

## 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	5

Hello everyone,  
Welcome to the Week 5 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 liaise with expert colleagues to address the needs of pupils using EAL

HPL – To understand the interconnectedness of learning

PB – To understand that promoting the welfare of children is everyone's responsibility

PB – To be able to identify staff members who have overall responsibility for mental health and wellbeing in school

A – To be able to evaluate marking policies with a focus on pupil progress

### Mentors

The weeks seem to be passing very quickly now. Thank you for your continued support and the positive impact you have made in developing the confidence and competence of our trainees during this first placement. As we near the end of the Professional Practice, please could you ensure trainees have had formal written feedback for a range of subjects. One of these lesson observations needs to be on Systematic Synthetic Phonics. All foundation subjects and SSP have a specific format on Abyasa and these can be found in the 'Start' tab. Core subjects have the same format for feedback. Feedback and targets should be subject specific. Just a reminder that support for target setting for each subject is available on this link: <https://sites.edgehill.ac.uk/mentorspace/support-for-target-setting/primary-target-setting/>

**WDS** - Please continue to reflect, in the weekly development meetings, on your trainee's progress through the ITE curriculum and record this in the WDS on Abyasa. The subject and strand component trackers will support discussion on this and help identify any areas which may still need to be addressed. Draft and completed forms can be viewed on the timeline in Abyasa.

**QA4** - Link tutors will be meeting with you on Teams in week 6 to discuss the final WDS and to celebrate all that has been achieved.

### Link tutors

**QA visits and Abyasa** - Thank you for completing the QA3 visits in the last week or so and for the feedback on these. It is so lovely to see and hear how our trainees are progressing through this first Professional Practice and their commitment is clearly evident. Please ensure QA records on Abyasa are updated for this visit. If any WDS or lesson observations are not available on Abyasa, please could you check on these. Please also ensure the QA4 meeting has been scheduled for Week 6.

## **Trainees**

Trainees, feedback from QA3 visits clearly shows the dedication and hard work you are putting into this Professional Practice and the progress you are making— well done and thank you for your commitment and professionalism.

**Observation of experts to support training suggestions** -\_Observations of expert colleagues this week could include a focus on marking, assessment and feedback. Please use these observations to inform your practice and recording of individual pupil progress. You could also focus on strategies used to support mental health and wellbeing.

**Planning** – Just a reminder that the EHU planning formats should be used for the lessons you teach. Each lesson should also be evaluated. Please share these with your mentors in a timely manner.

**Subject and strand component trackers** – As you are moving into the final few weeks of Professional Practice, please ensure you use the subject and strand component documents to help track your progress through the ITE curriculum. These can also help in identifying any areas still to be developed, when possible.

I hope all went well during SATs week and I wish you all a lovely Spring break when it arrives.

Have a good week!

Lorraine Healy

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

## **Research and resources:**

Focus on inclusion and classroom environment:

KNOWLES, G, ed. 2018. *Supporting inclusive practice and ensuring opportunity is equal for all*. Routledge. London

RATHMANN K., HERKE M., HURRELMANN K., RICHTER M. (2018) *Perceived class climate and school-aged children's life satisfaction: The role of the learning environment in classrooms*. PLoS ONE 13(2): e0189335. Available from: <https://doi.org/10.1371/journal.pone.0189335>.