

ITE Primary Mentor Newsletter

St Mary's
University
Twickenham
London
School of
Education



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, with Year 3 starting their final school experience with a Prep Week. 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.
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)

BA Year 2 Development Week 4: 11th to 15th March

Weekly Theme: This week, our Year 2 cohort will be focusing on their professional development and focusing on their impact on pupil outcomes through their teaching practice. There is also an emphasis on creating a culture of respect and trust in the classroom, supporting all learners including those with protected characteristics. This will be explored through support from their mentor 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 make best use of expert colleagues in order to develop their own teaching and professional practice. Mentors can support trainees by deconstructing their practice and explaining how they facilitate this kind of environment in their own classroom.

Research Focus: This week's focus is underpinned by Conteh's exploration of what it means to be a multilingual learner (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 Year 3 Consolidation Prep Week: 11th to 15th March

Weekly Theme: This week is designed to afford trainees the opportunity to settle into their new classroom and get to know the children. The training plan outlines tasks for trainees to complete in order to prepare for their block placement.

Link tutors will be in touch to arrange initial training meetings with mentors and trainees, which will provide an opportunity to answer any questions and outline the requirements of the placement. The overview linked below also provides useful guidance for those supporting Year 3 trainees during this phase of their training.

Please ensure that your trainee receives an induction to the safeguarding processes at your school during this week. This will include familiarity with the policies in place and knowledge of your DSL and reporting practices.

Key documents:

- [Year 3 \(Consolidation\) Training Plan](#)
- [School Experience Overview for Year 3 \(Consolidation\)](#)



Primary Cohort Specific Information (PG & WBR)

PGCE Development Week 4: 11th to 15th March

Weekly Theme: This week's theme focuses on developing an understanding of the need to check prior knowledge and understanding during lessons, as well as the importance of communicating a belief in the academic potential of all pupils. We would ask that mentors support their trainees by supporting them in producing high quality planning and providing formative feedback to help them understand how to effectively monitor progress throughout a lesson. They will also be required to observe expert colleagues with a focus on this area of practice. 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 Black and Wiliam (1998) and focuses of the use of formative assessment to promote progress. 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](#)

BA WBR Consolidation Week 3: 11th to 15th March

Weekly Theme: This week's theme focuses on making marking manageable and using assessment effectively as part of communicating their belief in the potential of all learners. We would ask that mentors support their trainees by supporting them in making high quality assessments and providing formative feedback to help them understand the different factors that contribute to effective and efficient assessment strategies. They will also be required to observe expert colleagues with a focus on this aspect of their practice. Mentors can support trainees by explaining how they incorporate various assessment routines into their own practice and modelling this explicitly for trainees.

Research Focus: This week's research focus is underpinned by the ICAPE (2022) report on assessment in primary schools. 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](#)