

# 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),  
We hope you have had a restful Easter break and are enjoying a positive start to the summer term. This week sees our PGCE, Year 3 and WBR Year 2 finalist cohorts heading into school to resume their consolidation training plans. Our WBR Year 1 cohort begin their development phase of school experience with prep days Monday-Thursday and returning to St Mary's on Friday for Prep Day with the programme team. Please find below information for mentors and PCMs and cohort specific information overleaf. As ever, please do let us know if we can offer any further support or guidance to those supporting trainees in school.  
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. Training plans can be found overleaf within the cohort specific information.

### CPD Offer for Partnership Schools

Our ITE Training and CPD Overview provides school-based colleagues with a summary of what you can access through St Mary's as a partnership school. Our Partnership Portal contains a section for mentors to engage with alongside additional CPD resources. We run Themed Talk Times and continue to update the resources on offer on the portal. Please let us know if there are aspects of training and CPD that you would like to see more of!

### 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 (PG & UG)

## PGCE Development Week 5: 15th to 19th April

**Weekly Theme:** This week's theme focuses on establishing and maintaining high behavioural expectations as trainees move into their final phase of training. We would ask that mentors support their trainees by supporting them in producing appropriate SMART targets for their next phase of training and supporting them in examining behaviour management processes to ensure that they are applying these effectively. 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 EEF (2021) and focuses on improving behaviour in 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:

- [PGCE \(Consolidation\) Training Plan](#)
- [School Experience Overview for PGCE \(Development and Consolidation\)](#)
- [School-based Professional Development Template for PGCE \(Consolidation\)](#)
- [Weekly Research and Literature Summary](#)

## BA Year 3 Consolidation Week 3: 15th to 19th April

**Weekly Theme:** This week our Year 3 cohort start their block placement with a focus on communicating a belief in the potential of all learners, as well as checking prior knowledge, stimulating pupil thinking and assessing understanding. 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 these aspects 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 effective learning.

**Research Focus:** This week's focus is underpinned by Peacock et al. (2012) and their work on 'Creating Learning Without Limits'. 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 3 \(Consolidation\) Training Plan](#)
- [School Experience Overview for Year 3 \(Consolidation\)](#)
- [School-based Professional Development Template for Year 3 \(Consolidation\)](#)
- [Weekly Research and Literature Summary](#)



# Primary Cohort Specific Information (WBR)

## BA WBR Development Prep Week: 15th to 18th April

**Weekly Theme:** This week's theme focuses on establishing high expectations and becoming a member of the teaching team. We would ask that mentors support their trainees by developing their understanding of how they might approach these parts of their professional practice, particularly if they are in their home school for their placement. Mentors can also support trainees by explaining how they established and continue to promote high expectations in their classroom.

**Research Focus:** This week is designed to allow trainees to settle into their classroom context, therefore there is no research focus for this week, but this will commence from Week 1 of the block placement.

### Key documents:

- [WBR \(Development\) Training Plan](#)
- [WBR SEND \(Development\) Training Plan](#)
- [School Experience Overview for WBR1 \(Development\)](#)
- [School-based Professional Development Template for WBR Year 1 \(Development\)](#)

## BA WBR Consolidation Week 4: 15th to 19th April

**Weekly Theme:** This week's theme focuses on developing as a professional by engaging in opportunities for development and creating a culture of respect and equity for all learners. We would ask that mentors support their trainees by supporting them in understanding how they might approach these parts of their professional practice. They will also be required to observe expert colleagues with a focus on these aspects of their practice. Mentors can support trainees by explaining how they established and continue to promote this kind of atmosphere in their classroom.

**Research Focus:** This week's research focus is underpinned by the work of <https://www.ncetm.org.uk/>. Trainees will be asked to consider how their learning in maths informs the way they plan for fluency in maths 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 the website above.

### 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](#)