

Secondary Mentor Quick Reference Guide



Observing the Lesson Feedback Observation Focus Mentor observes the lesson and As soon as possible after the Focus confirmed prior to the uses the LOR (Learning Observalesson, the Mentor provides lesson (which BCU Curriculum tion Record) to record the subject-specific feedback to Theme is the focus in addition feedback along with the to Theme C?) the AT **Assessment Tracker**

Approach to be used:

- * AT uses targets from the previous week to inform their choice of theme to focus on.
- * AT shares planning with the mentor at least 48 hours in advance to provide time for feedback where appropriate.
- * AT provides **LOR** for the mentor with the themes identified on the first page.

Approach to be used:

- * Mentor uses the Assessment
 Tracker to support the feedback and
 targets on the LOR—it is helpful to
 use the language of the formative
 descriptors in the tracker linked to
 the themes the AT has identified.
- * Mentor uses the 3 columns of the LOR to structure their feedback into strategies used, impact on learning and questions for the AT to consider.

Structure to be used:

- * AT summarises their own reflection of the lesson (this is captured on the **Lesson Evaluation** section of the Lesson Plan).
- * Mentor provides feedback by discussing the strengths and targets as informed by the **Assessment Tracker**.
- * Mentor utilises questions from the 3rd column of the **LOR** feedback to support the AT to critically reflect.

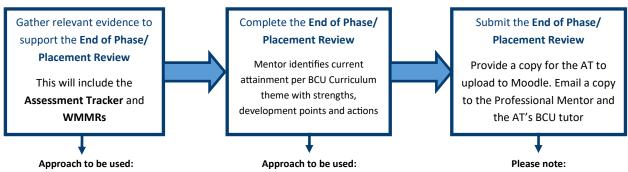
Note: Observer does not always need to be the mentor, this could be the class teacher who also has access to Mentor

AT Reflection AT shares their reflections upon their own learning for the week Structure to be used: Looking Forward Set targets and consider planning for the week ahead Structure to be used: Structure to be used:

- * AT shows their mentor their WMMR which captures their observation of an expert colleague that week
- * AT shows their mentor 1-2 **Lesson Evaluations** from that week.
- * Where appropriate, LOR feedback from other colleagues (e.g. class teacher) can be reviewed so that the mentor has an overview of feedback across the week.
- * Mentor **completes** the final column of the **Curriculum Map** in discussion with the AT to identify ways in which the BCU Curriculum has been applied to SBT that week. Brief notes only.
- * Using last week's **WMMR** and **LORs**, reflect upon targets from the previous week—have these been met? Document this at the start of this week's **WMMR**.
- * Update the Assessment Tracker to capture progress in relation to the BCU Curriculum themes by highlighting any newly achieved formative descriptors. Use a different highlighting colour in each new school placement.
- * Set targets for the week ahead on the WMMR. Targets to be informed by the language of the Assessment Tracker. Carry over any targets that were not previously met.
- * Targets to be subject-specific and to support the AT in making progress from 'Working Towards' through to 'Working Beyond'.
- * Look at planning for the week ahead and organise observation of an expert colleague.

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)



- * 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.

- * 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.

- * 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.

- 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
- 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.

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