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Outstanding

for Initial Teacher Education

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

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Consolidation Professional Practice 2024-25 EYPGCE

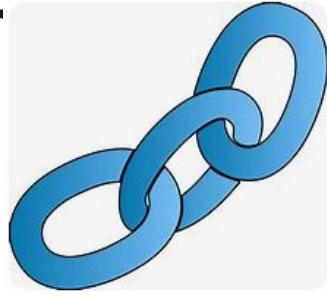
Monday 24th March – Friday 20th June

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



Questions and Contacts

✓ Link Tutor



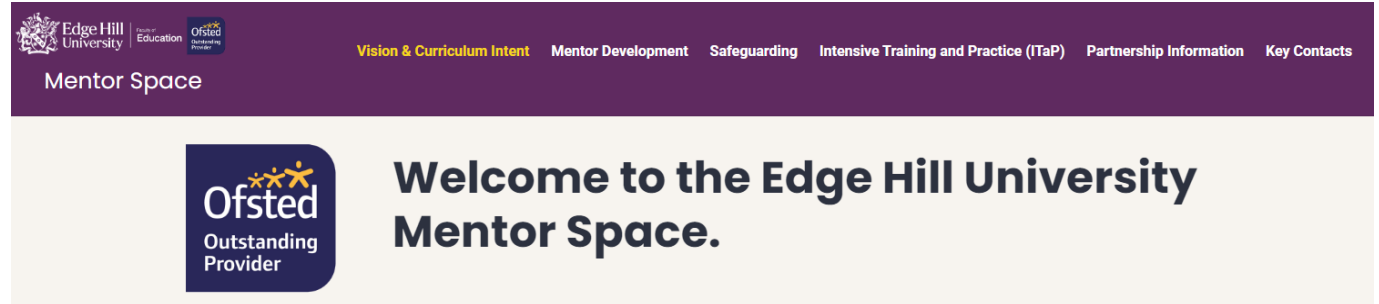
✓ Mentor Space

○ [Mentor Space](#)

✓ [ABYASA guidance](#)

✓ Email: FoEMentoring@edgehill.ac.uk

○ (case sensitive)





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)

Supportive strategy units: Autism, dyslexia, dyspraxia, dyscalculia and ADHD

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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Team welcome



**EYPGCE
Pathway Lead:**
Jackie Sumner



**EYPGCE
Placement
Lead:**
Amanda Casey



**EYS Head of
Department:**
Karen
Boardman



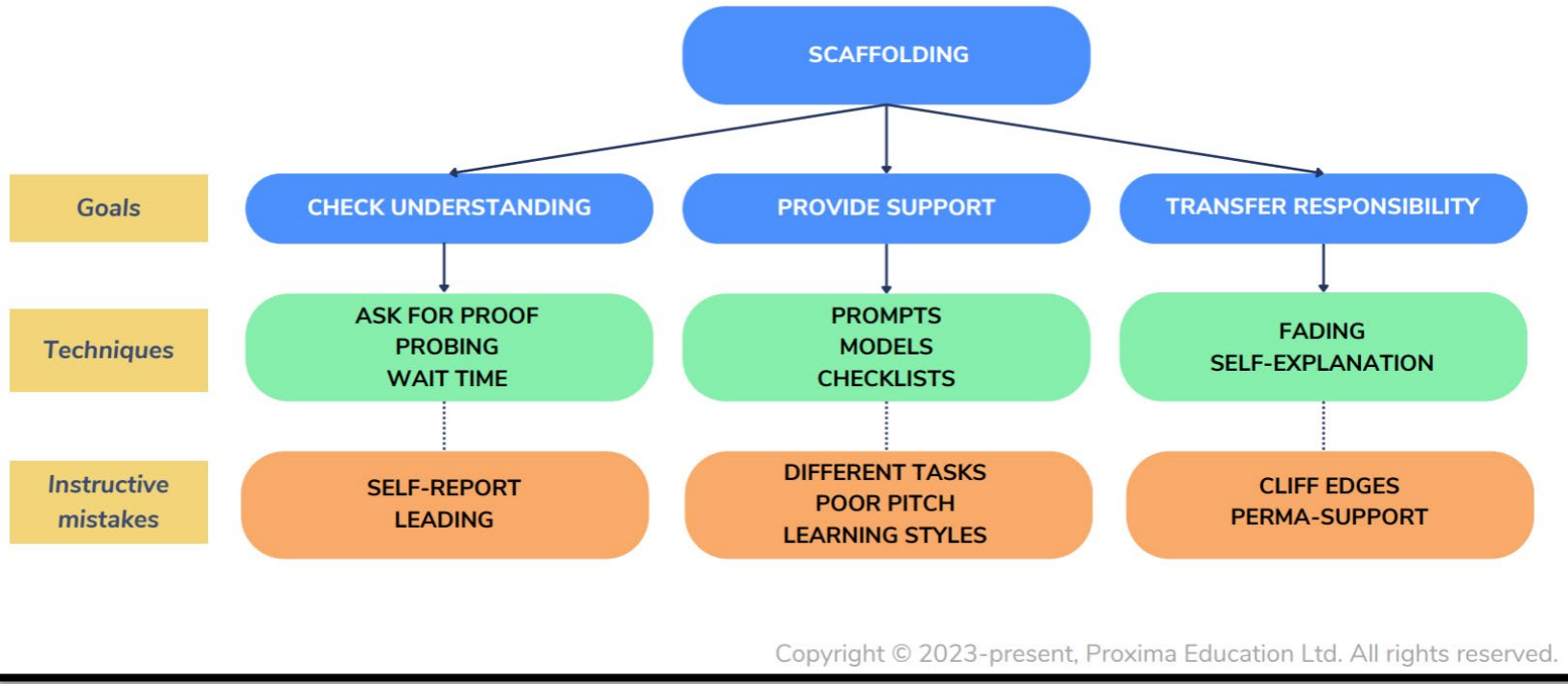
**EYS Assistant
Head of
Department:**
Hefin Williams



Prior curriculum training

- Safeguarding (certified training)
- EYFS 7 Areas of Learning
- Continuous Provision
- Core & Foundation subjects in Key Stage 1
- Planning for the EYFS & National Curriculum
- Systematic Synthetic Phonics
- Adaptive teaching
- Equality, Diversity & Inclusion
- EAL
- Leadership
- Research project

Concept map



ITaP focusing on **Scaffolding** began in March 2025 and will continue on Consolidation PPP

- DAY 1 - During PPP, the Mentor will deliver a 10-15 minute lesson using an instructional approach to support the identification of effective scaffolding strategies
- DAY 2 – Having planned together, the trainee teaches and records a 10-15 minute lesson where scaffolding is evident, a professional conversation is then had, whereby the trainee reflects upon their practice and the mentor analyses the trainee’s approach



Edge Hill University Approach to Assessment





School Based Strand & Subject Component Tracker

Component Tracker – UG Year 3 Consolidation Professional Practice										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Communication and Language	To know the importance of having high expectations of language to promote positive long-term impact		To know how	To know how		To learn how		To		To develop
Physical Development	Understand how environment in or literacy									
Personal Social and Emotional Development	Observe and understand how settings consider children's personal, social and emotional developmental needs when planning children's learning.	D me sc ap PS RS								
Mathematics	Observe how the practitioners approaches the teaching of mathematics in adult led									
EY Postgraduate Consolidation – Strand Component Tracker										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
High Expectations	<ul style="list-style-type: none"> EDI Behaviour EAL 	Understand that they should take a lead role in promoting inclusion and equality and celebrating difference within their day/week stage and ensuring their staff team meet professional responsibilities in relation to legislation including The Equality Act, 2010.	Know how to lead the team in order to promote an environment that can support children's learning on their prior knowledge is assessed by through pre-school experiences and children's interests.	Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.	To know about school					
How Pupils Learn, Classroom Practice and Adaptive Teaching	<ul style="list-style-type: none"> Adaptive Teaching Planning How Children Learn 	Understand how the SEND Code of Practice and provision mapping is implemented within their school and the role of the SENDCO and the class teacher in this.	Know how to lead the team in order to promote an environment that can support children's learning on their prior knowledge is assessed by through pre-school experiences and children's interests.							
Professional Behaviours	<ul style="list-style-type: none"> Safeguarding Professionalism Mental Health, Wellbeing and Workload 	Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.								
Component Tracker – PGCE Consolidation Professional Practice (Key Stage 1)										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
English	To be an effective role model, including how to model good standards of written and oral English	To know how to collaborate with colleagues to create learning that is inspirational and challenging that helps pupils to be extrinsically motivated in their reading and writing lessons.		To know how to plan and deliver a well-sequenced English curriculum that is representative of the school's values and ethos.				To understand how to model new content effectively, using a blend of discussion, questioning and examples to develop understanding in English lessons.	To adjust planning in English lessons, according to formative assessment information of children's reading and writing skills.	To understand how to encourage resilience and perseverance in pupils reading and writing learning and normalise the making of mistakes
SSP	Identify the SSP programme in school.	Discuss with English/SSP lead the rationale behind choice of scheme.	Observe an SSP session.	Identify strategies used by class teacher to adapt to the needs of learners.	Identify strategies used to assess the children's learning in SSP.	Plan and deliver a sequence of lessons in keeping with the chosen SSP programme				
Maths			To observe the teaching of mathematics and begin to identify the key components of a successful mathematics lesson.	To observe the teaching of mathematics and begin to identify the potential errors and misconceptions evident within mathematical concepts.		To know a range of modelling strategies to support pupil understanding across all areas of the primary mathematics curriculum, including the relevant declarative and procedural knowledge		Plan, teach and assess a series of lessons that build children's understanding of mathematical concepts in a secure manner		
Science	To know the key substantive and disciplinary knowledge required to	To know and apply features of effective planning, teaching, and learning such as questioning,		To know and use different pedagogical approaches to combine working scientifically knowledge and skills with subject content that can be used to support learning in		To understand how to adapt teaching in science to meet the needs of all		To be able to plan and teach quality science lesson/s, with initial support from a mentor, that integrates working scientifically and considers prior learning, adaptive teaching,		

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	Consolidation			
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	Systematic synthetic phonics: A minimum of one session with groups	Lead practitioner role (adult lead or child-initiated activities within the indoor and outdoor provisions).		
	Key Requirements and suggested progression:	Lead Practitioner Role (to include training tasks, team teaching and observations of experts)	Planning, Preparation and Assessment	
Consolidation Phase Weeks 4-10 Trainees should have an opportunity to experience 6 weeks of 80% contact ratio teaching. The 80% refers to a full teaching timetable as is typically defined by your school. This may be adapted to provide additional support and input in consultation with your link tutor	To plan teach and assess for 80% of the class timetable.	80% Lead Practitioner Role to include: <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 Deployment of all adults in the setting 	20%	
Enhancements	All trainees must plan enhancements to at least 8 areas of provision in the environment. Trainees need to observe/teach any Foundation Subjects that were not taught on Developmental Professional Practice.			
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



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Interviews & Applications

- Mock interviews at University
- Application support
- Interview questions
- Rehearse lesson observation for interview





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. The top right corner contains 'Accessibility' and 'Log out' links. A navigation bar below the logo includes 'Home', 'Personal Details', 'Records', 'Pro Report', 'Documents', and 'Change Password'. A 'My Tasks' tab is active. The main content area is divided into several sections: 'My Trainees' with a search bar and a 'View All' button; 'Recently Modified Trainee Forms' with a 'View All' button; 'Forms Overdue' (0) and 'Forms Due This Week' (0) with an 'Add Form' button; 'Important Notifications' with filters for High, Medium, and Low priority; 'Main Activities of This Week' with a vertical scale from 0 to 5; and 'Trainee Absence From' (25/09/2023) with a 'View Details' button. A message states: 'Currently there are no absences within the specified date limit.'



Trainee Timeline



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

Start Filter

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

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

The screenshot displays the 'WDS - Week 1' interface. At the top, it shows the Edge Hill University logo and 'Faculty of Education'. The user is logged in as 'Abyasa, Demo (ABY123456) - Abyasa Demo 23/24'. The main content area is titled 'WDS - Week 1' and indicates that the record is 'not submitted' with 9 key questions unanswered. A 'Go Back' button is visible. Below this, there are fields for 'Date' (21/09/2023) and 'Link to a placement' (--not linked--). The 'Curriculum for the week' section includes a text area with a rich text editor and a 'Submit' button. A sidebar on the right contains tabs for 'comments', 'evidence', and 'others', with '0 Comments' and an 'Add Comment' button. The bottom right corner has 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

KS1 Subjects

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

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

<< Prev

Next >>

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.eef.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. \(sagepub.com\)](https://www.sagepub.com/journalsPermissions.nav?path=/journals/09500804/vol31/iss01/10.1177/09500804231155551.sagepub.com)

[Supporting communication development in the early years: A practitioner's perspective - Julie Rain, Deborah James, Mary Harrison, 2015 \(sagepub.com\)](https://www.foundationyears.org.uk/wp-content/uploads/2015/07/Supporting-communication-development-in-the-early-years-A-practitioner's-perspective-Julie-Rain-Deborah-James-Mary-Harrison-2015-sagepub.com)

[scal_guidance_for_practitioners_11.pdf/foundationyears.org.uk](https://www.foundationyears.org.uk/wp-content/uploads/2015/07/SCAL-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

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, 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.

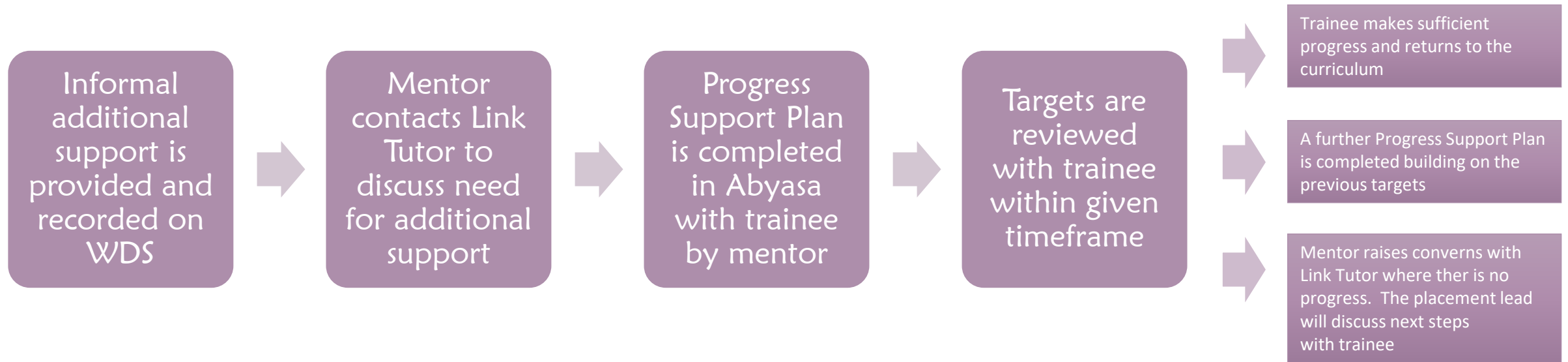
Feedback is dialogic. Questioning prompts are used to engage the trainee in the process of review and probe understanding of their use of the target strategy.

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



Progress Support Plan Process

including Early Conclusion



This is the process considering the trainee doesn't make sufficient progress against the EHU ITE curriculum at each stage. At any point, the trainee can exit the Progress Support Plan process if they are meet the required expectations.



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THANK YOU



If you have any questions or queries, then please direct these to
Amanda Casey – Caseya@edgehill.ac.uk