

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	3

Hello everyone,
Welcome to the Week 3 newsletter.

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 - To learn how to collaborate effectively with additional adults to create a supportive and inclusive learning environment

HE - To observe pupils who use EAL and how teachers adapt their practice.

HPL - Understand the role the teacher plays in supporting memory and effective learning.

PB - Understand that reflective practice is essential in ensuring effective professional development.

A - Understand the influence of personal experiences and professional subject knowledge on assessment of children's learning.

Mentors

Thank you for your continued support of our trainees. This week trainees will continue to jointly plan lessons with you. As the Professional Practice develops trainees will gradually take on more responsibility, as appropriate, for planning and delivering whole class teaching, as well as assessing pupils' progress. They will also continue to teach groups of pupils, team teach and observe experienced colleagues. Please ensure trainees have a specific focus for their observations and this may be linked to targets from lesson observations or following WDS discussions. PPA time remains at 20% throughout the placement.

Observations. Please ensure trainees are observed regularly each week, both formally and informally. Formal observations are intended to provide the trainee with subject specific feedback. You may wish to access [subject specific mentor support](#) for target setting on the mentor space.

Please ensure that your trainee has a clear overview/timetable for each week showing when they will be teaching and the focus for their sessions so they can ensure they are fully planned and prepared for teaching.

If your school uses specific schemes or resources, please can you provide your trainee with access to these to ensure continuity and progression for your classes. Please continue to discuss the subject and strand component trackers at the WDS meeting each week to assess your trainee's progress through the EHU ITE curriculum.

QA3 visits from link tutors. These should be taking place in the next week or so. This includes a joint observation of your trainee's teaching and feedback discussion. Your link tutor will be in touch to arrange this very soon, if they have not already done so.

Please contact your Link Tutor as soon as possible if you have any worries or concerns about your trainee so that we can support your trainee and school in a timely manner. Link Tutors will then advise or will contact me if necessary.

Link tutors

QA3 - Thank you for completing the details on Abyasa for QA1 and 2. Please ensure QA3 visits are completed in the next week or so and the feedback recorded on the system. Please continue to track your trainee's progress through the WDS and lesson observations.

Just a reminder that a Teams area has been set up for LTs so if you have any questions please use this area. You can also contact me directly by email at healyl@edgehill.ac.uk

Trainees

It is good to hear from link tutors that you have settled in well to your Professional Practice.

Observation of experts to support training suggestions:

Make use of the opportunities to observe other colleagues in different year groups and have a specific focus in mind. This week it may include observing retrieval practice to inform planning and assessment. You may reflect on how the teacher structures lessons to avoid cognitive overload and the use of spaced practice to support memory. You may also have a specific subject focus e.g. how manipulatives and representations are used in maths lessons to scaffold learning and when these are removed.

Planning

Planning documents should be created for each lesson (whole class and group tasks) you deliver. This includes using the Edge Hill planning template for lesson plans/sequences of work and making use of school plans, as appropriate, with adaptations for your pupils. Planning principles and templates can be found on this [link](#). Remember to share plans with your mentor in a timely manner so feedback can be given and any adjustments made prior to teaching.

Evaluations - Remember, any teaching should be evaluated and reflected upon. What did the children do well? What needs to be recapped or covered again in the next lesson? Who needs further intervention or extension? What are you going to do for those children? What about your teaching? What did you do well? What do you want to do differently next time? How are you recording children's progress and attainment? After week 3 you may wish to consider adding a few examples of your work to the appropriate strand on Pebble Pad. This shouldn't be an onerous task as this will develop over the duration of the Programme.

Have a good week!

Lorraine Healy

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

Research and resources:

DEPARTMENT FOR EDUCATION, 2024. *The trainee teacher behavioural toolkit: a summary*. Available from: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary>

GLAZZARD, J and STONES, S., 2021. *Evidence Based Primary Teaching*. Sage. London.

OFSTED, 2023. *Coordinating Mathematical Success: The Mathematics Subject Report*. [Online]. Available from: <https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report>