduct/attendance/punctuality, whistle blowing etc).
- Introduction to **key colleagues** within the department/faculty/school **including DSO**.
- **Familiarity with the school and location of key resources** (e.g. reprographics, support teams etc)
- Access to **departmental resources including schemes of learning, assessment guides/process etc**.
- **Organisation of an appropriate timetable** using the guidance provided in this training and the Professional Practice handbook. This will need to be shared with your Link Tutor at the earliest opportunity and in time for the first QA meeting.



Online teaching

- To ensure we **deliver our curriculum at the most appropriate time of their training, we deliver to trainees every Thursday afternoon (1-3pm) via online teaching.**
- This also provides opportunities for **pastoral support**
- **Trainees will need to be off-timetable on a Thursday afternoon (1pm-3pm) to engage in their online session.** This will be **every week throughout the placement.**
- Trainees will need to be directed to a quiet space within their setting to be able to access and participate in the online session within their setting.
- Allowing trainees to leave placement early on a Thursday (and join at home) disrupts their attendance and their teaching timetables. Any concerns/challenges, please speak to your Link Tutor who can support.
- It may be useful to help trainees identify a suitable space as part of their induction to the setting.

Expectations of lesson planning and trainee workload



- Trainees will need support and guidance as they learn how to use lesson plans to support their teaching and learning activities. **There is no requirement for trainees to be completing onerous lesson plans once they have demonstrated their competency.**
- **Lesson planning proformas are there as a scaffold at the outset** and should be removed (or reintroduced) as/when they are needed (or not). Mentors may feel that trainees do not need to complete a detailed lesson plan during the latter stages of their consolidation placement.
- *When should trainees submit their lesson plans?* A suggestion of **48hrs in advance of the lesson**, as this **allows time for mentors to review** the lesson plan and resources, and then **provide feedback** with enough time for the trainee to make any required changes.
- *Managing workload:* It is important for the trainee to have modelled to them how colleagues manage their workload, in order to promote positive wellbeing and **workload management**. We ask mentors to:
 - **Model a healthy work-life balance including appropriate timings of emails, communications, and work requests.** Provide a timetable which focuses on opportunities to develop through the curriculum, rather than working to a specific teaching load/number of hours.
 - **Model to trainees how to manage the workload of a teacher.** For example, by making use of a marking timetable to deal with busy periods of marking activity.
 - **Deliver and support with our curriculum in line with where the trainee is at in their ITE journey noting their status as novice teachers** and the support they will be offered as an ECT.
 - **Discuss workload and well-being strategies each week in the mentor meeting** and record the discussion on the WDS.
 - **Discuss any concerns about workload and well-being with the trainee and their Link Tutor.** This enables the Link Tutor to provide an appropriate support.
 - **Signpost** trainees to the support available via the **Edge Hill Well-being team** where you have concerns
<https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing>



Initial Mentor audit

Course specific
briefing
Teams



Core Mentor training
2023-25

Mentor Space

QA 1-4 checkpoints with Link tutor

OMNIS OPTIONAL UNITS

for those who have not completed NPQ, MA, ECF (since 2016)

Bite sized professional development units (Behaviour, Supporting Inclusive Mentoring, ITaPs)