ITE Primary Mentor Newsletter

Dear Professional Coordinating Mentors (PCMs), Training Coordinators and Class Based Mentors (CBMs),
This week sees our WBR, Year 2 and PGCE cohorts all fulfilling the requirements of their block placement training plans. The details of the weekly curriculum and research foci can be found within the cohort specific information pages overleaf, alongside links to their training plans, school based professional development programmes and research summaries to support mentors in facilitating reflective dialogue with their mentee. **Please note specific information below about SMART target setting and the monitoring of subject knowledge.**
Best wishes,
The St Mary's Partnership Team

School Based Professional Development Programmes (PCMs only)
While our trainees are in school with you, they will follow their training plans and receive school-based professional development from expert colleagues within your setting. To support our schools in the delivery of this, we have provided cohort specific overviews of how these might be structured; these can be found alongside cohort-specific information overleaf. We understand that you may already have a programme running in your school, so would ask that all PCMs confirm whether they will be adopting the St Mary's template or delivering their own professional development programme using this form.

SMART Target Setting
Thank you for your ongoing support of our trainees as they make progress against their own areas for development. The use of SMART targets forms an important part of this formative process and your input is of high value in shaping the learning journey of our trainees. Our portal page can be used to inform the creation of targets that meet the SMART criteria, which will best enable our trainees to make and evidence their progress each week. Our link tutors will monitor and are also happy to support the setting of appropriate targets.

Monitoring of Subject Knowledge
Secure subject knowledge is another important aspect of trainee development. The weekly target focusing on subject knowledge allows for ongoing reflection on a trainee's confident delivery of the curriculum. Please do discuss this with your trainee in your weekly training meetings and your link tutor in your regular communication with them. We appreciate mentors raising any areas that you feel would benefit from further development and/or exploration to promote trainee progress.

Mentor Training: Please note that all recordings of our curriculum training can be accessed on the portal alongside details of training requirements.

Useful Links
St Mary's Partnership Portal
School Experience Handbook
ITT Safeguarding Policy
Key Documents for Partnership Schools

Safeguarding Details
Lead Safeguarding Officer:
Jane Chambers, Head of School

Designated Safeguarding Officer:
Mary Nkune, Head of Partnerships

Key Documents
Our Policy, Procedures and Frameworks document outlines key processes in ITE programmes.
The School Experience Overview provides mentors and PCMs with clear information about QA, timelines and intended learning outcomes for each period of school experience.

Make it even better! Enhancing the partnership
Thank you for providing feedback on mentor workload and wellbeing. Based on responses:
- We would like to remind our PCMs to support mentors by protecting time for them to complete training and fulfil mentor responsibilities
- We would like share the following podcast episode around 'Wellbeing and Workload'
- We have enabled an Abyasa function on the LFR to allow for **either** uploaded or typed observation notes

Useful Contacts
Eleanor Stewart (Head of Education Partnership & Apprenticeships)
Mary Nkune (Head of Education Partnerships)
Jemima Davey (Subject Lead Education Partnerships)
Primary Partnerships Team
Abyasa Help (Support with Abyasa)
Your trainee's Link Tutor is the first port of call for placement queries, but please do not hesitate to contact the Partnership team if additional support is needed.

Primary Cohort Specific Information (UG & WBR)

St Mary's University Twickenham London

School of Education

BA Year 2 Development Week 3: 4th to 8th March

Weekly Theme: This week, our Year 2 cohort will be focusing on communicating a belief in the academic potential of all pupils and making use of strategies to check prior knowledge and understanding in lessons. This will be explored through support from their mentor in both their own planning and involvement in professional discussions. Trainees will be asked to observe expert colleagues with a focus on this aspect of their practice; this will include a consideration of how to structure questions to enable the identification of knowledge gaps and misconceptions. Mentors can support trainees by deconstructing their practice and explaining each step in their use of questioning, feedback and assessment to ensure that learning takes place.

Research Focus: This week's focus is underpinned by Hattie and Clarke's (2018) *Visible Learning: Feedback* (Chapter 3). Trainees will be asked to consider this when reflecting on how this literature informs their practice. Mentors can support trainees in doing so by prompting them to engage in professional dialogue, which can be supported by our research summary of this research literature.

Key documents:
- Year 2 (Development) Training Plan
- School Experience Overview for Year 2 (Development)
- School-based Professional Development Template for Year 2 (Development)
- Weekly Research and Literature Summary

BA WBR Consolidation Week 2: 4th to 8th March

Weekly Theme: This week's theme focuses on working memory, prior knowledge and developing an understanding of individual learners. We would ask that mentors support their trainees by supporting them in producing high quality planning and providing formative feedback to help them understand the different factors that contribute to the effective introduction of new knowledge and skills. They will also be required to observe expert colleagues with a focus on how they activate prior knowledge and break down new concepts to promote understanding. Mentors can support trainees by explaining how they incorporate these themes into their own practice and modelling this for trainees.

Research Focus: This week's research focus is underpinned by the EEF's (2021) five-a-day principle, with a focus on scaffolding. Trainees will be asked to consider this when reflecting on how this literature informs their practice. Mentors can support trainees in doing so by prompting them to engage in professional dialogue, which can be supported by our research summary of this research literature.

Key documents:
- WBR (Consolidation) Training Plan
- WBR SEND (Consolidation) Training Plan
- School Experience Overview for WBR2 (Consolidation)
- School-based Professional Development Template for WBR Year 2 (Consolidation)
- Weekly Research and Literature Summary

Primary Cohort Specific Information (PG)

PGCE Development Week 3: 4ᵗʰ to 8ᵗʰ March

Weekly Theme: This week's theme focuses on developing an understanding of individual learners and how to employ an understanding of working memory in the delivery of effective lessons. Trainees will also be asked to consider how they build on prior knowledge. We would ask that mentors support their trainees by supporting them in producing high quality planning and providing formative feedback to help them understand the different factors that contribute to effective lessons. They will also be required to observe expert colleagues with a focus on how they break down concepts to promote understanding without overloading learners. Mentors can support trainees by explaining how they incorporate these themes into their own practice and modelling this for trainees.

Research Focus: This week's research literature comes from Chapter 6 of the SEND Code of Practice (2015). Trainees will be asked to consider this when reflecting on how this literature informs their practice. Mentors can support trainees in doing so by prompting them to engage in professional dialogue, which can be supported by our research summary of this research literature.

Key documents:
- PGCE (Development) Training Plan
- School Experience Overview for PGCE (Development and Consolidation)
- School-based Professional Development Template for PGCE (Development)
- Weekly Research and Literature Summary