

Welcome to the Edge Hill University Department of Children, Education and Communities (DCEC)

Mentoring training; this module comprises five units

- Unit 1 **Being a Mentor**
- Unit 2 **Making a Grading Judgement**
- Unit 3 **Providing Focused Feedback**
- Unit 4 **The Essential Paperwork**
- Unit 5 **Supporting a Struggling Trainee 'At Risk'**

Welcome to the Edge Hill University Department of Children, Education and Communities (DCEC)

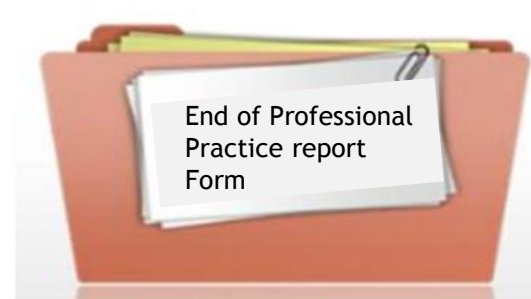
Core Training Package
Essential Paperwork:
Unit 4

(Formerly Primary Education Area - ITT)

Forms to be completed by mentors and returned to Edge Hill University

For Mentors in schools, there are 3 forms that must be completed whilst monitoring trainees.

The Visiting Tutor will collect the completed forms when they make a visit, including previous Learning Evaluation grades.



Learning Evaluation Record

The Learning Evaluation/Lesson Observation Form has been developed alongside colleagues within the Early Years and Primary Partnership.

Teachers' Standards are provided down the side of the document.

When observing the lesson, **'the Key Strengths'** and **'Areas for Improvement'** should be linked to the standards for example:

- TS7- manage behaviour effectively to ensure a good & safe learning environment.
- TS7- you use praise well to maintain the interest of the children
- TS7- reminding children of clear expectations enabled you to manage their behavior which allowed others in the room to continue with their work undisturbed.

These are examples of comments you could write in the **'Key Strengths'** box. Such comments allow the trainees to identify the Teachers' Standards they are achieving as well as which standards are areas for improvement.

Learning Evaluation Record

To be used in conjunction with the section entitled 'Assessment Guidance' in the Professional Practice Handbook

Name of Student		Evaluation Methods: In order to make a judgement about the overall quality of teaching, the following additional activities need to be undertaken.	Discussion with Mentor / Teacher	
Programme			Discussion with Student	
Professional Practice			Discussion with Learners	
School Setting Name			Discussion with TA / Other Adult	
Date and Time			Learners' responses within the lesson and in their books / work	
Name of Observer and Role			Quality and Impact of Students' marking and feedback	
Year / Class Group			Students' assessment and planning records in their files	
Subject		Students' own evaluation of their impact on Learners' progress and learning over time		
Duration of Lesson Observation		Observation of teaching and learning between 20 and 30 minutes		

Student's Current Targets	Review of Current Targets

Key Strengths Please make direct reference to the Teachers' Standards and range of observation methods	Teachers' Standards Prompt (1-4)
	<p>1.1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>Standard Prompt:</p> <ul style="list-style-type: none"> • Establish a safe and stimulating environment for pupils, rooted in mutual respect • Set pace that stretch and challenge pupils of all abilities, abilities, skills and aptitudes • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils <p>1.1.2 Promote good progress and outcomes for pupils through judgement</p> <p>Standard Prompt:</p> <ul style="list-style-type: none"> • Be accountable for pupils' attainment, progress and outcomes • Be aware of pupils' capabilities and their prior knowledge, and plan learning to build on these • Guide pupils to reflect on the progress they have made and their emerging needs • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • Encourage pupils to take a responsible and conscientious attitude to their own work and study <p>1.2.1 Demonstrate good subject and curriculum knowledge</p> <p>Standard Prompt:</p> <ul style="list-style-type: none"> • Have a secure knowledge of the relevant subjects and curriculum areas, how and maintain pupils' interest in the subject, and address their learning gaps • Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of ongoing learning • Demonstrate an understanding of and take responsibility for organising the standards of literacy, oracy and the correct use of standard English, whether the teacher's spoken or written <p>1.2.2 Plan and teach well-structured lessons</p> <p>Standard Prompt:</p> <ul style="list-style-type: none"> • Impact knowledge and develop understanding through effective use of lesson time • Promote a love of learning and children's intellectual curiosity • Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • Reflect systematically on the effectiveness of lessons and approaches to teaching • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Copies to: White – Trainee; Yellow – Mentor; Green – Visiting Tutor
 This information will be used solely for the purpose of evaluating assessment and may be disclosed to external examiners

Interim Report

Department of Children, Education and Communities
INTERIM ASSESSMENT FORM

Edge Hill University

Trainee Name		Programme		Phase	
Setting/School		Year Group/Ages Taught			
Mentor		EHU Visiting Tutor		Personal Tutor	

This form is an assessment that should reflect the trainee's actual level of attainment mid-Professional Practice.

Any trainee who is deemed to be 'at risk' of failure must be indicated with a tick in the box:

Teachers' Standard	Please put a ✓ in the box next to the grade which reflects the trainee's current level of attainment using the 'Assessment and Grading Criteria' to inform each judgment.			
TS1 Set high expectations which inspire, motivate and challenge pupils	Grade 1	Grade 2	ME (3)	Inadequate
TS2 Promote good progress and outcomes by pupils	Grade 1	Grade 2	ME (3)	Inadequate
TS3 Demonstrate good subject and curriculum knowledge	Grade 1	Grade 2	ME (3)	Inadequate
TS4 Plan and teach well-structured lessons	Grade 1	Grade 2	ME (3)	Inadequate
TS5 Adapt teaching to respond to the strengths and needs of all pupils	Grade 1	Grade 2	ME (3)	Inadequate
TS6 Make accurate and productive use of assessment	Grade 1	Grade 2	ME (3)	Inadequate
TS7 Manage behaviour effectively to ensure a good & safe learning environment	Grade 1	Grade 2	ME (3)	Inadequate
TS8 Fulfil wider professional responsibilities	Grade 1	Grade 2	ME (3)	Inadequate

Overall Interim Grade <i>Please circle</i>	Phase 1a		Phase 1b (PGCE Phase 1)			Phase 2 (PGCE Phase 2)			
	PASS	FAIL	GRADE 1	GRADE 2	ME(3)	GRADE 1	GRADE 2	ME(3)	INADEQUATE
Notes	If the grade is 'FAIL' for PP1a please tick the 'at risk' box above.		If the grade is 'INADEQUATE' for PP1b please tick the 'at risk' box above.			If the grade is 'INADEQUATE' or 'ME' for PP2 please tick the 'at risk' box above.			

Signature of Trainee		Date	PART TWO: personal and professional conduct and attitudes which set the required standard for conduct throughout a teacher's career. A teacher is expected to demonstrate consistently high standards of personal and professional conduct	Pass <input type="checkbox"/>
Signature of Mentor		Date		
Signature of Visiting Tutor		Date		

Please could the Trainee give a copy of this completed form to their APD Tutor as well as keeping a personal copy.

Please could the Mentor send this completed form back to: DECEpartnership@edgehill.ac.uk

Department of Children, Education and Communities Professional Support Team, Edge Hill University, Faculty of Education, Room G12, St. Helens Road, Ormskirk, Lancashire L39 4QP Thank you

This report reflects where the trainee is at mid-Professional Practice.

End of Professional Practice Report Form

Department of Children, Education and Communities
End of Professional Practice Report Form

Edge Hill
University

Trainee Name		Programme		Phase	
Setting/School				Year Group/Ages Taught	
Mentor		EHU Visiting Tutor		Personal Tutor	

Grading Guidance All graded judgements will be made using the following scale:

Professional Practice	Grades Available	Notes
BA (Hons) Primary Education: Full Time and Part Time		
Professional Practice 1A	Pass or Fail	Each standard should still be graded ('Grade 1', 'Grade 2', 'Grade 3: Meeting Expectation' or 'Inadequate') but the overall grade will be a 'Pass' or 'fail'. For Professional Practice 1a, 'Grade 1', 'Grade 2' and Grade 3: 'Meeting Expectation' are all classed as a 'Pass'. 'Inadequate' is a 'Fail'
Professional Practice 1B	Grade 1: Outstanding Grade 2: Good Grade 3: Meeting Expectation	If a trainee is not working at 'Grade 1', 'Grade 2' or Grade 3: 'Meeting Expectation' by the end of PP1B, they cannot receive an 'Overall Grade' and will need to repeat their Professional Practice 1B (the EHU Visiting Tutor will guide you through this process).
Professional Practice 2	Grade 1: Outstanding Grade 2: Good Grade 3: Meeting Expectation (trainee should be 'at risk')	If a trainee is not working at 'Grade 1' or '2' by the Interim point of PP2, the trainee should be offered intervention; the trainee is 'at risk' (the EHU Visiting Tutor will guide you through this process). Trainees can graduate on RI after a period of bespoke 'at risk' intervention.
PGCE:		
PGCE: Professional Practice 1 (PGCE)	Grade 1: Outstanding Grade 2: Good Grade 3: Meeting Expectation	If a trainee is not working at 'Grade 1', 'Grade 2' or 'Grade 3: Meeting Expectation' by the end of PP1B, they cannot receive an 'Overall Grade' and will need to repeat their Professional Practice Phase 1 (the EHU Visiting Tutor will guide you through this process).
PGCE: Professional Practice 2	Grade 1: Outstanding Grade 2: Good Grade 3: 'Meeting Expectation' (trainee should be 'at risk')	If a trainee is not working at 'Grade 1' or '2' by the Interim point of PP2, the trainee should be offered intervention; the trainee is 'at risk' (the EHU Visiting Tutor will guide you through this process). Trainees can graduate on Grade 3: 'Meeting Expectation' after a period of bespoke 'at risk' intervention.

- Please use the Edge Hill University 'Assessment and Grading Criteria' when filling in this form to ensure correct grades are awarded. Please note: The trainee does not need to achieve every element within the individual Teachers' Standards to be awarded the grade, (please apply a rule of best fit approach).
- The trainee should fill in their section of the form then pass it to their Mentor, **ideally one week before the final triangulation meeting**.
- The trainee should be given an overall summative grade based upon their grades against each of the Teachers' Standards.
- The grading process is a triangulation between trainee, Mentor and the EHU Visiting Tutor and the grades should be agreed and confirmed during the meeting (using the already completed Assessment and Grading Criteria grids to support this process).
- The final **summative** meeting for Professional Practice 2 will usually take place once the trainee has reached a 'good' or 'outstanding' standard in their teaching.

Please note:

- The Phase 2 End of Professional Practice report form will be given to the trainee's employer once they start their first teaching post and will inform the targets for their Trainee Profile, including the Career Entry Development Profile (CEDP).
- It will also be used to inform their reference, written by their Personal Tutor.
- **There should be no split grades**, please use the 'Assessment and Grading Criteria' grid to reflect if the trainee has achieved elements of the higher grade within the Teachers' Standard

Please use the Assessment and Grading Criteria booklets when completing this form.

End of Professional Practice Report Form

TS1 Set high expectations which inspire, motivate and challenge pupils <ul style="list-style-type: none"> Establish a safe and stimulating environment for pupils, rooted in mutual respect Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 		Grade
Trainee Reflection on Achievement	Mentor Feedback	Targets
TS2 Promote good progress and outcomes by pupils <ul style="list-style-type: none"> Be accountable for pupils' attainment, progress and outcomes Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these Guide pupils to reflect on the progress they have made and their emerging needs Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching Encourage pupils to take a responsible and conscientious attitude to their own work and study 		Grade
Trainee Reflection on Achievement	Mentor Feedback	Targets

Each section is linked to the Teachers' Standards.

Encourage your trainee to complete their section, one week before the triangulation meeting.

This way the dialogue can be more focused.

Targets should be directly linked to the Teachers' Standards using the Assessment and Grading Criteria Booklet to aid the process.

Note: to ensure the form is completed in a timely manner, we suggest that the *trainee hands the form to the Mentor 1 week before the triangulation meeting*. This will allow the Mentor time to complete their section.

If both sections are completed prior to the triangulation meeting, the meeting will be more focused.

Grading

Trainee Name		Programme		Phase	
Setting/School				Year Group/Ages Taught	
Mentor		EHU Visiting Tutor		Personal Tutor	

Grading Guidance All graded judgements will be made using the following scale:

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Professional Practice 1B	Grade 1: Outstanding Grade 2: Good Grade 3: Meeting Expectation	If a trainee is not working at 'Grade 1', 'Grade 2' or Grade 3: 'Meeting Expectation' by the end of PP1B, they cannot receive an 'Overall Grade' and will need to repeat their Professional Practice 1B (the EHU Visiting Tutor will guide you through this process).
Professional Practice 2	Grade 1: Outstanding Grade 2: Good Grade 3: Meeting Expectation (trainee should be 'at risk')	If a trainee is not working at 'Grade 1' or '2' by the Interim point of PP2, the trainee should be offered intervention; the trainee is 'at risk' (the EHU Visiting Tutor will guide you through this process). Trainees can graduate on RI after a period of bespoke 'at risk' intervention.
PGCE:		
PGCE: Professional Practice 1 (PGCE)	Grade 1: Outstanding Grade 2: Good Grade 3: Meeting Expectation	If a trainee is not working at 'Grade 1', 'Grade 2' or 'Grade 3: 'Meeting Expectation' by the end of PP1B, they cannot receive an 'Overall Grade' and will need to repeat their Professional Practice Phase 1 (the EHU Visiting Tutor will guide you through this process).
PGCE: Professional Practice 2	Grade 1: Outstanding Grade 2: Good Grade 3: 'Meeting Expectation' (trainee should be 'at risk')	If a trainee is not working at 'Grade 1' or '2' by the Interim point of PP2, the trainee should be offered intervention; the trainee is 'at risk' (the EHU Visiting Tutor will guide you through this process). Trainees can graduate on Grade 3: 'Meeting Expectation' after a period of bespoke 'at risk' intervention.

Trainees must receive a **'Pass'** on Phase 1a progress to Phase 1b.



Trainees must be graded **'Meeting Expectation' (Grade 3)** or better on Phase 1b to progress to Phase 2.



Trainees must aim to pass Phase 2 as a **'Good'** or better teacher.

Examples-Outstanding

Outstanding (grade 1)

To be graded Outstanding (Grade 1) overall the trainee must be graded Outstanding (Grade 1) in five of the Teachers' Standards. The remaining four Standards must be Good (Grade two) or higher to be Outstanding (Grade 1) overall.

Example:

Standard	Grade Given Example A	Overall Grade Given
TS1	1	This trainee would be Outstanding (Grade 1) - five standards are Graded Outstanding (Grade 1). No standards are below Good (Grade 2).
TS2	1	
TS3	2	
TS4	1	
TS5	1	
TS6	2	For a trainee teacher to be graded Outstanding (Grade 1) they need to consistently be Good (Grade 2) or better.
TS7	1	
TS8	2	

Examples- Good

Good (grade 2)

For a trainee to be graded Good, (Grade 2) they must achieve a Good (Grade 2) in 5 of the Teachers' standards. For any TS graded as Meeting Expectation (Grade 3) the trainees must show they have achieved elements of Good (Grade 2) within the Assessment and Grading criteria. To be graded 'Good' **no grades can be Inadequate**

Standard	Grade Given Example B	Overall Grade Given
TS1	2	This trainee would be awarded a Good (Grade 2).
TS2	1	
TS3	2	
TS4	1	
TS5	1	
TS6	2	
TS7	2	
TS8	2	
Standard	Grade Given Example C	Overall Grade Given
TS1	2	This trainee could be awarded a Good (Grade 2). I would expect the trainee to be able to demonstrate they have achieved elements of Good (Grade 2) within the standard graded Meeting Expectation (Grade 3).
TS2	2	
TS3	2	
TS4	1	
TS5	1	
TS6	ME (3)	
TS7	ME (3)	
TS8	ME (3)	

Examples-Meeting Expectation

Meeting Expectation (grade 3) this grade is below the departmental target for Phase 2 (final Professional Practice); therefore the trainee will require Meeting Expectation (Grade 3) intervention.

For a trainee to be graded Meeting Expectation (Grade 3), they will not have 5 or more higher grades; they are likely to have a combination of grades. They cannot be Meeting Expectation (Grade 3) if they are graded Inadequate (Grade 4) in any standard; this is a fail.

Standard	Grade Given Example D	Overall Grade Given
TS1	ME (3)	This trainee would be Meeting Expectation (Grade 3); they do not have 5 or more higher grades, therefore they can not be graded Good.
TS2	2	
TS3	2	
TS4	ME (3)	
TS5	ME (3)	
TS6	ME (3)	
TS7	ME (3)	
TS8	2	

Examples- Inadequate (Fail)

Standard	Grade Given Example E	Overall Grade Given
TS1	2	This trainee would not be awarded a Pass grade in this Professional Practice as one standard has not been demonstrated at an adequate level.
TS2	2	
TS3	2	
TS4	2	
TS5	2	
TS6	2	
TS7	Inadequate	
TS8	2	

Department of Children, Education and Communities: Mentor Training.

Congratulations!

You have now successfully completed **Unit four: Essential Paperwork**, along with Unit 1 (Being a Mentor) this completes the essential basic training for Edge Hill University mentors.

To further consolidate your training, you will undertake a joint Learning Evaluation with the EHU Visiting Tutor to moderate the assessment and grading of your trainee.

We look forward to working with you in the future and helping you develop your role as a mentor and trainer.



Eleanor Davidson

DCEC ITT Partnership Lead

Next Steps...

Now refer to the [Mentor Training Package](#) entitled...

Unit 5: Supporting Struggling Trainees 'At Risk'

You may wish to print this screen for your records