

# 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 smooth start to the summer term. Thank you for your support of our trainees as they have settle back into school this after the Easter break.  
Please find below information for mentors and PCMs and cohort specific information overleaf. If you haven't already please could we ask that you submit an outline of the school-based professional development that you will be delivering during your our students' current phase of training. 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.  
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

**Mentor Training:** Please be reminded that we require all our mentors to complete curriculum training relevant to the phase of training they are supporting. In addition to the 20 minute introduction training (session 1), mentors should complete the following:

**Development phase (WBR 1 students): session 2 and then either session 3 or 4**

**Consolidation phase training (WBR 2, BA Y3, PGCE students): session 3 or 4**

Please note that all recordings of our curriculum training can be accessed on the portal alongside details of training requirements. Please remember to log completed training on abyasa. If you require any support in doing this, please contact your link tutor.

## 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.

## Useful Links

[St Mary's Partnership Portal](#)  
[School Experience Handbook](#)  
[ITT Safeguarding Policy](#)  
[Key Documents for Partnership Schools](#)  
[Policy, Procedures and Frameworks](#)

## Safeguarding Details

Lead Safeguarding Officer:  
Jane Chambers, Head of School  
Designated Safeguarding Officer:  
Mary Nkune, Head of Partnerships

## Upcoming CPD opportunities for Partnership Schools

**History support:** If you would like some support with history lesson/curriculum planning, subject knowledge or resources, or would benefit from a critical friend to collaborate with in this area, our senior lecturer Wendy is available to meet with you between 4 and 5pm on the following Mondays this summer term: 22<sup>nd</sup> April, 20<sup>th</sup> May and 17<sup>th</sup> June. Please contact [wendy.hughes@stmarys.ac.uk](mailto:wendy.hughes@stmarys.ac.uk) to book a slot of if you would like more information.

**Physical education:** 'Beyond the Physical' are offering students, ECTs and School Mentors St Mary's University the opportunity to attend a Physical Education CPD event at St Mary's University (Twickenham) on Thursday 25th April 24, from 9- 2.30pm . The event will be a mixture of practical and theory-based activities aimed to 'Inspire you to bring Physical Literacy to life in your school'. Please visit <https://beyondthephysical.co.uk/events/> to book on this event, places are limited. To access and exclusive 100% discount on this event, please use the code **MSC100** when booking.

## 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 Consolidation Week 2: 22nd to 26th April

**Weekly Theme:** This week's theme focuses on how pupils learn and how classroom practitioners can plan effectively to stimulate thinking and check for understanding. Trainees are asked to observe how expert colleagues plan regular review and practice of learning of learning, both on a daily basis through retrieval activities, but also over time through the use of spacing and structured talk activities. As trainees plan and deliver their lessons this week, they should include and evaluate a range of types of questions designed to challenge and extend pupils and well as check for depth of understanding.

**Research Focus:** This week's research focus is underpinned by Sherrington (2022) who states that effective teachers ask questions to more pupils in more depth. His research recognises the importance of checking for understanding to ensure pupils learn with fewer errors because misconceptions can be identified and addressed. Sherrington draws upon the work of Rosenshine and explores [questioning strategies](#) that can be deployed to check for understanding.

### Key documents:

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

## BA Year 3 Consolidation Week 4: 22nd to 26th April

**Weekly Theme:** This week's theme centres around professional behaviours and the responsibilities of a teacher in promoting a culture of respect that supports the progress and success of all pupils. Trainees are encouraged to reflect on their relationships with colleagues and other members of the school community and to seek opportunities to work closely with expert colleagues across the school. We ask mentors to provide trainees with chances to communicate with parents where relevant, and to use some time this week to liaise with, and learn further the SENCO to develop their understanding of supporting pupils with additional needs.

**Research Focus:** This week's focus is underpinned by Keeping Children Safe in Education (DfE 2023), which suggests that all staff 'should be aware that technology is a significant component in many safeguarding and wellbeing issues'. As part of their professional dialogue with you, trainees should learn more about what the school does to promote online safety and, where relevant, how the school engage parent in online safety education. Mentors that wish to develop their own understanding and awareness of online safety considerations are invited to engage with an Online safety themed talk, delivered by Sam Lovatt, our Lecturer in Computing at St Mary's. Please use the link below to access the recording of the themed talk.

### Key documents:

- [Year 3 \(Consolidation\) Training Plan](#)
- [School Experience Overview for Year 3 \(Consolidation\)](#)
- [School-based Professional Development Template for Year 3 \(Consolidation\)](#)
- [Weekly Foci - Online Safety \(KCSIE 2023\) - Themed talk delivered by Sam Lovatt](#)



# Primary Cohort Specific Information (WBR)

## BA WBR Development Week 1: 22nd to 26th April

**Weekly Theme:** This week's theme centres around the planning of effective lessons and the importance of a carefully sequenced and delivered curriculum that allows pupils to build increasingly complex mental models. Trainees are encouraged to observe how their expert colleagues break down knowledge and tasks into constituent components through modelling, examples and scaffolds to ensure that all pupils are able learn and master essential concepts.

**Research Focus:** This week's research focus is underpinned by the principles of Rosenshine, with a particular focus on principles 2 and 4, which explain that teachers should present new material in small steps with pupil practice after each step and that teachers should provide models to help pupils to learn and solve problems effectively. Trainees are asked to consider how their mentor, and other expert colleagues plan for small steps of learning to ensure progression in the classroom and we ask that you as mentors model and deconstruct this approach for trainees (see below for link to research summary.)

### 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 \(Development\)](#)
- [Weekly Research and Literature Summary](#)

## BA WBR Consolidation Week 7: 22nd to 26th April

**Weekly Theme:** This week's theme concerns maintaining trusting relationships with pupils to promote a positive learning environment alongside a consideration of how to communicate a belief in the academic potential of all pupils through teaching practice. Trainees should be prompted to consider the relationship between the two and how our interactions with learners promotes engagement and an environment conducive to learning.

**Research Focus:** This week's research focus is underpinned by Ellis and Tod's (2018) theory of behaviour for learning, which identifies three key areas: relationship with self, relationship with other and relationship with curriculum. Trainees are asked to reflect on how their understanding of the theory has developed since their last placement and which learners benefit most from strategies to promote behaviour for learning. Mentors can support trainees in doing so by prompting them to engage in professional dialogue (please see below for link to research summary.)

### 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](#)