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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)



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# Introductory Professional Practice: 2024-25 Primary Early Years (3-7) Undergraduate

Begins Monday 13<sup>th</sup> January 2025 for 6 weeks

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



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**Helen Dunn – Y1 Placement Lead**  
Dunnh@edgehill.ac.uk



**Jennie Swift – Year 1 Lead**  
Swiftjen@edgehill.ac.uk



# Prior curriculum training

*Trainees will have been in attendance for 12 weeks and have had the opportunity to experience 'curriculum' sessions focused on the seven areas of learning within the Early Years Foundation Stage.*

*Trainees will have engaged in taught modules developing their knowledge and understanding of the importance of developing a safe and secure Early Years environment which supports the learning and development of young children, and the principles of early years education.*

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



## ITAP 1: Transitions

*Trainees have also undertaken 1 ITAP (Intensive Training and Practice) focused on Transitions. Trainees have had a school-based session attached, to enable them to observe and practice particular skills.*

### Aims:

- Be more knowledgeable and more confident **to recognise different types of transitions** in the classroom and in play.
- Know that a **predictable and secure classroom environment with routines** benefits all pupils especially for pupils with special educational needs.
- Know **establishing classroom routines** and having a **well organised and arranged classroom environment** are key ways to support effective transitions.
- Understand how it is part of **the teacher's role** to work with other adults in the room to support effective transitions within play and this impacts managing behaviour.
- Be able to **give manageable, specific and sequential instructions** to manage transition points by **setting and communicating clear expectations** and **building trusting relationships**.



## School Based Strand & Subject Component Tracker

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.

Areas of Learning Component Tracker – UG Year 1 Introductory Professional Practice						
	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 movement skills.
Personal Social and Emotional Development	Plan PSED activities, making use of best practice inclusive principles.				Consider the links between the CoEL and PSED and begin to identify examples of this in the classroom	

EY Undergraduate Year 1 Full Time – Strand 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.  That there is a range of factors that affect pupil behaviour both within and outside the classroom.	Understand how a commitment to equality, diversity and inclusion is embedded within practice in their setting.  Understand the characteristics of EAL learners in order to identify effective support approaches in the classroom To understand that building effective relationships is supported when pupils' feelings are considered and understood.	Understand how the physical environment is structured and adapted to meet the needs of a diverse range of children.  To develop strategies to engage with learners with EAL in Continuous Provision to support language acquisition.	Create an effective, supportive and safe learning environment.	Understand how to positively engage and work in partnership with parents of children with diverse learning needs.  How to communicate effectively with expert colleagues to support excellent behaviour and classroom management in a supportive and inclusive environment.	Plan an activity which caters for a range of diverse needs and reflect upon effectiveness of this activity.  To know how teachers have the ability to affect and improve wellbeing and motivation which impacts positively on pupil behaviour.  To know a range of strategies to support learners with EAL in adult led sessions to ensure they understand the tasks.
How Pupils Learn, Classroom Practice and Adaptive Teaching	To know that 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 policy around Inclusion and SEND is embedded within practice in their setting. Know that the environment can support children's learning so that prior knowledge is accounted	Understand how the physical environment is structured and adapted to meet the needs of a diverse range of children including those with SEND. Identify the elements of a good lesson plan through observing	Understand how a graduated approach is implemented in terms of planning and assessment and reflect upon effective strategies used.  Be able to identify prior knowledge through playful experiences and	Understand how to positively engage and work in partnership with parents of children with SEND or diverse learning needs.  Schools plan in different ways (including planning in the moment,	Understand the key roles and responsibilities in supporting all children including working with different agencies from Education, Health and Social Care.  Plan an activity which caters for a range of



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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

## Professional Practice Expectations – Primary Early Years (3-7)

The table below sets out guidance for the number of hours trainees should be engaged in teaching activities 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. Time for planning preparation and assessment should be built in across the week but should be school based. Trainees are expected to participate in staff development meetings and the wider life of the school as per a member of staff and under the direction of the head teacher.

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		Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
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 Gaviglioli (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.



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# 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 Edge Hill University Faculty of Education dashboard. At the top left is the university logo and name. On the top right, there are links for 'Accessibility' and 'Log out'. Below the header is a navigation menu with options: Home, Personal Details, Records, Pro Report, Documents, and Change Password. The main content area is titled 'My Tasks' and includes a search bar for 'My Trainees' and a section for 'Recently Modified Trainee Forms'. To the right, there is a 'Main Activities of This Week' section with a vertical scale from 0 to 5. Below this is a 'Trainee Absence From' section showing a date of 25/09/2023 and a message stating 'Currently there are no absences within the specified date limit.' At the bottom left, there is an 'Important Notifications' section with filters for High, Medium, and Low priority. A 'View All' button is located at the bottom center of the dashboard.



# Trainee Timeline

The screenshot displays a web interface for a trainee's timeline. At the top left is the Edge Hill University logo and 'Faculty of Education'. On the right, there are 'Accessibility' and 'Log out' buttons. Below the header, navigation tabs include 'Timeline', 'Professional Practice Forms', and 'Professional Practice Resources'. The main title is 'Abyasa, Demo (ABY123456) - Abyasa Demo 23/24', with 'Start', 'Filter', and notification icons. A 'View Participants' button is on the right. A central vertical timeline shows four stages: 'WDS - Week 4' (Upcoming), 'WDS - Week 2' (Upcoming), 'WDS - Week 1' (Focused), and 'WDS - Week 3' (Upcoming). Each stage has associated tasks with due dates and status (Draft, Start, Continue). A 'Current Placement Details' sidebar on the right lists school and mentor information.

Task	Due Date	Status
WDS - Week 4	14/10/2023	Start
WDS - Week 2	30/09/2023	Start
Lesson Observation	21/09/2023	Continue
WDS - Week 1	23/09/2023	Draft
WDS - Week 3	16/09/2023	Draft

**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



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# Weekly Development summary (WDS)

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

Accessibility | Log out

### WDS - Week 1

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

**Date**  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:  
 Last updated: 2 days ago at 3:12PM

**Feedback and Development target**

**Future development targets**

**Strategies and Wellbeing**

**Current progress**

**Signature**

**Submit** Last updated: 2 days ago at 3:12PM

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

[Next >>](#)

**comments** | evidence | others

0 Comments [Add Comment](#)



## 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

Start

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.foundationtrust.org.uk/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. \(sagepub.com\)](#)

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

[Early guidance for practitioners\\_11.pdf \(foundationyears.org.uk\)](#)

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

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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>



# QA Checkpoints Mentor Development

Meeting	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	Prior to placement or within the first week <b><u>FOCUS: INDUCTION &amp; WELLBEING</u></b>	Check mentor training Check mentor details on system Check mentor has access to Abyasa	Mentor

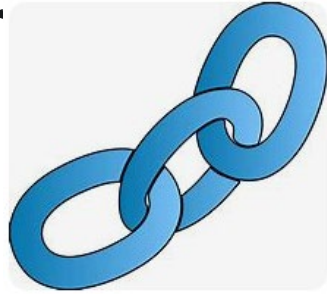
Meeting	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	Week 2 <b><u>FOCUS: EFFECTIVE USE OF WDS</u></b>	QA first WDS (sample) including target setting Ensure prior learning has been shared Check placement specific expectations and awareness	Mentor and Trainee

Meeting/Visit 3	Location	Timing	When	Details	Who
In person visit	In School	90 minutes	Mid Placement <b><u>FOCUS: TARGET SETTING &amp; SS FEEDBACK</u></b>	QA of Observation Feedback	Mentor and Trainee

Meeting/Visit 4	Location	Timing	When	Details	Who
Meeting	Online	30 minutes	End of placement (last week) <b><u>FOCUS: EVALUATION &amp; MENTOR DEVELOPMENT</u></b>	Trainees QA (regarding placement and future actions) Mentors (regarding placement and trainees) Ensure the final outcome is recorded on Abyasa	Mentor and Trainee(s)



# Questions and Contacts



✓ Link Tutor

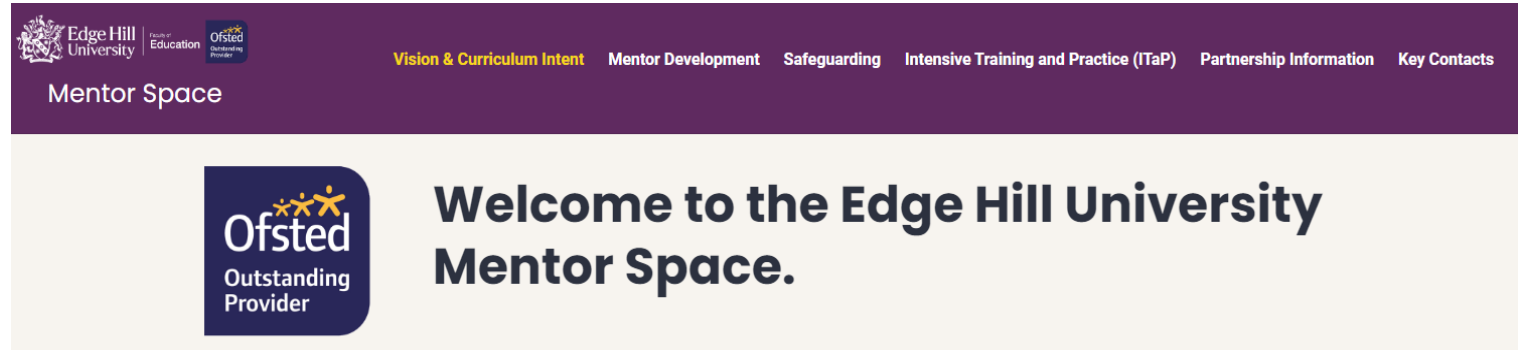
✓ Mentor Space

○ [Mentor Space](#)

✓ [ABYASA guidance](#)

✓ Email: [FoEMentoring@edgehill.ac.uk](mailto:FoEMentoring@edgehill.ac.uk)

○ (case sensitive)





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**THANK YOU**

