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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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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



QA 1-4 mentor development



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)



Introductory Professional Practice 2024-25 PGCE

Begins 7th October 2024 for 6 weeks
(Week 1 covers 7th, 8th, 14th, 15th & 16th Oct)

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



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Team welcome



Jackie Sumner – EYPGCE Pathway Leader
Email - Sumnerj@edgehill.ac.uk



**Amanda Casey – Professional Placement
Quality Lead and EYS DSO**
Email – Caseya@edgehill.ac.uk



Prior curriculum training

Trainees have been in attendance for 5 weeks and have had the opportunity to experience 'curriculum' sessions focused on key areas of learning within the Early Years Foundation Stage.

Trainees have also undertaken 1 ITAP (Intensive Training and Practice) focused on Transitions and are mid-way through a second ITAP which is related to Sustained Shared Thinking (SST). Both ITAPs have school-based sessions attached, to enable trainees to practice particular skills.

Trainees have completed their first assessed module related to 'Curriculum Design' and have some thinking and reflection to undertake around this theme, whilst on PPP.

And finally, the trainees have undertaken a full and comprehensive Safeguarding training package; and have a developing knowledge of SEND also.



ITAP 1: Transitions

ITAP 2: Sustained shared thinking

- Key foundational knowledge - high quality language focus, promoting vocabulary development and scaffolding learning
- 14th and 15th October focus on Sustained Shared Thinking
- Trainee observes interaction in child-initiated opportunities and discusses how thinking was extended with mentor, referring to the SHREC (**S**hare attention, **R**espond, **E**xpand, **C**onversation model (EEF))
- Mentor observes trainee and gives feedback on SST interaction
- Trainee case study, using SSTEW (**S**hared **S**ustained **T**hinking and **E**mootional **W**ell-being) scales and SHREC



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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



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Communication and Language	To know and understand how to create a supportive and inclusive environment for Communication and Language with a predictable system of reward and sanction in the classroom which is particularly valuable for pupils with a wide range of needs.	To know how to take pupils' prior learning into account when planning Communication & Language and to avoid overloading working memory.			To understand how to assess in accordance with the school assessment policy and make formative assessments of children's Communication & Language skills during a lesson and praising their efforts and progress.	To demonstrate sufficient awareness of subject-specific knowledge when planning and delivering lessons for Communication & Language, including how language acquisition develops in young children.
Physical Development	Develop positive relationships with children during play to support the development of physical literacy	Observe children during play and identify the developmental stages of children including developing a secure knowledge of gross and fine motor development.			Understand that physical literacy can be improved by explicitly teaching fundamental movement skills	observe/discuss how to plan for an inclusive environment that enables physical development. OR (if ready) Plan an area of provision/enhance elements of the environment that support the development of fine, gross and fundamental

School Based Strand & Subject Component Tracker

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
High Expectations EDI Behaviour EAL	To know that all children have a legal and moral right to a high-quality education which values them as unique individuals and enables them to fulfil their potential academically and socially Understand how a commitment to equality, diversity and inclusion is embedded within practice in their setting.	To understand that building effective relationships is supported when pupils' feelings are considered and understood. Be able to support children to be productive and feel safe in the classroom	Understand how the physical environment is structured and adapted to meet the needs of a diverse range of children, including children with SEND, and its impact on behaviour management and classroom routines Understand and begin to recognise adaptive teaching approaches to adult led learning and within continuous provision for all learners including EAL.	Check pupil's understanding of instructions before a task begins. Be able to establish and reinforce routines, including positive reinforcement, to help create safe and effective learning environments Discuss techniques and strategies related to individual learners with EAL with expert colleagues.	Understand how assessment is used to identify individual needs and plan effectively for these.	Understand how to positively engage and work in partnership with parents of children with diverse learning needs. Be able to teach children how to self-regulate and recognise that making mistakes, resilience and perseverance are part of daily routines
How Pupils Learn, Classroom Practice and	Understand how teachers manage workload and wellbeing by planning efficiently and sharing the	Through observing experts, identify the principles behind a good lesson plan, including in	Understand how children are identified and a graduated approach is implemented, in terms of	To engage effectively with children during continuous provision to extend their knowledge	Plan an activity which caters for a range of diverse needs including children with SEND and	Plan an activity which caters for a range of diverse needs including children with SEND and

To make progress, trainees need to demonstrate what they know, and know how to, each week in relation to their weekly **EHU ITE curriculum** components .

Phase	Introductory			
Minimum hours in classrooms (including observing, teaching, co-teaching each week.)	A minimum of 15 hours (on average 3 per day) per week, considering the prior knowledge and experience of your trainee.			
Mentoring - Minimum hours of mentoring each week	1.5 hours. (This includes your weekly observation and weekly development meeting)			
Subject coverage All trainees must have an opportunity to plan, teach and assess	Early Reading activities as a precursor to Systematic Synthetic Phonics Teaching. A minimum of three sessions with groups	Lead practitioner role (adult-led or child-initiated activities within the indoor and outdoor provisions.		
Key Requirements and suggested progression:	Lead Practitioner Role			Planning, Preparation and Assessment
	Lead Practitioner Role to include (with support): <ul style="list-style-type: none"> Greeting children and parents Managing indoor provision Managing outdoor provision Managing flow between areas of provision Supporting children in continuous provision Promoting children’s communication and language in continuous provision 			
Enhancements	All trainees must plan enhancements to at least 4 areas of provision in the environment.			
Wider opportunities	Support an extra-curricular club	Support an assembly or collective worship.	Attend pupil progress meetings	School trip including risk assessments
	Parents evening or event and report writing	Supervise play times	Set homework	School events such as world book day/sports day



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. Focusing just on the curriculum reduces the cognitive load and provides a clear focus for the trainee's 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 to practise that week.
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

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Accessibility | Log out

Home | Personal Details | Records | Pro Report | Documents | Change Password

My Tasks

Dashboard Settings

My Trainees | Search Trainee | Recently Modified Trainee Forms

View All | Forms Overdue | Forms Due This Week | Add Form

Important Notifications | High | Medium | Low

Trainee Absence From 25/09/2023

Currently there are no absences within the specified date limit.

View Details



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Trainee Timeline

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Accessibility | Log out

Timeline | Professional Practice Forms | Professional Practice Resources

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

Start | Filter | [Notification] | [Bookmark]

View Participants

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...](#)

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



- 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

The screenshot shows a web interface for 'WDS - Week 1'. At the top, it displays the Edge Hill University logo and 'Faculty of Education'. The user is logged in as 'Abyasa, Demo (ABY123456) - Abyasa Demo 23/24'. The page title is 'WDS - Week 1' and a status message indicates 'This record is not submitted with 9 key questions unanswered'. There are 'Accessibility' and 'Log out' links in the top right. Below the title, there are tabs for 'comments', 'evidence', and 'others'. A 'Go Back' button is also present. The main form area includes a 'Date' field set to '21/09/2023' (last updated: 29/09/2023 03:12), a 'Link to a placement' field set to '--not linked--', and a 'Curriculum for the week' section. This section contains a text area with a rich text editor toolbar (Black, Bold, Italic, Underline, Bulleted List, Numbered List, Indent, Outdent) and the text 'This week's key focus is: This.' Below this is a 'Signature' field and a 'Submit' button. A 'Has discussion taken place?' question is also present with 'Yes' selected (last updated: 2 days ago at 3:12PM). On the right side, there is a 'comments' section showing '0 Comments' and an 'Add Comment' button. A 'Next >>' button is located at the bottom right of the form area.



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

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

Lesson
observation
forms.

Early Years

Communication and Language EYFS Obs

Title: Communication and Language Observation Form EYFS 24/25

Switch to: Design

Date

16/07/2024 00:00:00

Link to a Placement

--Choose item--

Key points emerging from the session

Subject Specific Elements

Subject, Curriculum and Pedagogical Knowledge

Opportunities for Further Development

Signatures

Communication and Language Research and Subject Association Links

<https://help-for-early-years.providers.education.gov.uk/communication-and-language>

[EEF | Communication and Language \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/EEF/Communication-and-Language/)

[Are we asking the right questions? An analysis of research on the effect of teachers' questioning on children's language during shared book reading with young children \(sjopubs.com\)](https://www.sjopubs.com/)

[Supporting communication development in the early years: A practitioner's perspective - Julie Bain, Deborah James, Mary Harrison, 2015 \(sagepub.com\)](https://www.sagepub.com/)

[eval_guidance_for_practitioners_11.pdf \(foundationyears.org.uk\)](https://www.foundationyears.org.uk/eval_guidance_for_practitioners_11.pdf)

Subject Specific Elements

What makes effective teaching of Communication and Language in the EYFS? Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.

- The student is aware of how to plan communication and language activities that develop out of children's interests.
- The student can extend opportunities for communication and language during child-initiated play.
- The student shows awareness that children communicate in many ways and not just through speech.
- The student shows an awareness of the signs of communication needs (little/no talking, words or sounds mixed up, not understanding what is said to them and dysfluency).
- The student shows an understanding of the importance of quality interactions with children and uses all opportunities to do so.
- The student encourages the children to ask questions.
- The student promotes opportunities for sustained shared thinking.
- The student encourages children to sing songs, nursery rhymes and play musical games.

<< Prev

Next >>



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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, aimed at the teaching and not the trainee and the feedback should be constructive. Collecting evidence, such as noting details of a significant interaction or moment in the lesson that 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 skills needed to make progress.



Targeted feedback

During the lesson, Dan struggled to deal with low-level disruption. Whilst lots of pupils worked well and followed his instructions, a small number of pupils were distracted and chatty, including during an explanation Dan gave to the class.

You want to help Dan improve his ability to manage low-level disruption. **Which approach do you think would be more likely to help Dan?**

What & Why options

Option	What might happen next...
<p>1. Discuss a strategy you think could help - moving around the class purposefully - and model how to use it to affect behaviour.</p> <p>Modelling</p>	<p>Next lesson, Dan moves around the room effectively and behaviour improves.</p>
<p>2. Discuss three challenging moments in the lesson. For each moment, suggest two strategies Dan could have employed.</p> <p>Information overload</p>	<p>Dan nods, but seems a little overwhelmed by the range of suggestions.</p>



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THANK YOU

