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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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# 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: 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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Faculty of  
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# Developmental Professional Practice 2024-25 Undergraduate Y3 SB

28<sup>th</sup> October- 20<sup>th</sup> December 2024

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



**Edge Hill  
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**Education**

# Team welcome



**Strategic Lead  
for the  
School-based  
Programme:**  
Elizabeth  
Dunn



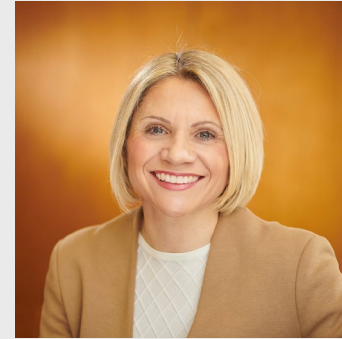
**Course Leader  
for Year 1**  
Tracy Robinson



**Course Leader  
for Year 2:**  
Claire Buck



**Course Leader  
for Year 3 :**  
Jane Spilsbury



**Course Leader  
for Year 4 :**  
Helen  
Maddison Neill.



**Professional  
Practice  
Quality Lead:**  
Lorraine  
Healy



## The Faculty Vision

‘Working creatively with others to enhance life chances...’

Level	Content
Level 4	Theories of learning, teaching and learning cycle, behaviour for learning, social and cognitive aspects of learning, learning outside the classroom (LOtC), meeting the needs of pupils, school contexts, race and racism, English as an additional language (EAL), health and wellbeing, child development.
Level 5	Trainees have been introduced to the role of the working memory and long-term memory in the process of learning. The curriculum has also covered cognitive load, adaptive teaching, assessment and behaviour management. Trainees have been taught how to identify pupils with SEND and they have been introduced to specific types of needs including cognition and learning needs, language and communication needs, physical and sensory impairments and social, emotional and mental health.



## Edge Hill University Approach to Assessment





## School Based Strand & Subject Component Tracker

Core Component Tracker – Developmental UG Primary									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
English	Know that high-quality teaching and learning in English requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further.	Understand how to use medium term plans to sequence aspects of English learning.	Know that substantive and disciplinary elements of English should be connected and ordered over a sequence of learning.	Understand how to plan and teach a sequence of English lessons that is appropriate to the needs of all learners, including specific groups, e.g. those with SEN/D, EAL and more able learners.	Understand how to use medium term plans to sequence aspects of English learning.	Know how to plan a sequence of lessons that integrate a range of effective approaches to support learning.	Understand how to use a range of approaches to support learning, including specific groups, e.g. those with SEN/D, EAL and more able learners.	Understand how to use medium term plans to sequence aspects of English learning.	Know how to plan and teach a sequence of English lessons that is appropriate to the needs of all learners, including specific groups, e.g. those with SEN/D, EAL and more able learners.
	Know that children can have misconceptions in English and that these should be directly addressed through teaching.	Understand how to use medium term plans to sequence aspects of English learning.	Know how to break learning into small steps to avoid and address misconceptions and support cognitive overload.	Understand how marking and feedback impact pupil progress	Understand how learning in English is assessed over a sequence of lessons and that this data is used to inform planning.	Know how to plan and teach a sequence of lessons that integrate a range of effective approaches to support learning.	Understand how to use a range of approaches to support learning, including specific groups, e.g. those with SEN/D, EAL and more able learners.	Understand how to use medium term plans to sequence aspects of English learning.	Know how to plan and teach a sequence of English lessons that is appropriate to the needs of all learners, including specific groups, e.g. those with SEN/D, EAL and more able learners.
Maths	Understand that there are many common misconceptions across all areas of the mathematics curriculum.	Know the relevant declarative and procedural knowledge associated with extended number, geometry and measure.	Consider how conditional knowledge is linked to declarative and procedural knowledge in extended number, geometry and measure.	Continue to develop strategies to teaching mathematics through a mastery approach.	Know that high-quality teaching and learning in science requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further.	Know that children hold misconceptions about science and that these should be directly addressed through teaching.	Understand how to use medium term plans to sequence science learning over a period of time.	Understand the impact an additional adult can have on science learning (consider use of additional adults beyond scaffolding children who need additional support)	Understand that children's science learning is assessed over a sequence of science lessons and that this knowledge can be used to inform judgements about their attainment.
	Understand that there are many common misconceptions across all areas of the mathematics curriculum.	Know the relevant declarative and procedural knowledge associated with extended number, geometry and measure.	Consider how conditional knowledge is linked to declarative and procedural knowledge in extended number, geometry and measure.	Continue to develop strategies to teaching mathematics through a mastery approach.	Know that high-quality teaching and learning in science requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further.	Know that children hold misconceptions about science and that these should be directly addressed through teaching.	Understand how to use medium term plans to sequence science learning over a period of time.	Understand the impact an additional adult can have on science learning (consider use of additional adults beyond scaffolding children who need additional support)	Understand that children's science learning is assessed over a sequence of science lessons and that this knowledge can be used to inform judgements about their attainment.
Science	Know that high-quality teaching and learning in science requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further.	Know that children hold misconceptions about science and that these should be directly addressed through teaching.	Understand how to use medium term plans to sequence science learning over a period of time.	Understand the impact an additional adult can have on science learning (consider use of additional adults beyond scaffolding children who need additional support)	Understand that children's science learning is assessed over a sequence of science lessons and that this knowledge can be used to inform judgements about their attainment.	Understand how to use medium term plans to sequence science learning over a period of time.	Understand the impact an additional adult can have on science learning (consider use of additional adults beyond scaffolding children who need additional support)	Understand that children's science learning is assessed over a sequence of science lessons and that this knowledge can be used to inform judgements about their attainment.	
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Undergraduate Developmental Part Time – Strand Component Tracker							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 8
<b>High Expectations</b>	To understand the legal and moral responsibilities of teachers to provide a high-quality education and to make reasonable adjustments as required	To instil belief and promote the academic potential of all pupils including disadvantaged learners	To support pupils with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners	Understand that self-perception and self-belief supports behaviour	To augment their practice with strategies to support the education of children regardless of their gender, ethnicity and socio-economic status	Be able to establish and reinforce routines, including positive reinforcement, to help create safe and effective learning environments	Use recognised adaptive teaching approaches to specifically target EAL children.
<b>How Pupils Learn, Classroom Practice and Adaptive Teaching</b>	Code of Practice: • The four broad areas of need. • Assessment Cycle Review model as an approach to implementing targeted support and evidence-based interventions • Children and parent/carer should be at the heart of the process. • Using one-page profiles as a useful tool for capturing information and the voice of the child.	Know that learning is progressive and plans should be flexible and adapted to the needs of pupil progress.	Where and how to seek support with their own social, emotional and mental health.	Know the role the teacher plays to support learning and memory. Understand strategies including worked examples and modelling.	Understand how to design a sequence of learning (MFL).	How to use approaches to adapt teaching for children with common needs encountered in the classroom.	Be able to write effective sequences of learning (MFL).  The impact of targeted questioning on pupil retrieval and recall
<b>Professional Behaviours</b>	Trainees should know how to identify indicators of abuse and neglect	Know how to deploy support staff effectively so they have a positive impact on pupil progress and responsibilities of a teacher.	Understand the legal and moral responsibilities of teachers to provide a high-quality education and respond effectively to children's needs	Understand how to liaise and communicate with parents to ensure an integrated approach is adopted in supporting children's needs.	Know how individual social, emotional, mental health (SEMH) plans, safe-guarding policies and processes are in place to protect vulnerable children from mental health risk factors	Be able to demonstrate professionalism by understanding the wider context	Can identify children who may be at risk of help or protection.
<b>Assessment</b>	Know feedback must be high-quality and can be in unwritten or verbal form	Know feedback must be high-quality and can be in unwritten or verbal form	Know feedback must be high-quality and can be in unwritten or verbal form	Know it is important to keep up-to-date with current safeguarding legislation, such as Keeping Children Safe in Education 2023	Understand teachers use information from assessments to inform the decisions they make. In turn, pupils must be able to act on feedback for it to have an effect.	Understand teachers use information from assessments to inform the decisions they make. In turn, pupils must be able to act on feedback for it to have an effect.	With expert colleagues, can plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding.

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	Developmental			
<b>Minimum</b> hours in classrooms (including observing, teaching, co-teaching each week.)	A minimum of 15 hours (on average 3 per day)			
Mentoring - <b>Minimum</b> hours of mentoring each week	1.5 hours. (This includes your weekly observation and weekly development meeting)	PPA Time (School based)	20%	
<b>Subject coverage</b>  All trainees must have an opportunity to plan, teach and assess	<b>Systematic synthetic phonics:</b>  Plan, teach and assess a sequence of 3 SSP sessions	<b>Core subjects:</b>  Plan, teach and assess a sequence of English and <del>maths</del> lessons  Teach a sequence of science lessons	<b>Foundation subjects:</b>  Plan, teach and assess 5 foundation subjects - where possible teach a sequence of lessons	
<b>Wider opportunities</b> (based on opportunity)	Co-deliver an extra-curricular club	Co-deliver an assembly or collective worship.	Attend pupil progress meetings	Attend school trip
	Attend parents evening or event and contribute to report writing	Supervise play times	Contribute to the setting of homework	Meet/greet/dismiss children
	Register children	Attend staff meetings/INSET		



# 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 answers from the trainee to review their prior learning. Use this to inform the plan for the opportunities they will need to practise in a given week .
3. Identify opportunities for the trainee to observe and question 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 shows the Edge Hill University Faculty of Education Trainee progress dashboard. The interface includes a navigation menu with options: Home, Personal Details, Records, Pro Report, Documents, and Change Password. The main content area is divided into several sections:

- My Tasks:** A section with a search bar for "My Trainees" and a "View All" button.
- Recently Modified Trainee Forms:** A section with a "View All" button and summary statistics: "Forms Overdue 0" and "Forms Due This Week 0".
- Main Activities of This Week:** A bar chart showing activity levels from 0 to 5.
- Important Notifications:** A section with filters for High (red), Medium (orange), and Low (green) priority notifications.
- Trainee Absence From:** A section with a date selector set to "25/09/2023" and a message: "Currently there are no absences within the specified date limit." A "View Details" button is located at the bottom right of this section.

Additional features include "Accessibility" and "Log out" options in the top right corner, and "Dashboard Settings" in the top right of the main content area.



# Trainee Timeline



Timeline

Professional Practice Forms

Professional Practice Resources

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

Start

Filter



View Participants

### Current Placement Details

School Name Abyasa Demo School

Mentor Name Mentor, Demo

Mentor Email

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 the 'WDS - Week 1' interface. 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 interface includes an 'Accessibility' dropdown and a 'Log out' button. The main content area is titled 'WDS - Week 1' and states 'This record is not submitted with 9 key questions unanswered.' Below this, there are fields for 'Date' (21/09/2023) and 'Link to a placement' (--not linked--). A 'Curriculum for the week' section contains a text editor with a rich text toolbar and a 'Submit' button. A sidebar on the right has tabs for 'comments', 'evidence', and 'others', with 'comments' selected. The comments section shows '0 Comments' and an 'Add Comment' button. At the bottom right, there is a 'Next >>' button.



# 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 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

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

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

**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.

- 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 v

<< Prev

Next >>



# 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 needed to make progress.



# Targeted feedback

During the lesson, Shannon struggled to set clear expectations. Often, she focused on what pupils shouldn't do rather than explaining what was expected or modelling how pupils should behave. For example, at one point she said: "If you're finished, don't just sit there talking."

## What & Why options

Option	What might happen next...
<p>1. <b>GOAL:</b> State expectations positively rather than negatively, e.g. <i>"If you finish, start the extension."</i></p> <p>Be specific</p>	<p>By focusing on one element of setting clear expectations, Sharon starts to make steady progress in her next lesson.</p>
<p>2. <b>GOAL:</b> Set clear expectations when explaining tasks or introducing routines, so all pupils know what to do.</p> <p>Vague goals</p>	<p>Sharon seems to be unsure how to start working towards the goal and struggles in a similar way in her next lesson.</p>



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**THANK YOU**

