



Edge Hill
University

We are

Outstanding

for Initial Teacher Education

The Ofsted logo, which consists of three stylized human figures in white above the word 'Ofsted' in a bold, sans-serif font.

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Outstanding
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Mentor development 2024 linked to DFE funding

Initial Mentor development audit form

**Phase/subject
specific briefing
Teams**

**Core Mentor training
2023-25
OMNIS Section 1**

**QA 1-4
checkpoints
with Link tutor**

**Bite sized mentor development units OMNIS Section 2
for those who have not completed NPQ, MA, ECF (since 2016)
Bite sized professional development units self chosen (Behaviour, Supporting Inclusive Mentoring,
Effective WDS)**

Record of mentor hours for DFE July 2025



Introductory Professional Practice 2024-25 PGCE

Monday 7th October – 33 days over 8 weeks

'Trainees are immensely well supported by knowledgeable and inspirational tutors and by highly skilled, committed mentors.'



Meet the team

Shaun Thompson
Primary PGCE
Strategic Lead



Sharon Stelling
Primary PGCE Course
Lead
(Ormskirk)



Emma Dickinson
Primary PGCE Course
Lead
(Holy Cross)



Virginia Kay
PPQL





So far, students have explored:

- *An introduction to core and foundation subjects*
- *The principles of planning and curriculum design (including beginning to think about planning, behaviour management, assessment, and adaptive teaching)*

Their learning from all sessions can now start to be applied on this first episode of professional practice.



- Professional Behaviours
- Transitions/Behaviour Management

- Mentor expectations - professional behaviours and managing transitions into their weekly meetings and target setting.
- Constructive feedback to trainees on these areas as part of professional observations and development



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Introductory expectations : ITTECF

Trainees themselves need to demonstrate evidence that they know more and remember more of their ITE curriculum and that they can put this into practice.

Support for Behaviour Management Training – rules, routines and positive classroom management

Lesson planning – principles, importance of working memory, meta cognitive approaches, balancing exposition, repetition, practice and retrieval of critical knowledge and skills.

Professional behaviours collaboration to support pupils, key role of working collaboratively with expert colleagues, including experienced and effective teachers and subject specialists in schools.

Understand difference of formative and summative assessment and use marking policy

The principles of adaptive teaching, some approaches to adapting teaching for children with common needs encountered in the classroom,

Explanations – clear instructions, modelled at key points and able to check pupil’s understanding of instructions before a task begins



School Based Strand & Subject Component Tracker

Core Component Tracker – Introductory PGCE Primary							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
English	Know that high-quality teaching and learning in English requires strong teacher subject, pedagogical and curriculum knowledge. Know that English learning needs to be planned in a way that is inclusive and challenges all groups of learners.		Understand that effective lessons integrate disciplinary knowledge as well as substantive knowledge. Understand that high-quality teaching in English involves breaking down complex ideas into small steps and sequencing these logically to enable children to learn without overloading their working memory. Understand that direct teaching and modelling, underpinned by talk, are approaches which can be used to support children to understand complex ideas and deepen pupils' learning in English. Understand the planning decisions made by experienced colleagues to ensure that English learning builds on prior learning to deepen pupils' knowledge. Understand how to provide opportunities to assess pupils' learning and how to act on this to deepen pupils' understanding.		Plan and teach an English lesson that is appropriate to the needs of all learners. Draws on children's prior learning to develop pupils' knowledge. Model and scaffold learning to support cognitive overload.		
Systematic Synthetic Phonics	Observe expert colleagues		Plan, deliver and assess SSP learning		Develop subject specific curriculum and pedagogical knowledge		
Maths	Know a range of strategies to support pupil understanding of how to calculate successfully, using mental, informal and formal written methods, including the relevant declarative and procedural knowledge associated with number and calculation.		Understand a secure knowledge of place value underpins the ability to calculate both mentally and use formal written methods.		Be able to plan, teach and assess a high-quality number (counting, place value, calculation) lesson.		
Science	Know that high-quality teaching and learning in science requires strong teacher subject, pedagogical and curriculum knowledge. Know that science learning needs to be planned in a way that is inclusive and challenges all learners.		Understand that high-quality teaching in science involves breaking down complex ideas into small steps and sequencing these logically to enable children to learn without overloading their working memory. Understand that direct teaching, first-hand practical approaches and modelling are approaches which can be used to support children to understand complex ideas and deepen children's learning in science. Understand how an experienced mentor manages behaviour in practical science lessons through observation and discussion.		Be able to plan and teach a science lesson that is appropriate to the needs of all learners, that draws on children's prior learning to develop subject knowledge and enquiry skills and provides opportunities to assess and act on the learning that has taken place. To be able to manage behaviour and resources in science with mentor support.		

To make progress, trainees need to demonstrate their knowledge and practical understanding each week in relation to their weekly EHU ITE curriculum components. This is done through the Weekly Development Summaries (WDS)

Professional Practice Expectations – Primary 5-11

Mentors should ensure that trainees have regular opportunities to observe and collaborate with experts, practice pedagogical approaches, receive regular purposeful feedback, observe, and be observed.

The table below sets out guidance for the number of hours trainees should be engage in teaching activity per week on each of the three phases to ensure they have sufficient opportunity to practise, be observed, and receive feedback. When not engaged in teaching or support activities within their base classroom it is expected that trainees have opportunities to observe or support other experts across the setting and work within their component grids. Time for planning preparation and assessment equivalent to 20% should be built in across the week but should be school based.

Phase	Introductory			
Minimum hours in classrooms (including observing, teaching, co-teaching each week.)	A minimum of 15 hours pro rata (on average 3 per day)			
Mentoring - Minimum hours of mentoring each week	1.5 hours. (This includes your weekly observation and weekly development meeting)	PPA Time (School based)	20%	
Subject coverage All trainees must have an opportunity to plan and teach	Systematic synthetic phonics: Plan and teach a minimum of 1 SSP lesson within placement	Core subjects: Plan and teach a minimum of 3 Maths and English lessons per week Plan and teach a minimum of 1 Science lesson per week or equivalent.	Foundation subjects: Plan and teach a minimum of 4 foundation subjects (at least 1 lesson each)	
Wider opportunities (based on opportunity)	Support an extra-curricular club	Support an assembly or collective worship.	Attend staff meetings/INSET	Attend school trip
	Attend parents evening or event and contribute to report writing	Supervise play times	Register children	Meet/greet/dismiss children
	Whole class reading	Engage with education professionals		

*Teaching to build up gradually across placement, beginning with team teaching/teaching parts of lessons progressing to whole class teaching



Edge Hill University Approach to Assessment





Weekly cycle for mentoring: WDS

Edge Hill University Weekly Cycle for Mentoring



Review

Using the Weekly Development Summary (WDS) as a record, the trainee and the mentor review the EHU curriculum content for the week, this provides a focus and is sequenced incrementally to manage cognitive load.



Questioning

The weekly Development Summary includes questions that the mentor can use to review prior learning and assess that the student has the relevant knowledge in order to benefit from opportunities to practise in a given week.



Observation of Experts

Trainees should be given focused and deliberately chosen opportunities to observe expert colleagues and analyse what they have seen throughout their teaching practice. Vitrally, these observations should be planned and selected by the mentor as instructional opportunities.



Practice and Feedback

The mentor will observe the trainee's practice, focusing on a particular technique, strategy or component of teaching, as appropriate to that week's curriculum. Sherrington and Caviglioli (2021) argue that mentors need to 'call your shots' and make the focus of the observation clear beforehand.



Reflection

A weekly development summary (WDS) of progress against the EHU ITE curriculum is completed, and the trainee reflects on progress. The cycle begins again at step 1.

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.



Trainee progress: Abyasa

Receive log in and password

Home screen

Welcome

- Change password

Dashboard

- Trainee details
- Professional practice forms
- Reminders
- Attendance

The screenshot displays the user interface of the 'Trainee progress: Abyasa' system. At the top left is the Edge Hill University Faculty of Education logo. A navigation menu includes 'Home', 'Personal Details', 'Records', 'Pro Report', 'Documents', and 'Change Password'. Below this is a 'My Tasks' section with a search bar for 'My Trainees' and a 'Recently Modified Trainee Forms' section. A 'View All' button is present, along with status indicators for 'Forms Overdue' (0) and 'Forms Due This Week' (0), and an 'Add Form' button. An 'Important Notifications' section is visible with filters for High, Medium, and Low priority. On the right side, there is an 'Accessibility' dropdown, a 'Dashboard' settings icon, and a 'Main Activities of This Week' chart area. At the bottom right, a 'Trainee Absence From' section shows a date of 25/09/2023 and a message: 'Currently there are no absences within the specified limit.'



Trainee Timeline



Abyasa, Demo (ABY123456) - Abyasa Demo 23/24

Start Filter [bell icon] [bookmark icon]

View Participants

WDS - Week 4

Required by: 14/10/2023

Start

Upcoming

Focused

WDS - Week 1

21/09/2023

Due date: 23/09/2023

Draft

Continue

WDS - Week 2

Due date: 30/09/2023

Start

Lesson Observation

21/09/2023

Due date: 16/09/2023

Draft

Continue

WDS - Week 3

Current Placement Details

School Name Abyasa Demo School

Mentor Name Mentor, Demo

Mentor Email [redacted]

Date From 01/09/2023

Date To 20/12/2023

View more...



- Pre-populated curriculum linked to integrated curriculum and ITTECF
- Review and reflect
- Targets – what and how?
Experts
- Workload and wellbeing
- Curriculum as the progress model

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Accessibility | Log out

Abyasa, Demo (ABY123456) - Abyasa Demo 23/24

WDS - Week 1

This record is **not submitted** with 9 key questions unanswered. [Go Back](#)

Date: 21/09/2023
Last updated: 29/09/2023 03:12

Link to a placement: --not linked--

Curriculum for the week

Please refer to [\[EHU ITE curriculum\]](#) guidance as appropriate.
This week's key focus is:

Black | B | I | U | [List Icon] | [Table Icon] | [Link Icon] | [Image Icon]

This.

Last updated: 2 days ago at 3:12PM

Has discussion taken place?
 Yes No
Last updated: 2 days ago at 3:12PM

0 Comments [Add Comment](#)

Next >>



Wellbeing and workload

How and who?

- **WDS meeting each week**
- **Link tutor support**
- **University service support**
- **Concerns**

Support Wellbeing

Promote positive relationships

Anticipate pressure points

Share workload strategies

Giving subject specific feedback

Lesson observation

Primary

Observation forms from start menu

Abyasa, Demo (ABY123456) - Abyasa Demo 23/24

Start

Filter



Start Form

Select Record Type

Observation

Scheduled:

Currently there are no items.

Unscheduled:

SSP Observation Form

Art Subject Lesson Observation

Close

Start

Geography PEY Obs

Title: Geography Observation Form PEY 24/25

Switch to Design

Date

16/07/2024 00:00:00

Link to a Placement

--Choose item--

Key points emerging from the session

Geography Research and Subject Association Links [The Geographical Association](#) and [The Royal Geographical Society](#)

Subject Specific Elements

Subject Specific Elements

What makes an effective Geography lesson? Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.

Subject, Curriculum and Pedagogical Knowledge

Opportunities for Further Development

Signatures

- Planning shows a clear awareness of the national curriculum and its key dimensions (locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork)
- Planning identifies how children will make progress in their knowledge and understanding of appropriate geographical 'key' and 'organising' concepts.
- A secure locational knowledge supports children to develop their own locational knowledge using maps, globes and/or atlases.
- Children are taught appropriate knowledge of human/physical processes, making connections to a particular place/s to make learning relevant.
- A secure knowledge of the place/s taught allows stereotypes of people and places to be addressed and challenged.
- A range of high-quality resources are used (maps, images, videos, media etc) to support children in developing a deeper understanding of geographical processes/concepts/places.
- Children are provided with opportunities to think critically about the resources they use to find out about geographical processes/concepts/places.
- Children are given the opportunity to use maps and/or digital mapping software (e.g. Digimap for Schools) to identify geographical patterns or to find out more about a place.
- Geographical enquiry is used at an appropriate point in children's learning when they are equipped with the necessary skills and knowledge to tackle the enquiry successfully.

Black ▾



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Lesson Observation

Practice and feedback

The mentor will observe the trainee's practice, focusing on a particular technique, strategy or component of teaching, as appropriate to that week's curriculum

Focused observation – 20 minutes to fit in with other 'low-stakes' opportunities.

This feedback focuses on the selected specific aspect of practice or subject specific focus, the teaching not the trainee and feels constructive. Collecting evidence, such by as noting details of a significant interaction or moment in the lesson that can be discussed afterwards.

Providing feedback, which includes specific praise for what worked well and constructive feedback, with a subject specific element, leading to the setting of an appropriate goal for future development.

Feedback is dialogic. Questioning prompts are used to engage the trainee in the process of review and probe understanding of their use of the target strategy.

Feedback results in action planning – the mentor identifies further practice or opportunities to observe experts, rehearse or practice



QA 1: Wellbeing development focus (Teams meeting week before or week 1)



QA 2: Effective use of WDS focus (Teams meeting week 2 or 3)



QA 3: Subject specific feedback and target setting development focus (School visit face to face any time after QA2)



QA 4: Impact of mentor development focus (Final week of professional practice)



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THANK YOU





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OMNIS Mentor development units 2024

OMNIS Section 1

CORE MENTOR TRAINING for ALL MENTORS (2023-25)

Principles of mentoring

Models of mentoring

OMNIS Section 2

Bite sized mentor development units

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

Workload and wellbeing

Effective WDS: Target setting and Feedback within the WDS

ITTECF

Behaviour

Supporting Inclusive Mentoring: including optional units ADHD, Dyscalculia, Dyspraxia, Dyslexia, EDI

Intensive training and practice