



Primary PGCE



Mentor Professional Development Training School Experience Block 1 (SE1)

Meet your mentor day:
Friday 17th October

SE1 placement:
Monday 20th October - Friday 9th January



**Mentor
briefing**
*Preparing for
SE1*

**2
hours**



The General Mentor and the UoM ITE curriculum

Understanding the role of the General Mentor (GM) within the UoM ITE curriculum

Placement guidance and support for UoM GMs

Monitoring and assessing trainee progress against the UoM curriculum

Reflecting on UoM trainee observations, target setting and written feedback

Identifying opportunities for professional development & support



Course
A



New to Mentoring

Effective observations, verbal feedback and target setting

**1.5
hours**

WELCOME

Meet the team

Primary Partnership Lead

Karen Kilkenny

Professional Tutors (core)

Clare Bate

Karen
Beswick

Kerrie
Hughes-
Jones

David
James

Natalie
Jayson

John
Primrose

Andrew
Rhodes

Lead Programme Partner (LPP)

Alliance Leads

Helen
Walker

Joanne
Squires

Lauren
Frame



Please check you know **which UoM colleague is supporting you throughout SE1.**



Welcome: session outline



ALL MENTORS

- 1 Mentor role, safeguarding and placement expectations
- 2a Trainee lesson planning and support
- 2b AI to support planning
- BREAK (10 mins)
- 3 Supporting, monitoring and assessing trainee progress
- 4 Effective target setting
- 5 Supporting trainees across the placement
- 6 Mentor Development and Support Hub



Mentor briefing
Preparing for SE1

2 hours



The General Mentor and the UoM ITE curriculum

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NEW UoM MENTORS



Course
A



New to Mentoring

Effective observations, verbal feedback and target setting

1.5 hours

- A Focus Areas and Mentor Feedback Form
- B Written feedback
- BREAK (10 mins)
- C Trainee observation
- D Effective verbal feedback
- E Target setting development
- F Further CPD opportunities

PART 1

Mentor role, safeguarding and placement expectations

*A GOOD MENTOR
WILL TEACH YOU
HOW TO THINK,
NOT WHAT TO
THINK.*



EMPOWERING
FUTURE
GENERATIONS

A broad role



MENTORING



GOALS



COACHING



GUIDIANCE



TRAINING



MOTIVATION



KNOWLEDGE



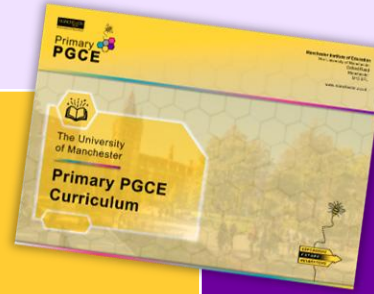
SUPPORT



SUCCESS

You are a key piece of the trainee journey...





Semester 1

(Sept- End of SE1)

Skills knowledge and understanding

- Introduction to the profession
- Establishing the foundations
- Developing skills

Semester 2

(End of SE1 – end of June)

Refine, develop and enhance skills knowledge and understanding

- Developing understanding
- Developing agency
- Impact on learning
- Enrichment and enhancement

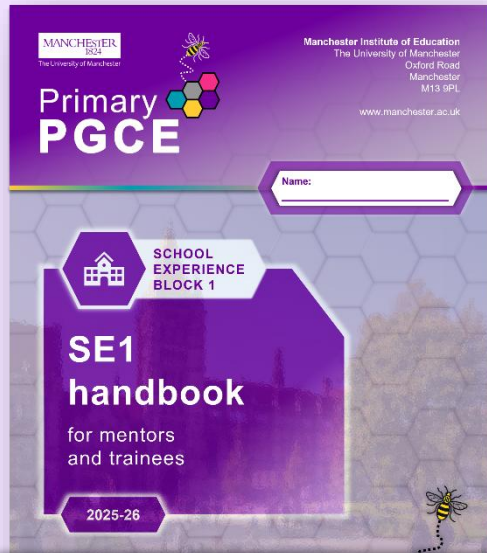
Key documents

Your trainee will bring...

Meet your mentor day:
Friday 17th October



SE1 handbook and Mentor Feedback & Target Setting bookmark



Also available to download from our
Mentor Hub > SE1 resources

mentorhub.thinkific.com



Bookmark will be
explored later...

Safeguarding letter

(in line with **Keeping Children Safe in Education**
2025 guidance)

- Trainee UoM **safeguarding letter**
(with DBS number on it)
- Photographic ID**

"Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks. Schools and colleges should obtain written confirmation from the provider that it has carried out all pre-appointment checks"

"There is no requirement for the school to record details of fee-funded trainees on the single central record. However, schools and colleges may wish to record this information under non statutory information"

(from KCSIE 2025, Pg 82, section 301 and 302)

- Schools should **not** complete any further safeguarding checks.



By 8am



Trainees should inform the following people know if they are going to be absent from placement:

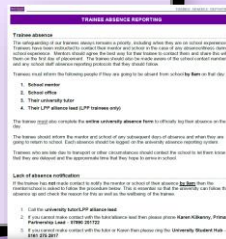
- ✓ You and/or the school office
- ✓ Their university tutor
- ✓ Their **LPP** alliance lead (**LPP** only)

By 9am



If you/school have not received notification of absence, please do the following:

1. Phone the *university tutor/LPP alliance lead*
2. If you are unable to contact then phone *Karen Kilkenny* (Primary Partnership Lead) - 07890 201722
3. If you are unable to contact 1) or 2) then phone the *UoM Student Hub* – 0161 275 2817



Focus areas – building on foundations



WEEKLY OVERVIEW AND FOCUS AREAS	18
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SE1 FOCUS AREAS	21
FOCUS AREA 1.0: MEET YOUR MENTOR DAY - Introduction to school/classroom systems.....	21
FOCUS AREA 1.1: Classroom systems and establishing teacher identity	25
FOCUS AREA 1.2: Behaviour and classroom management	27
FOCUS AREA 1.3: Planning using clear L.O/S.C	29
FOCUS AREA 1.4: Assessing against the L.O/S.C to inform next steps.....	31
FOCUS AREA 1.5: Pupil progress - effective questioning & active engagement	33
FOCUS AREA 1.6: Planning for different groups of learners	37
FOCUS AREA 1.7: Pupil progress over time and next steps	41
FOCUS AREA 1.8: Understanding the wider school and planning ahead	43
FOCUS AREA 1.9: Understanding the wider school & returning to a new term	44



Time with your trainee



Please arrange to meet with your trainee for 30-45 mins (during assembly, lunch, after school) to share information about the class and placement, such as:

- ❖ The class weekly timetable
- ❖ Your class and groupings/organisation for different subjects
- ❖ Topics and areas within subjects that will be covered during the placement
- ❖ Class profile e.g SEND pupils, PP, EHCPs, TA support and timetables
- ❖ Schemes of work used
- ❖ School planning expectations and access
- ❖ Wider events during SE1 e.g. parents' evenings, school fair, performances
- ❖ Other relevant contextual information e.g. class specific rewards/systems
- ❖ Timetable and potential teaching for week 1
- ❖ Your preferred contact methods (phone/email) and appropriate contact times/deadlines

Focus Area 1.0 and further support

Help the trainee complete proforma 1.0:

- name of the designated safeguarding lead
- safeguarding reporting procedures
- fire/evacuation procedures
- access to key school policies
- an outline of key school procedures
- Names of subject co-ordinators

Discuss any further supportive information about your trainee:

- ❖ pronouns
- ❖ previous classroom experience
- ❖ any factors that may impact on them during placement e.g. caring responsibilities, travel, health issues)

The image shows a thumbnail of the 'School systems (induction)' proforma 1.0. It is a form for trainees to complete during their induction. The form is divided into two main sections: 'School context and information' and 'Classroom'. The 'School context and information' section includes a table for 'School systems (induction)' with columns for 'Trainee', 'Mentor', and 'Status'. The 'Classroom' section includes a table for 'Classroom' with columns for 'Name of co-ordinator' and 'Classroom'. The form also includes a 'Notes' section at the bottom.

SE1 FOCUS AREAS	21
FOCUS AREA 1.0: MEET YOUR MENTOR DAY - Introduction to school/classroom systems	21



- ❑ Familiarise yourself with your trainee’s **PGCE online shared OneDrive folder** and **Trainee Portfolio** (*trainee to share their link with you*)
- ❑ **Outline key school systems**
e.g. playground duty, resource access/locations, communal space use, timetables
- ❑ **Introduce staff members with key responsibilities**
e.g. SENDCo, designated safeguarding lead, subject coordinators.
- ❑ Continue to **get to know the trainee** and build a **positive working relationship**



1.1 FOCUS AREA Classroom systems and establishing teacher identity

WEEKLY OVERVIEW OF EXPECTATIONS

Week	Key reminders	Teaching expectations guidance
Week 1	No official written observation this week (mentor feedback form not required)	10% (equal to 0.5 days) - Team plan, teach and assess* 1 x English or maths lesson, addressing focus area 1.1 - Team plan, teach and assess* 1 x other subject lesson, addressing focus area 1.1 *See Team Teach models information (Appendix 6)

TRAINEE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Trainees should:	Further guidance
Observe your mentor (as often as possible)	- Focus on how your mentor maintains a positive classroom ethos; uses established organisational systems (e.g. manages transitions, groupings, resource distribution) and establishes themselves as the teacher in charge (e.g. uses of voice, non-verbal communication, shares their expectations) - Make notes regularly on Exemplar 1.1 to build your knowledge and strategies. Complete Exemplar 1.0 (Meet your mentor day Focus Area proforma), if still not fully completed.
Practise establishing yourself as a teacher with small groups	Work with groups, as directed by your mentor. Consider how you use your voice, verbal/non-verbal communication to establish consistent expectations and maximise engagement.
Team plan and teach	Team plan the agreed lessons that will be delivered this week on the UoM planning proforma. Consider the prompts and sections on the UoM planning bookmark that you will need to consider to provide quality and impact within your lesson sections.
Talk to your mentor about what you have learned by deconstructing your lesson	- Deliver input, focussing on establishing your teacher presence, rapport with the class and clear expectations - Deepen your understanding of how children learn through collaborative planning, teaching and reflection
Adapt and edit future planning	- Reflected upon your teacher presence and setting expectations - what worked well and why in your teaching and any improvements/adaptations required - Use mentor feedback and your reflection to edit and improve your next lesson
Help plan and create a display/working wall from a subject focus area	Work with your mentor to plan and create a display within the classroom - this can be from work you will contribute towards within a subject this term, a working wall content for next term or any other topic that your mentor agrees. Plan to have the display completed before the end of placement.

MENTOR ROLE AND PREPARATION

Mentors:	Further guidance
Website to support your role	https://www.bbc.com/news/education-541
Deploy the trainee to support work with groups when you are teaching	Continue to support the trainee to get to know different groupings/organisation e.g. outline and ensure that the trainee is exposed to classroom systems - TA timetables, systems for resource use/distribution and how different subjects/lessons are organised.
Modelling and debriefing teaching	Allow the trainee to observe you teaching different lessons/groups and demonstrate/discuss how you establish consistent expectations and systems
Plan for the trainee to learn teach lesson with you - 1 x English/Maths and 1 x Other subject	- Model how you plan a lesson and the intended development of learning for both team-teach lessons - Support the trainee to consider the elements of the UoM planning bookmark and how these link to and support learning

PRIOR KNOWLEDGE AND LINKS TO UNIVERSITY CURRICULUM (to build upon, practise and improve this week)

Learn that... Trainees have:	Learn how to... Trainees have:	Further reading
- Received expert theoretical and practical input by tutor(s) about the importance of establishing a professional approach and presence from the outset - Analysed how children learn and the importance of clear expectations and positive relationships (established early on)	Observed experts modelling approaches and deconstruct individual components of effective teacher presence and establishing a good classroom ethos	Twidleton, S (2018) Becoming a professional in the current context Unit 1.2 pp17-31

FOCUS AREA 1.0: MEET YOUR MENTOR DAY - Introduction to school/classroom systems..... 21

FOCUS AREA 1.1: Classroom systems and establishing teacher identity 25

Weekly mentor role



Joint PPA/planning time (0.5 day)

Check and give feedback on planning

Formal lesson observation

(from week 2, Appendix C)

Mentor/trainee weekly feedback meeting

(Appendix C – weekly review and feedback form)

Support the 'Focus area' requirements

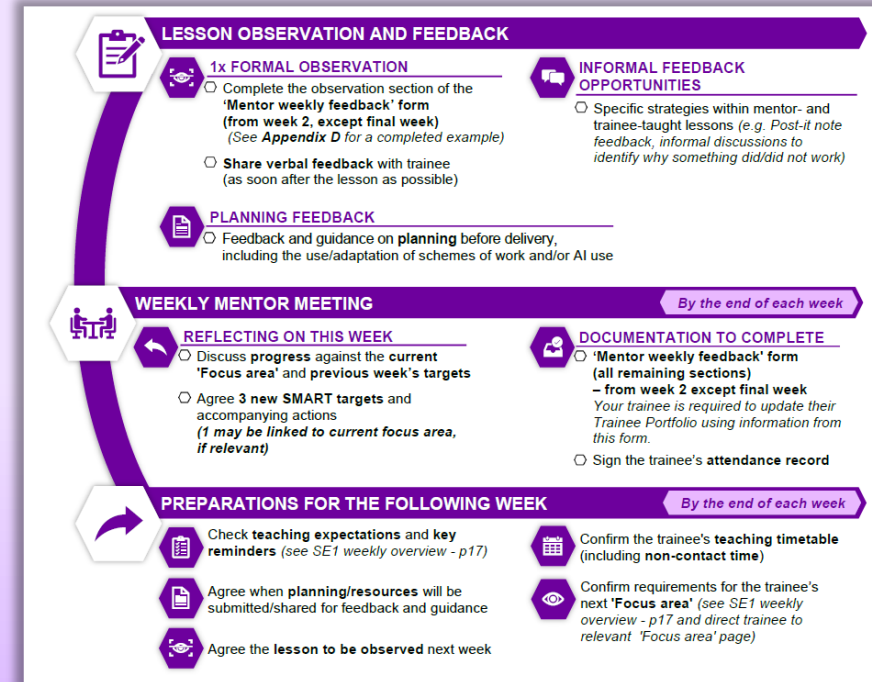
Provide opportunities to observe you and other colleagues teach and debrief afterwards

(*'Learn how to...'*)

TRAINEE NON-CONTACT TIME

Trainees are expected to have 1.5 days non-contact/admin time per week, with the exception of the last two weeks of placement.

Activity	Purpose	Allocated time per week	
		Weeks 1-7	Week 8 onwards
Joint PPA	Joint mentor/trainee PPA for planning	½ day	½ day
Trainee PPA and CPD	Trainee independent planning and preparations, 'Focus area' activities and observing good practice	1 day	½ day
Total non-contact time		1.5 days (30%)	1 day (20%)



PART 2a)

Trainee lesson planning and support



EMPOWERING
FUTURE
GENERATIONS

Trainees as novice planners



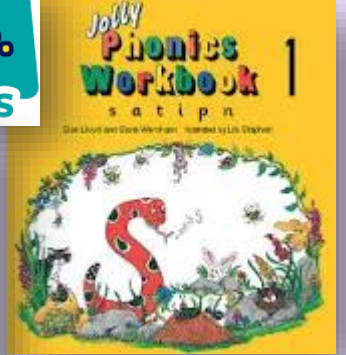
Kapow
Primary

tes
resources

twinkl



Read Write Inc.
Phonics



Little Wandle
LETTERS AND
SOUNDS

REVISED

White
Rose
Maths

POWER
MATHS

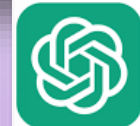
MATHS
NO PROBLEM!



TeachMateAI



Copilot



ChatGPT

Weekly teaching expectations

Week	Key reminders	Teaching expectation guidance		Focus area (incl. page ref.)	
Meet your mentor day	Complete Proforma 1.0 (Induction)	n/a	There are no formal expectations of you leading and teaching the class. However, you may work with groups, under the direction of your mentor, to help you get to know the pupils, their level of work and other helpful contextual information.	Introduction to school/ classroom systems	1.0 See p21
Week 1	No official written observation this week (mentor feedback form not required)	10% (equal to 0.5 days)	- Team plan, teach and assess* 1 x English or maths lesson, addressing Focus area 1.1 - Team plan, teach and assess* 1 x other subject lesson, addressing focus area 1.1 <i>*See Team Teach models information (Appendix I)</i>	School/ classroom systems and teacher identity	1.1 See p25
Week 2	Weekly written observations begin this week (please complete mentor feedback form each week)	20% (equal to 1 day)	- Team plan, teach and assess 1 x English or maths (<i>whichever was not taught last week</i>), addressing Focus area 1.2 - Team plan, teach and assess 1 x other subject lesson, addressing Focus area 1.2 - Plan for and lead 1 focus group in English or maths - Plan for and teach 1x Phonics (if in KS1)- <i>see red phonics guidance for KS1/KS2 on p19.</i> - Plan for and teach 1x spelling/SPAG/guided read (if in KS2)	Behaviour and classroom management	1.2 See p27
Week 3	Interim review 1 (see page 12) - Select 'Yes' for 'section 2' in the weekly mentor feedback form - Prepare weekly plan for next week.	30% (equal to 1.5 days)	- Team plan, teach and assess 1 lesson in a subject not previously taught e.g. a practical subject such as science, DT, P.E - Teach 5 other lessons, including a sequence of 3 English or Maths lessons	Planning using clear L.O. and S.C.	1.3 See p29

Team planning, teaching and assessment



Supported planning, teaching and assessment



More independent planning, teaching and assessment

Supporting trainee planning



- Give access to your **school planning systems**
- Ensure trainees have a shared understanding of **how schemes of work** are used/adapted in your school
- Model/support trainees to **adapt plans/schemes** for your class
- Agree when you will give **feedback on planning** (online)
- Ensure they complete the **UoM proforma** – a systematic planning process for novice teachers



PGCE **PLANNING BOOKMARK**
Prompts for planning effective lessons

LEARNING OBJECTIVE (L.O.) and SUCCESS CRITERIA (S.C.) 1Y: SOK A

Do you have a clear L.O. and S.C. that link together? Does this fit into the NC and subject progression?

L.O.: What skill/knowledge do you want to be able to assess as achieved/met by the end of the lesson? (e.g. To know that..., To be able to..., To use..., To create...)

S.C.: What do the pupils have to do/demonstrate/show you in order for you to make a judgement about their learning towards the L.O.? (Use imperative verbs – pupils can actively demonstrate these for you to assess against e.g. draw, write, show, tell, record)

PRIOR KNOWLEDGE 1Y: SOK A

Elicit and activate prior knowledge

Elicit prior knowledge: Which aspect of the NC is your focus? What do they know/can do already (refer to NC & pre-requisite documents/previous summative data/ongoing AfL)? How will you check this?

Activate prior knowledge: What activity will ensure you can retrieve pupil knowledge from their long term memory?

NEW LEARNING 1Y: SOK A

Explicit instruction/questions/modelling/interactions

Concepts: What new learning will you introduce (key teaching) that links directly to your L.O./S.C.?

Vocabulary: What specific new vocabulary will you introduce/model during this lesson? What potential misconceptions may pupils have?

Chunking: How will you explain or address these clearly? How will you break down new learning into manageable chunks to support cognitive load?

Modelling: What and how will you model or demonstrate? What are the key points you hope to teach from these? Which specific examples will you use? (Use your knowledge of cognitive science)

Active learning and pupil feedback: How are pupils actively involved in their learning? Which activities will allow you to check pupil understanding during your input? How are your pupils sharing feedback on new learning (e.g. whiteboards, paired discussion)?

Questioning: Have you planned effective questions to support pupil thinking and learning, including challenge for all groups of pupils?

PUPIL PRACTICE 1Y: SOK A

Application of new learning

Application: Do pupils have adequate opportunity to practise/apply new learning to securely achieve the L.O./S.C. (long-term memory)?

Resources: Which resources are needed to ensure pupils can access and apply new learning? (See reverse: UoM checklist)

Assessing pupil application: When/how will you assess pupil understanding? How will you provide feedback to support progress (e.g. live marking/mini plenary/verbal feedback)?

ADAPTIVE TEACHING 1Y: SOK A 1Y: A 1Y: A

Inclusion: How will you support the different learning needs so that there are high expectations and outcomes for all? (UoM checklist)

Scaffolding: Which resources (including the use of adults) are needed to ensure pupils can access and apply new learning?

Daily planning expectations

UoM daily lesson plan for each lesson

Assessment of progress table (+/- only)

- bottom of lesson plan

TA/Additional adult briefing sheet

- for general TAs/
you as a TA

DAILY LESSON PLAN PROFORMA				
Week	Date	Year group	Subject	Lesson sequence/theme
Learning objective				
Success criteria				
Lesson section (including timings)		Lesson development and assessment opportunities (including key questions) (Use your planning bookmark to ensure that all aspects of an effective lesson are considered and planned.) <i>N.B. Lesson sections may need to be reordered, adapted, or increased in number for some lessons.</i>		
PRIOR KNOWLEDGE Eliciting and activating prior knowledge (XX mins)				
NEW LEARNING Explicit instruction/questions/modelling/interactions/vocabulary (XX mins)				
PUPIL PRACTICE Application of new learning (XX mins)				
ADAPTIVE TEACHING Including adult support (XX mins)				

ASSESSMENT OF PROGRESS (AFTER LESSON) PROFORMA		
Assess children's progress against your lesson S.C. to inform you of their progress and achievement of the L.O.		
Success criteria (cut and paste from lesson success criteria box above)	Names of those below (-) or exceeding (+) only	Action required? (Now what?) What do you need to do to respond to your assessment and children's emerging needs? Changes to planning (show on weekly plan)? Targeted intervention? Change of group? Change of support?
	-	
	+	
	-	
	+	
	-	
	+	
	-	
	+	



Weekly plan – English and Maths

From week 4 - L.O and S.C only

- Trainee lessons – fill box in yellow
 - L.O and S.C
- Mentor lessons – leave white
 - L.O only

Purpose:

- To help trainees understand:
- how learning builds upon prior knowledge
 - how to break down new learning
 - how to organise new learning into a logical sequence

WEEKLY PLAN OVERVIEW			Week beginning:	Year group:
DAY	English L.O and S.C to show how learning is sequenced to build upon prior learning/knowledge (fill in the box yellow to indicate the lessons you are leading/teaching)	Maths L.O and S.C to show how learning is sequenced to build upon prior learning/knowledge (fill in the box yellow to indicate the lessons you are leading/teaching)		
Mon	L.O: S.C:	L.O: S.C:		
Tues	L.O: S.C:	L.O: S.C:		
Wed	L.O: S.C:	L.O: S.C:		
Thur	L.O: S.C:	L.O: S.C:		
Fri	L.O: S.C:	L.O: S.C:		

PHONICS guidance

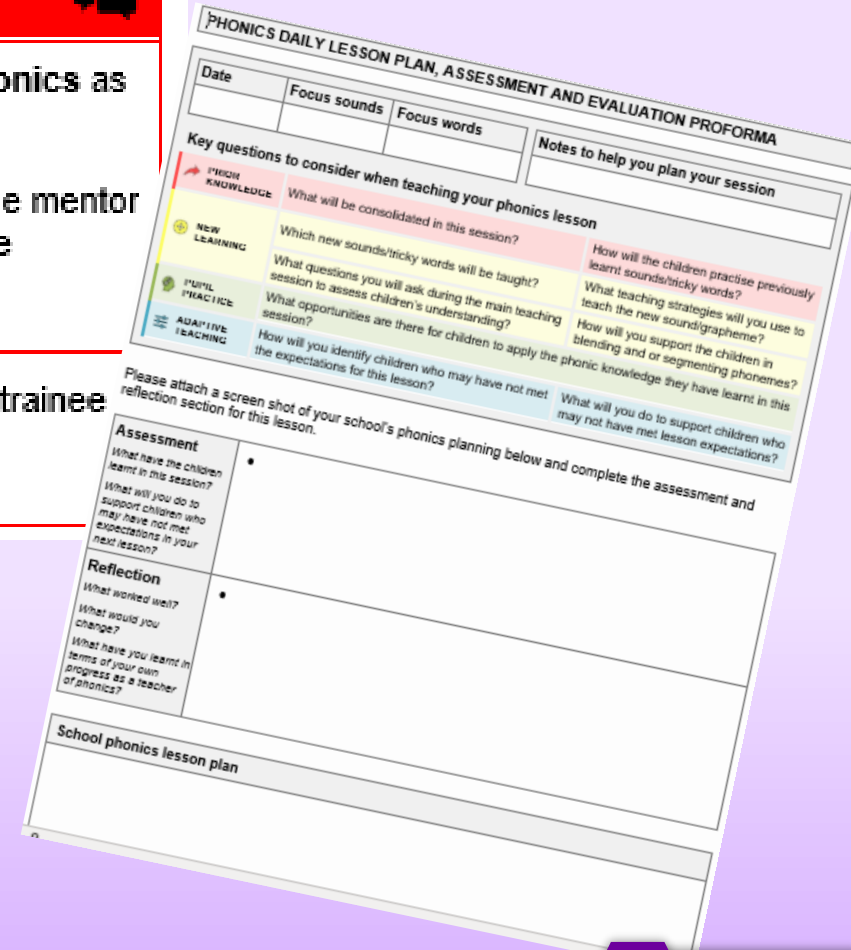
Trainees in KS1

It is important that trainees get regular opportunities to observe, plan, teach and assess phonics as part of their KS1 experience.

If the KS1 class that they are placed in does not deliver any phonics lessons, then please can the mentor arrange for the trainee to spend some time each week in another class to allow them to meet the placement expectations outlined below. If this is problematic, then please discuss this with the professional tutor/alliance lead so bespoke arrangements can be agreed.

Trainees in KS2

During SE1, trainees should arrange to go and observe two sequential phonic lessons. The trainee should then have an opportunity to plan and teach the next phonics lesson in the sequence, following the two observed sessions.



PHONICS DAILY LESSON PLAN, ASSESSMENT AND EVALUATION PROFORMA

Date	Focus sounds	Focus words	Notes to help you plan your session
Key questions to consider when teaching your phonics lesson			
PRE-KNOWLEDGE	What will be consolidated in this session?	How will the children practise previously learnt sounds/tricky words?	What teaching strategies will you use to teach the new sound/grapheme?
NEW LEARNING	Which new sounds/tricky words will be taught?	What questions you will ask during the main teaching session to assess children's understanding?	How will you support the children in blending and or segmenting phonemes?
PUPIL PRACTICE	What opportunities are there for children to apply the phonic knowledge they have learnt in this session?	How will you identify children who may have not met the expectations for this lesson?	What will you do to support children who may not have met lesson expectations?
ADAPTIVE TEACHING	Please attach a screen shot of your school's phonics planning below and complete the assessment and reflection section for this lesson.		
Assessment What have the children learnt in this session? What will you do to support children who may have not met expectations in your next lesson?			
Reflection What worked well? What would you change? What have you learnt in terms of your own progress as a teacher of phonics?			
School phonics lesson plan			

Checking and giving feedback



MANCHESTER
1824
The University of Manchester

Primary
PGCE



Mentor support

**Trainee planning
feedback**

Increased trainee responsibility/autonomy



Any development towards greater independence/autonomy in planning and teaching should be agreed and directed by you.



A trainee should always know where you are and how to send for you, or another appropriate adult, if they are alone for any duration.



A trainee should not be left unattended early on/for prolonged periods during SE1 and not at all if there are any concerns about their progress and/or professional development.



If you are not in school, then the trainee should have another identified mentor/member of staff to support them.



A trainee teacher should not be treated as a supply teacher.



During PE lessons, trainees must always be supervised by the mentor or an appropriate member of staff.



2b) The use of Generative AI to support planning



Our AI research project overview



🔷 3-year longitudinal case study

The 1st year report includes recommendations for:

- ✓ General stakeholders
- ✓ Trainee teachers
- ✓ PGCE academic staff
- ✓ Primary school mentors
- ✓ Primary school headteachers



ACTIVITY: You and AI



1. How do you use AI?
2. When and what do you use AI for?
3. Has your school got a whole school approach/policy?





Consider the pros/cons of our trainees using AI to support their planning?

Positives	Challenges / concerns	Solutions



Group 1 (Thursday) – <https://docs.google.com/document/d/1bnuoDDszvX3VvQ03MI0FBiejWa9WuSQd/edit>

Group 2 (Friday) - https://docs.google.com/document/d/11raPFxVDHnuatAKmg-yiSSCCaa_mCnKb/edit?usp=sharing&oid=105212466221055118033&rtpof=true&sd=true

Group 3 (Tuesday)-
<https://docs.google.com/document/d/1Sm8VRbnuBjTVjkDBwx1HrcFYxFsQnKBV/edit?usp=sharing&oid=105212466221055118033&rtpof=true&sd=true>



Trainee teacher adoption and use of AI:

- ✦ Trainees mostly demonstrated **critical and professional** use of AI.
- ✦ Trainees mostly used AI for **creating resources** rather than producing lesson plans
 - *e.g. support resources, interactive activities, quizzes, WAGOLL, prompts, model texts, worksheets.*
- ✦ **Many trainees used both TMAI and ChatGPT.**
 - Trainees gravitated toward using ChatGPT due its familiarity. **The flexing between both AI tools demonstrated digital agility and criticality.**
- ✦ Trainee teachers used AI to **facilitate their creativity, not replace it**, by **creating resources they would not normally have the time/ideas to create.**
 - *e.g songs and lyrics, puppet shows scripts, clues for a detective trail*
- ✦ Many **applied context-specific judgement** to tailor AI-generated resources to meet the needs of the pupils in their classes.
- ✦ Some trainees **did not use any AI for ethical issues** because of the high energy consumption of AI and the impact on the environment

ACTIVITY: Recommendations for school mentors



Guidance and Support

1. Invite conversations with trainees about your own professional use of AI.
2. Share your own experiences and perspectives on AI in education.
3. Help trainees evaluate the appropriateness of AI-generated resources for their class of pupils.

Observation and Feedback

4. Discuss the use of AI used by the trainee in lesson observation feedback where relevant.
5. Provide feedback on how well trainees adapt AI resources to meet the needs of the pupils in the class.
6. Support trainees in reflecting on the effectiveness of AI used in their lessons.

School Context Integration

7. Help trainees understand school policies and practices around AI use.
8. Model the professional use of AI tools to support the development of professional expertise.
9. Create AI resources together with the trainee for use in a lesson/s and evaluate.
10. Model professional curiosity and critical engagement with AI

Professional Development

11. Engage in continuing professional development in AI training to support trainee teachers effectively.
12. Develop an understanding of the common AI platforms used in education in primary school settings and by trainees.
13. Build trainee confidence in discussing the use of AI as part of professional practice.

Quality Assurance

14. Provide trainees with fact-checking strategies.
15. Encourage critical evaluation of AI-generated content accuracy and appropriateness.
16. Reinforce the importance of professional judgement in using AI

Which of these recommendations might you apply when working with your trainee?



Questions so far?



PART 3

Supporting, monitoring and assessing trainee progress



Mentor and tutor points of contact



Points of contact

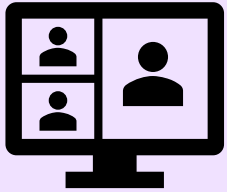
(at least one face-to-face, tailored to trainee and mentor development & support needs)

1
hour

2
hours

1
hour

Point of contact 1 (PoC 1)



All mentors online (*after 1st observation, end of week 2*)

- Moderation of observation and targets
- Q and A
- Troubleshooting
- Key reminders
- Further training and support

Point of contact 2 (PoC 2)



In person school visit

- Joint snapshot observation
- Joint feedback to trainee
- Mentor and tutor moderation
- Further training and support (*for mentor and trainee*)

Point of contact 3 (PoC 3)



OR



Online or in person (*dependent upon trainee needs and progress*)

- Moderation of overall progress
- Post SE1 targets
- Mentor report guidance
- Further lesson observation (* *in person visit only*)

Point of contact 1 (online)



🟡 A key part of our support and training for you

(part of 6 hours DfE funding too)

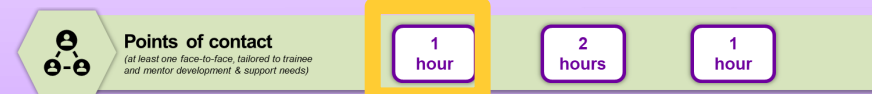
🟡 Your professional tutor should have outlined the date and time of this meeting within their pre-SE1 email

(please contact them if you are unsure of this date/time)

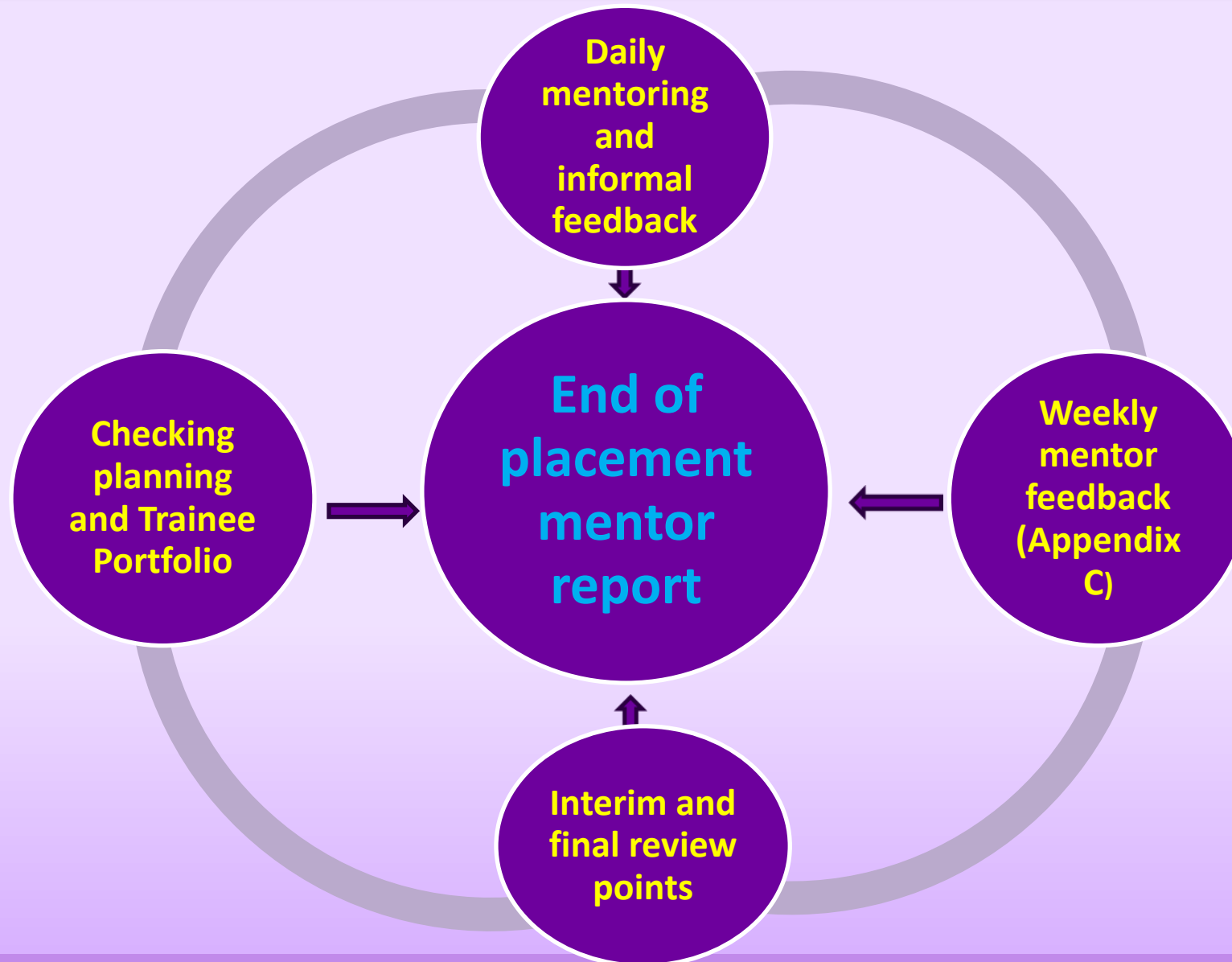
Please bring with you:

- ✓ A copy of your week 2 mentor weekly feedback form
- ✓ Your SE1 handbook
- ✓ Your Mentor Feedback and Target Setting bookmark

Tutor	Cluster/area
Clare Bate	Tame and some Oldham
Karen Beswick	Bridgewater (Salford, Wigan, Bolton)
Kerrie Hughes-Jones	Rochdale
David James	Stockport and Trafford
Natalie Jayson	Black Knight and some Oldham
John Primrose	Inner Manchester/High Peak
Andrew Rhodes	Pennine and Bury
Lauren Frame	LPP Teach Cheshire
Joanne Squires	LPP St Andrews CE Primary
Helen Walker	LPP Hursthead Junior School



Formative assessment across the placement



Weekly mentor feedback (Appendix C and D)



One form per week, weeks 2-8

Sections:

1. Lesson observation feedback
2. Weekly progress overview
3. Review of previous targets
4. Targets for this week
5. Weekly summary of trainee progress

NB: A completed example is available in the SE1 handbook (Appendix D)

Section 1 - Observing a lesson



Select **one lesson** that will be 'officially' **observed**



Observe a **range of curriculum subjects** across the placement



Provide **feedback** (*written and verbal*) **as soon as possible** after the lesson



Collaboratively construct SMART targets and **clear actions** to help address these



What does helpful written feedback look like?

Comments are very specific and tell me why something worked or did not work



When comments help me understand how accurate/good my subject knowledge was

Targets and actions we set together link to the feedback

The number of positive comments outweigh negative comments

When I know which strands I am doing well with and which I need to work on

Direct quotes help me recognise what I did/said and when

Interim reviews: assessing trainee progress

Interim review 1 week 3

- Highlight attainment of the **Professional Development Formative Framework** statements collaboratively
- Identify **trainee strengths and progress** within our five strands
- Identify **opportunities, next steps and priorities** within our five strands

Interim review 2 week 6



Strand A	Behaviour management (BM)
Strand B	Pedagogy and Planning (PP)
Strand C	Subject and Curriculum Knowledge (SCK)
Strand D	Assessment (A)
Strand E	Professional Behaviours (PB)

Final review final week

1.2 | SE1 Professional Development Formative Framework

Discuss, agree and highlight as 'best fit' with your mentor the statements that you are currently achieving at each point.			Discussed and agreed with mentor		Discussed and agreed with university tutor/LPP lead	
Review point	Review date (by the end of...)	Highlighter/cell fill colour	Mentor initials	Date	UT/LPP initials	Date
Review point 1	Week 3	YELLOW				
Review point 2	Week 6	GREEN				
Final review	Final week	BLUE				

Strand	BM	Behaviour management	High expectations (S1)	Currently achieving	Currently achieving	Currently achieving
Strand A						
		Establishes a safe classroom environment				
		Sets clear expectations with pupils that communicate shared classroom and school values, in line with school ethos/policy				
		Establishes effective, positive relationships with pupils based upon mutual trust and respect				
		Sets clear goals that supports all learners, including those with special educational needs and from disadvantaged backgrounds.				
		Uses clear and consistent language that promotes challenge and aspiration for all groups of pupils				
		Adopts and uses approaches to teaching and learning which sustains pupils' interest in learning and encourages perseverance in learning from mistakes.				
		Acknowledges and praises pupil effort and emphasises progress made				
		Seeks opportunities to engage parents and carers in the school attitude/behaviour systems (e.g. highlighting successes, working collaboratively, giving informal feedback)				
		Engages in professional discussion with experienced teachers to support and build upon their taught course knowledge around establishing positive relationships and clear expectations.				

Interim reviews: the 5 strands

Trainee Portfolio completion



Section 1.2: PDFF

highlighting should be completed during each review point

1.2 | SE1 Professional Development Formative Framework

Discuss, agree and highlight as 'best fit' with your mentor the statements that you are currently achieving at each point.			Discussed and agreed with mentor		Discussed and agreed with university tutor/LPP lead	
Review point	Review date (by the end of...)	Highlighter/cell fill colour	Mentor initials	Date	UT/LPP initials	Date
Review point 1	Week 3	YELLOW				
Review point 2	Week 6	GREEN				
Final review	Final week	BLUE				

Strand A	BM Behaviour management	High expectations (S1)	S1	Currently achieving	Currently achieving	Currently achieving
			S7			
	Establishes a safe classroom environment					
	Sets clear expectations with pupils that communicate shared classroom and school values, in line with school ethos/policy					
	Establishes effective, positive relationships with pupils based upon mutual trust and respect					
	Sets clear goals that supports all learners, including those with special educational needs and from disadvantaged backgrounds.					
	Uses clear and consistent language that promotes challenge and aspiration for all groups of pupils					
	Adopts and uses approaches to teaching and learning which sustains pupils' interest in learning and encourages perseverance in learning from mistakes.					
	Acknowledges and praises pupil effort and emphasises progress made					
	Seeks opportunities to engage parents and carers in the school attitude/behaviour systems (e.g. highlighting successes, working collaboratively, giving informal feedback)					
	Engages in professional discussion with experienced teachers to support and build upon their taught course knowledge around establishing positive relationships and clear expectations.					

Section 1.3: Meeting log

should be completed during interim review 1 and 2

REVIEW POINT 1: SE1 Interim Review Meetings Log (Trainee Portfolio – Section 1.3)

To support with professional dialogue and development, your interim review meeting should address the following outcomes:

- ① To review and gain an overview of trainee's progress towards meeting the professional development formative framework across the 5 key strands;
- ① To celebrate strengths and successes;
- ① To consider opportunities and gaps in experiences in relation to the 5 strands and plan how these can be facilitated.

REVIEW POINT 1 (week 3)

1.	Have the Professional Development Formative Framework statements been discussed and those achieved at this point, highlighted?			Y/N
2.	Do the mentor and trainee agree with the statements that are achieved, as an accurate reflection of trainee progress? <i>If no, has this been discussed and is the trainee aware of why this is not agreed, and any actions required?</i>			Y/N Y/NA
3.	Are there any concerns about the trainee's ability to meet the majority of expectations on SE1? <i>If yes, please ensure the alliance lead/university tutor has been notified, including identifying these below.</i>			Y/N
4.	Strand progress and attainment	MENTOR assessment of trainee		TRAINEE self-reflection
		Mentor comments on trainee strengths, progress and next steps in relation to the statements and expectations of this strand at this point	Any concerns? *If "Y" is selected for any strand please outline in section 6.	Trainee reflection and comments on strengths, progress and development points at this point. Reflective items: I've learned that... I've learned how to... I've progressed with... I've improved at... I now know/understand/see that... I have applied... An expert has taught/helped me to... I've developed my subject knowledge around... I observed... in action, I experienced... I now want/need to rehearse/practise/observe/improve/work on...
	Strand A (BM)	Behaviour management (S1, S7)	Y/N	
	Strand B (PP)	Pedagogy and Planning (S2, S4, S5)	Y/N	
	Strand C (SCK)	Subject and Curriculum Knowledge (S3)	Y/N	
	Strand D (A)	Assessment (S6)	Y/N	
	Strand E (PB)	Professional Behaviours (S8 & Part 2)	Y/N	
5.	Which area(s) should be prioritised as areas to develop/ address by the next review point? (agreed by mentor and trainee)			
6.	If 'yes' was answered in sections 3 or 4, please outline the concerns and ensure that targets are set to address these.			
	Outline of concerns at this point		Actions required to address this concern	Strand (BM/PP/SCK/A/PB)

PDFF: Strand A (BM), High expectations – example

Strand A	 Behaviour management	High expectations (S1)	S1	Currently achieving	Currently achieving	Currently achieving
			S7			
	Establishes a safe classroom environment.					
	Adheres to policies and principles around the school ethos and shared values of behaviour and expectations					
	Models and demonstrates the positive attitudes, values and courteous behaviour expected of pupils.					
	Applies rules, rewards and sanctions in line with school policy					
	Establishes effective, positive relationships with pupils based upon mutual trust and respect					
	Sets clear goals and expectations in lessons that supports all groups of learners, including those with special educational needs and from disadvantaged backgrounds.					
	Uses clear and consistent language that promotes challenge and aspiration for all groups of pupils					
	Adopts approaches to teaching and learning which sustains pupils' interest in learning and encourages perseverance in learning from mistakes.					
	Acknowledges and praises pupil effort to effectively establish a positive culture and motivation for learning					
	Seeks opportunities to engage parents and carers in the school attitude/behaviour systems (<i>e.g. highlighting successes, working collaboratively, giving informal feedback</i>)					
	Engages in professional discussion with experienced teachers to support and build upon their taught course knowledge around relationships and expectations.					

NB: During SE1, all statements should be considered as the trainee working with support and the expertise of the mentor.

Please use this document to help identify trainee strengths, gaps and to set purposeful targets

PART 4

Target setting



Targets for impact

	Meaning
S	Specific: Define a clear and specific goal (<i>NOT</i> a 'to do' action e.g. <i>plan and teach maths next week</i>)
M	Measurable: Make sure you can track progress
A	Achievable: The target can be met and is realistic
R	Realistic: Create a target that aligns with the expectations of the trainee at that stage
T	Timely: A reasonable time to address the target

Primary PGCE

FEEDBACK AND TARGET SETTING

BOOKMARK

Prompts and guidance for UoM school-based general mentors

INTRODUCTION

Effective feedback and target setting is vital to ensure that each trainee receives expert input and advice, allowing them to understand and apply improvements in their teaching across the five strands of our UoM partnership ITE curriculum.

Behaviour Management

Pedagogy and Planning

Subject and Curriculum Knowledge

Assessment

Professional Behaviours

UoM curriculum strand

Strand reference

CCF alignment

A Behaviour management

B Pedagogy and planning

C Subject and curriculum knowledge

D Assessment

E Professional behaviours

BM

PP

SCK

A

PB

S1: High expectations

S2: How pupils learn

S3: Curriculum

S4: Classroom practice

S5: Adaptive teaching

S6: Assessment

S8: Professionalism

FEEDBACK

To be effective, all feedback (verbal and written) should always:

be timely and shared quickly to allow immediate adaptations and refinements to practice.

encourage the trainee to reflect and think deeply about/interrogate their own practice

be structured (e.g. provide the trainee a clear understanding of what worked or didn't work and why)

have a balance of positive comments and points to improve on, to support trainee wellbeing and confidence

be focused on a particular teaching approach or strategy (pedagogy), or on subject knowledge

make reference to the relevant UoM strand (see above)

include joint discussions to enable mentors and trainees to share, learn and critique collaboratively

highlight no more than three key points for development at a time, so it is manageable

WRITTEN FEEDBACK SENTENCE STEMS

When written comments are clear and specific, with cause and effect context included, this can impact significantly upon trainee progress and understanding.

When you..., this impacted upon the pupils by...

Your approach was effective when you...

You supported... through your use of...

You showed increased confidence in/with...

Your subject knowledge was effective when you...

You are developing your skills/knowledge in... by...

You have shown improvement in... through...

VERBAL FEEDBACK QUESTION PROMPTS

Encouraging a trainee to reflect and self-evaluate their lessons can result in the greatest improvement in their practice.

Did the pupils achieve what you wanted them to achieve today? How do you know?

What went well in the lesson? How do you know?

What impact did your actions/teaching have on...?

If you were teaching this lesson again, what would you do differently? Why?

TARGET SETTING AND ACTIONS

Targets should be purposeful, linked to any feedback given and clearly written in order to identify what trainees need to 'learn to do' or 'learn about' as they progress through the UoM curriculum.

S

M

A

R

T

Specific

Measurable

Attainable

Relevant

Timely

Define the goal in precise terms.

Track and measure outcomes.

Create realistic goals.

Choose consistent, realistic goals

Include a time limit to instill urgency.

Who? What? Where? Why?

What is the end goal?

Is it possible?

Is it worthwhile?

What is the deadline?

TARGET SETTING STEMS*

Establish ...

Maintain...

Consistently...

Plan to...

Adapt...so...

Embed...

Refine...

Identify...

Create...

Provide...

Build...

Ensure you...

Apply...

Acknowledge...

Develop your understanding of...

Explore the use and impact of...

Improve how you...

Learn to...by...

Investigate different approaches for/to...

Make effective use of...

Respond consistently to...

Emphasise...through

Be more aware of...

Ask the children to...

Extend...by...

Improve... by...

*Always reference the curriculum strand the target relates to, e.g. BM (Strand A: Behaviour management).

ACTIONS TO SUPPORT TARGETS

Always follow the target with a list of agreed actions in order to achieve the target. This ensures the trainee is clear about how to address the target and what you would like them to do or try.

Observe how I/an expert teacher does..., and note down strategies you will try...

At the start/ middle/ end of the lesson make sure you....

Plan how and when you will...

Team teach with me to...

Make a list of the strategies I/the expert teacher used to...

Look at... to improve your understanding of...

Speak to... about...

Prioritise the use of...

In lessons this/next week, try...

Work with... to...

Consider how you will...

Evaluate the impact of...

Create questions to support...

Ensure the pupils...

Plan opportunities to...

Rehearse...

Embed the following into your daily teaching practice...

By Friday, make sure you have...

FURTHER SUPPORT

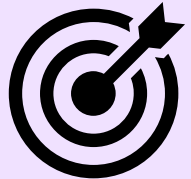
Mentor Development and Support Hub

Please access further resources in the relevant placement section of our University of Manchester Mentor Development and Support Hub.

<https://mentorhub.thinkific.com/>

Your trainee will bring yours on the meet your mentor day

Weekly target setting



Aim for 3 focussed targets per week

- Refine targets that are not met/partially met to allow the trainee to meet these
- Agree clear actions help provide a 'step by step' approach for trainees to act upon

Actions could include:

- Observation of experts e.g. subject lead, mentor, other colleagues
- Modelling of strategies by you/colleague
- Team teaching specific targeted elements
- Use X strategy during Y scenario
- Exemplification of how would go about this e.g. what steps would you take?



3) REVIEW OF PREVIOUS TARGETS

Has the trainee met the targets agreed and set last week? (please highlight as appropriate)		
Previous Target 1		Met / Partially met / Not met
Previous Target 2		Met / Partially met / Not met
Previous Target 3		Met / Partially met / Not met

If not met or partially met has been selected, please amend the target and actions for next week and add to section 4 below.

4) TARGETS FOR NEXT WEEK (Please use your Mentor Target Setting bookmark and your trainee's Professional Development Formative Framework (PDFF) statements to help you formulate SMART targets and specific, supportive actions.)

Targets ^Target 1 should, if relevant, relate to the focus area completed this week (to provide further support/challenge/development opportunities for next week).		Actions/support to help address this target		Strand (BM/PP/ SCK/APB)
Target 1^		•		
Target 2		•		
Target 3		•		

Creating effective targets and actions

Activity

ACTIVITY: Evaluating effective target setting – section 4 (targets for next week)

- Read 'stronger targets/actions' and identify effective features – *bottom of this document*.
- Choose ONE target (and associated actions) from the table below to amend/improve in the green columns.

Targets	Actions/support to help address this target	Strand (BM/PP/ SCK/A/PB)	AMENDED target	AMENDED actions/support to help address this target
Target 1	Behaviour management: Set clear expectations of what you want to see and make clear when children are not conforming.	BM		
Target 2	Subject knowledge and pedagogy: When planning, think about the reading ability and challenges (SEN group).	SCK		
Target 3	Consider resources appropriate for the needs of the class.	PP		
Target 4	Assess against the LO to inform next steps	PP		
Target 5	Ask <u>ch</u> to stop & listen before teaching. Be patient.	BM		
Target 6	Use positive praise	BM		

GROUP 1 (Thursday): <https://docs.google.com/document/d/1eBKKEzHleAuiirFERj6gudBg64LVXA2F/edit?usp=sharing&oid=114652036995510566053&rtpof=true&sd=true>

GROUP 2 (Friday): https://docs.google.com/document/d/1uvTH5-Ui_jbpuU6k55YzXhZbNuVm4nKY/edit?usp=sharing&oid=114652036995510566053&rtpof=true&sd=true

GROUP 3 (Tuesday): https://docs.google.com/document/d/1DkbjqlzTxBtldNzL_A6dfRah9WKbd1x/edit?usp=sharing&oid=105212466221055118033&rtpof=true&sd=true

PART 5

Supporting trainees



**EMPOWERING
FUTURE
GENERATIONS**

Difficulties that trainees may experience



**General progress
in teaching skills**



Addressing targets



Personal issues



Professionalism



**Managing
expectations/
workload**



Relationships



Subject knowledge



Trainees experiencing difficulty



1

Raise any issues with the trainee, as soon as possible

2

Identify concerns, barriers and work with the trainee to agree actions and positively address the issue

3

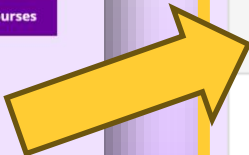
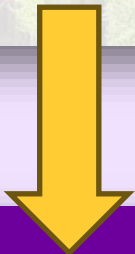
If the issue persists or you are increasingly concerned, contact the university tutor or LPP alliance lead

4

For any safeguarding issues, please follow school protocols and contact:

karen.kilkenny@manchester.ac.uk
or
primarydirector@manchester.ac.uk

Supporting your trainee



Strand E (PB): Professional Behaviours

High expectations	Support	Difficult conversations
Teachers' Standards Bookmark	Supporting a struggling trainee	Managing a difficult conversation
Deploying teaching assistants effectively.	Trainee Support Plan	Example 30s starter – lesson plans not handed in on time I would like to talk to you about when your planning is being submitted. I am not seeing the planning with me, so I need to check that it will develop the children's learning. This might hinder the progress the pupils make and also impact on how successfully you are developing in your role. I appreciate this might be a challenge and I would like to find an alternative to this. Is there a particular area you find difficult?
Challenging a high attaining trainee (p26).	Cause for concern flowchart	

Mentor HUB coming next...

PART 6

Mentor development and support





DfE general mentor funding grant 2025-26

	Experienced Mentors	New UoM Mentors [^]	[^] New UoM mentor = not worked with UoM as a mentor in the previous 3 academic years
 Mentor briefing <i>(ALL Mentors)</i>	2 hours	2 hours	  COMPULSORY UoM training elements <i>(separate UoM/LPP payment)</i>
 New UoM Mentor training <i>(including Course A)</i> 	-	1.5 hours	
 Points of contact <i>(at least one face-to-face, tailored to trainee and mentor development & support needs)</i>	4 hours	4 hours	
 Online self-study & learning in practice	-	*8.5 hours	*OPTIONAL Online self-study <i>(DfE funding available for New UoM Mentors ONLY)</i>
Total hours <i>(school claim directly with DfE)</i>	6 hours	*up to 16 hours	
Total claim from DfE <i>(based on £43.80 per hour)</i>	£262.80	*up to £700.80	

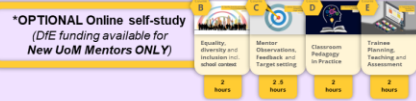


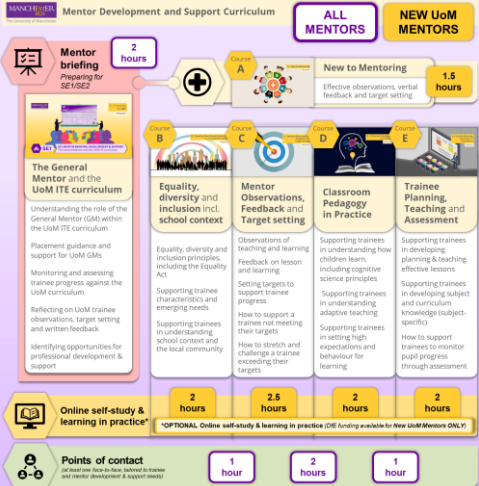
mentorhub.thinkific.com

MD and S support courses

How do I receive evidence of my training for claiming DfE funding?

Who?	Time allocation	How?	What?
ALL MENTORS	6 hours (Briefing + PoC)	Completion of end of SE1 evaluation	Certificate (6 hours CPD)
New UoM mentors ONLY	1.5 hours (New Mentor training)	Guidance at end of today's New Mentor training	Certificate (1.5 hours CPD)
New UoM mentors ONLY	up to 8.5 hours (online self-study)	Optional engagement with courses B/C/D/E	Certificate at end of each course (8.5 hrs CPD total)

	Experienced Mentors	New UoM Mentors ^A	
 Mentor briefing (ALL Mentors)	2 hours	2 hours	 COMPULSORY UoM training elements (separate UoM LPP payment)
 New UoM Mentor training (including Course A)	-	1.5 hours	
 Points of contact (at least one face-to-face, tailored to trainee and mentor development & support needs)	4 hours	4 hours	
 Online self-study & learning in practice	-	*8.5 hours	 *OPTIONAL Online self-study (DfE funding available for New UoM Mentors ONLY)
Total hours (school claim directly with DfE)	6 hours	*up to 16 hours	
Total claim from DfE (based on £43.80 per hour)	£262.80	*up to £700.80	



Any questions from any part of today's training?

Coming up: Further training for new mentors

Experienced mentors

Optional for you to stay

- quality verbal feedback
- quality written feedback
- accessing our Mentor Hub

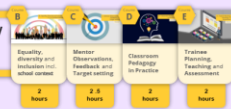
No additional funding available

- 6 hour certificate received at end of SE1
(Today = 2 hours + PoC = 4 hours)

New mentors

(never had a trainee, new to UoM or have not mentored for more than 3 years)

Please stay to complete the additional new mentor session to support you in your new role

	Experienced Mentors	New UoM Mentors ^A	
 Mentor briefing (ALL Mentors)	2 hours	2 hours	 COMPULSORY UoM training elements (separate UoM/LPP payment)
 New UoM Mentor training (including Course A)	-	1.5 hours	
 Points of contact (at least one face-to-face, tailored to trainee and mentor development & support needs)	4 hours	4 hours	
 Online self-study & learning in practice	-	*8.5 hours	*OPTIONAL Online self-study (DfE funding available for New UoM Mentors ONLY) 
Total hours (school claim directly with DfE)	6 hours	*up to 16 hours	
Total claim from DfE (based on £43.80 per hour)	£262.80	*up to £700.80	

^ANew UoM mentor = not worked with UoM as a mentor in the previous 3 academic years



Point of contact 1 (online) - reminder



⬡ Please check that you know when your first online PoC meeting is

(please email the relevant tutor if you do not know)

Please bring with you:

- ✓ A copy of your week 2 mentor weekly feedback form
- ✓ Your SE1 handbook
- ✓ Your Mentor Feedback and Target Setting bookmark

Tutor	Cluster/area
Clare Bate	Tame and some Oldham
Karen Beswick	Bridgewater (Salford, Wigan, Bolton)
Kerrie Hughes-Jones	Rochdale
David James	Stockport and Trafford
Natalie Jayson	Black Knight and some Oldham
John Primrose	Inner Manchester/High Peak
Andrew Rhodes	Pennine and Bury
Lauren Frame	LPP Teach Cheshire
Joanne Squires	LPP St Andrews CE Primary
Helen Walker	LPP Hursthead Junior School



Points of contact
(at least one face-to-face, tailored to trainee and mentor development & support needs)

1
hour

2
hours

1
hour

Thank you!



Your feedback is valued

Please complete the short online mentor briefing evaluation survey:

<https://forms.office.com/e/4fFHk63UxH>