

# 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  
Providing Focused Feedback:  
Unit 3

(Formerly Primary Education Area - ITT)

# Feedback is key in the mentoring relationship

- Feedback should be focused so that it is both supportive and developmental.
- Targets should be negotiated with trainees and be specific to individual needs.
- Please provide feedback to trainees at every earliest opportunity

# Providing feedback to trainees

- Agree an adequate amount of time and a private place for debriefing
- Give brief informal feedback at the end of the observation, keeping comments as positive as possible.
- Debrief formally as soon as possible after the observation basing feedback on the written script, linked to the Teachers' Standards
- Use the Assessment and Grading Criteria consistently and celebrate trainee achievement.
- In consultation with the trainee set SMART targets for future development, linking these to the Teachers' Standards
- Plan the focus together for the next observation.
- Your valuable role as a mentor is to improve the practice of the trainee overall.

## Feedback is key in the mentoring relationship ....

- Feedback should be focused so that it is both supportive and developmental.
- Targets should be negotiated with trainees and be specific to individual needs.

- Ask the trainee how they felt the observation went.
  - What went well?
  - Is there anything that they would change or do differently next time?
- When giving feedback ensure that the feedback is analytical and developmental ensuring that the trainee has specific targets for progression.
- Feedback should be focused on pupil/learner progress: what impact did the trainee's teaching have on the progress of individuals, groups, and the class as the whole? Talk to the children, did they understand?
- Focus on behaviour that can be changed.
- Base your feedback on the observations you have made and ensure the feedback is objective.
- Focus on what the trainee did well, and what they could do better.
- Identify opportunities to develop/meet targets maybe by observing others.
- Refer the trainee to the Assessment and Grading Criteria Booklet for next steps.

# Key points to consider when feeding back....

The structure adopted for best practice is...

- Quality time
- Empathy
- Positive opening
- Opportunity for self-reflection
- Lesson analysis
- Honest feedback (leading into target-setting)
- Positive conclusion

Encourage trainees to reflect upon their teaching both verbally and in written form. Ensure they discuss their teaching strategies and how these impact on the children's learning and progress.

# Target setting

It is important that targets are linked to the Teachers' Standards using the Assessment and Grading Criteria grid to support you. Targets should be shared with all concerned in the trainee's progress.

Targets should always follow the SMART principle

**SPECIFIC**

**MEASURABLE**

**ACHIEVABLE**

**RELEVANT**

**TIMELY**





# Assessment:

Remember that EHU take a more holistic approach and therefore this grading would be for progress over time -summative evidence for bundles/aspects of standards rather than grades for individual lessons...

**Grade 1 - Outstanding**

**Grade 2 - Good**

**Grade 3 - Meeting Expectation**

**Grade 4 - Inadequate**

This four-point scale indicates the **quality of DCEC (Primary) Teachers in training** and is based on what can be reasonably expected of a trainee at that point in their training.

A trainee identified as Good or Outstanding is demonstrating the potential to become a good or outstanding teacher by the end of their NQT year.

Department of Children, Education and Communities: Mentor Training.

## **Congratulations!**

You have now successfully completed **Unit three: Providing focus Feedback**. To be able to fully ensure that you are able to train, support and develop an Edge Hill University trainee throughout their training in your school please now complete **Unit 4: Essential Paperwork**. You may wish to engage with the other units within the package depending on your previous mentoring experience.

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...

You may wish to print this screen for your records

[Unit 4: Essential Paperwork](#)