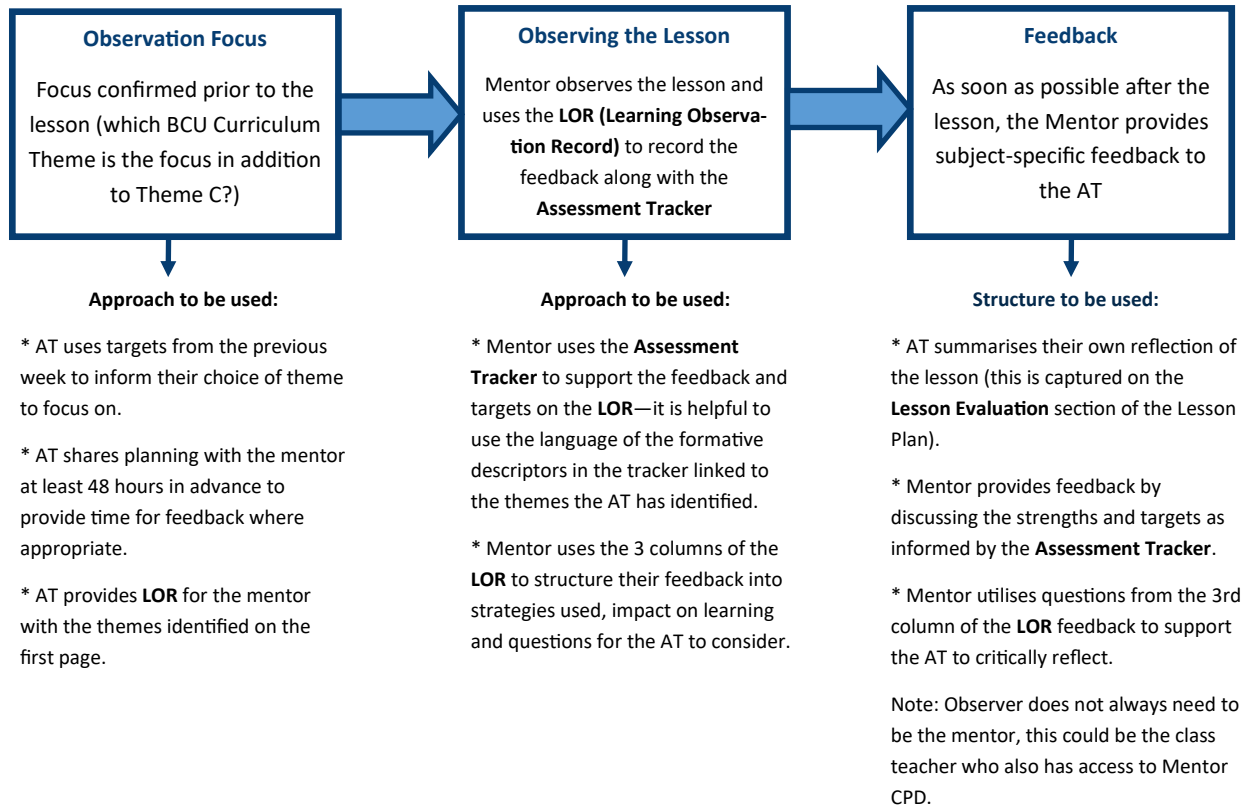
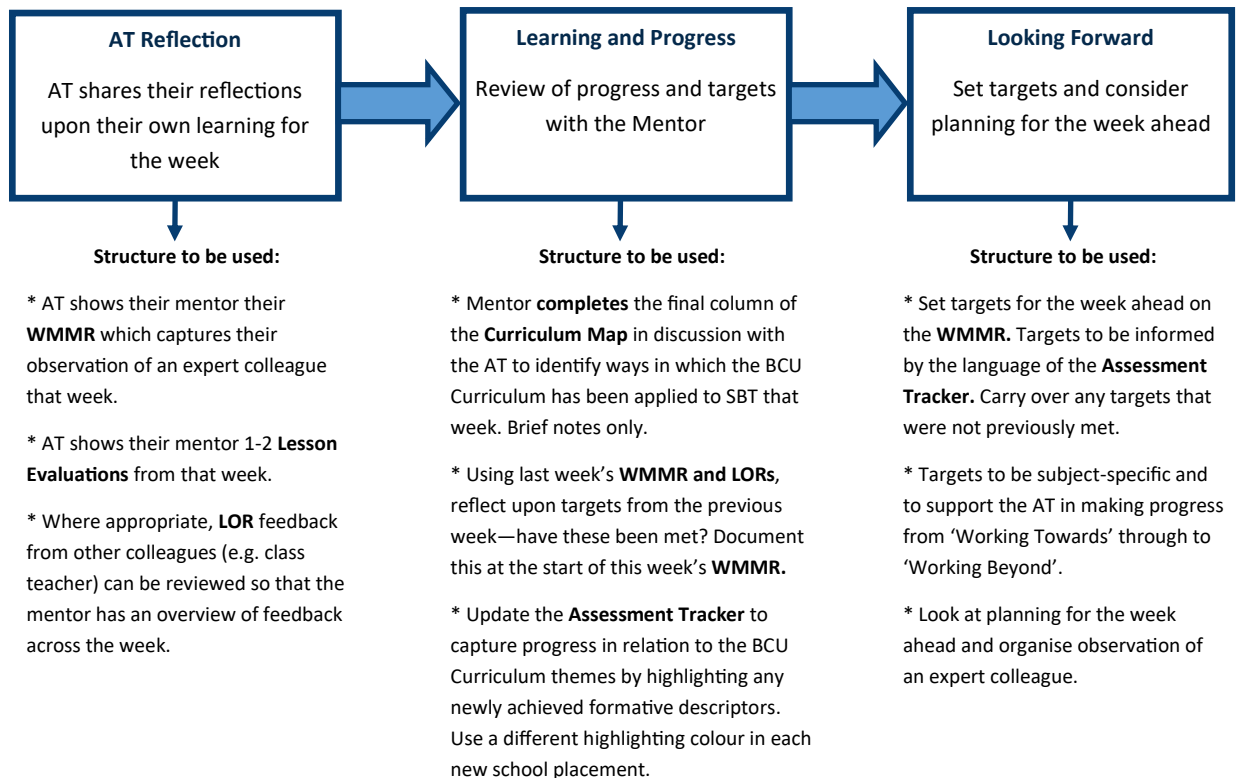


Secondary Mentor Quick Reference Guide

Formal Observations



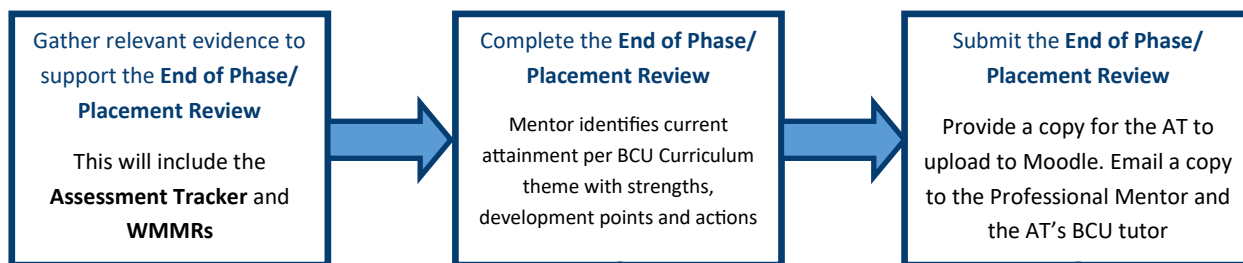
Weekly Mentor Meetings



Please note:

- For year 1 **Undergraduate**, Mentor Meetings take place per phase and as per the Subject Curriculum Map
- For year 1 **Undergraduate**, ATs complete one **Lesson Evaluation** per week. For PGCE Secondary, **Lesson Evaluations** should be completed by ATs twice per week in phases 5-8 and once per week in phases 9-10)

End of Phase/Placement Review



Approach to be used:

- * The **Assessment Tracker** will be the most useful document for the end of phase/ placement review—as you have been highlighting progress throughout the phase/ placement.
- * **WMMRs** will also help you to remember targets that have been set and common development points that have been arising.
- * Access to other documents on the AT's OneDrive that are helpful to use are the **Curriculum Map**, **Subject Knowledge Tracker** and evidence of the AT's planning and **Lesson Evaluations**.

Approach to be used:

- * For each BCU Curriculum theme, identify the current attainment of the AT as 'Working Towards', 'Working At' or 'Working Beyond' as per the **Assessment Tracker**. Use a 'best fit' approach.
- * Remember that 'Working At' is the minimum expectation for achieving QTS at the end of the course.
- * Identify strengths, development points and actions to address the development points for each theme.
- * **Subject Knowledge Tracker** should also be updated to show progress in regards to subject knowledge during the phase/ placement.

Please note:

- * All End of Phase/Placement reviews are moderated by our tutor team to ensure the accuracy of School-Based Assessment.
- * End of Phase/Placement Reviews will be provided for the subsequent placement so that prior learning and current progress can continue to be built upon in the next placement.

BCU ITE Curriculum Themes

- A** Associate teacher uses **critical enquiry** and **research informed practice** to develop their understanding of effective teaching and learning
- B** Associate teacher's **classroom practice** establishes effective **behaviour management** using **high expectations** and awareness of **pupil wellbeing**
- C** Associate teacher knows more, remembers more and applies **subject knowledge** and **subject-specific pedagogy** to impact on pupils' progress
- D** Associate Teacher uses knowledge about **how pupils learn to plan and assess learning** to ensure that all pupils make progress
- E** Associate Teacher implements effective **adaptive teaching approaches** to meet all learners' needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language) learners.
- F** Associate Teacher demonstrates **professional behaviours** and contributes effectively to the wider life of the school.

Key Documentation

Document	Responsibility	Use	Availability	Storage
Assessment Tracker	Mentor	Highlight weekly, refer to when completing LORs , WMMRs & End of Phase/Placement Reviews	OneDrive & Partnership Website	AT's OneDrive
Learning Observation Record (LOR)	Mentor	2 per week (on most routes) - use Assessment Tracker to inform targets	OneDrive & Partnership Website	AT's OneDrive
Lesson Evaluation (end of Lesson Plan)	AT	PG 2 per week until Phase 9 (1 per week phases 9 -10 and UG Yr 1). Informs WMMR discussion	Final page of lesson planning document	AT's OneDrive
Curriculum Map	AT & Mentor	Mentor uses final column, in discussion with AT, to make brief notes about CBT links with SBT	OneDrive	AT's OneDrive
Weekly Mentor Meeting Record (WMMR)	AT & Mentor	Use all documents above in weekly meeting and specifically the Assessment Tracker to set targets	OneDrive & Partnership Website	AT's OneDrive
Subject Knowledge Tracker	AT & Mentor	Used to document progress in regards to Subject Knowledge throughout the course	OneDrive	AT's OneDrive
End of Phase/Placement Review	Mentor	Use all documents above, specifically the Assessment Tracker and WMMRs to complete	Partnership Website	AT's OneDrive & Moodle