



UNIVERSITY *of*
WORCESTER

Institute of Education



ITT Mentor Manual

2026-27 – Phase 1

Professional Mentor



ITT Mentor Manual – Phase 1

This booklet contains weekly notes to support you, as the ITT Mentor, in your weekly mentor meetings and connect the relevance of their university sessions with their classroom practice whilst on placement with you.

Trainees have a **weekly one-hour mentor meeting**, in addition to the **two 15-minute post lesson conversations**. If you have any questions about mentor meetings, please contact the subject tutor (university) in the first instance.

Each week's page contains the following information, which you can use as an agenda, to support you in your mentoring role:

- A given **focus** for the week
- Bullet point list about how this focus has covered in **university sessions**.
- Reminders for mentors about key information, tasks, or dates for that week.
- **Training ideas** – these are discussion points and suggested activities, linked to the week's focus, for you to work through with the trainee during the meeting. These are mapped carefully to the Core Content Framework's 'Learn How To...' statements.
- Copy of the **weekly reflection** questions that trainees will complete on PebblePad – you may be able to support them with these.
- A copy of **the blueprint target** that trainees have set for them in Phase 1. They will have a second target that is bespoke to their needs and discussed with you in this meeting.



If at any point you have any concerns about a trainees' progress or wellbeing, please contact the subject tutor in the first instance. If a student needs urgent wellbeing support, please direct them to FirstPoint:

<https://www2.worc.ac.uk/firstpoint/>

Training Ideas – Phase 1

It is important that mentor meetings have an element of professional development to them and don't just become admin sessions. Every week has a suggested training activity which you may need to adjust a little to suit your context or on occasion, you may need to adjust the order of the activity to meet your trainee's needs or take advantage of an opportunity.

Below is a useful checklist of all the suggested training activities for this phase so that you can check them off over the course of the placement. If you have any questions about these, please ask your university subject tutor.

Week and Theme	Training activity	✓
Expectations w/c 28 th September	Identify the routines that you want your trainee to establish in their lessons, reflecting on what they observed through induction activities.	
Lesson planning w/c 5 th October	Jointly plan a lesson with your trainee, considering the questions above, and articulate your thoughts – “why did you do it in that way?”	
Rewards and sanctions w/c 12 th October	Script some reward phrases to try out and rehearse them.	
Prior learning w/c 19 th October	Identify a topic. Support your trainee with pre-empting a misconception. Ask them to rehearse an explanation.	
Questioning w/c 2 nd November	Plan carefully two questions to include in one lesson this week.	
Formative assessment w/c 9 th November	Challenge the trainee to look at a lesson plan and identify an appropriate place for formative assessment, for example, a hinge question.	
Personal persona w/c 16 th November	Ask the trainees to observe a lesson and create a tally chart of all the positive and motivational statements made by the teacher.	
Explanations and modelling w/c 23 rd November	Think about one of the lessons that you will be teaching next week. Where will the challenging elements be? Can you plan how you will model and then scaffold this?	
Common misconceptions w/c 30 th November	Identify a lesson and plan a task to address this misconception.	
Supporting individual pupils w/c 7 th December	During an observation, identify a pupil that may need additional support and consider how the teacher achieves this	
Secure learning w/c 14 th December	Reflect on how you might revisit this topic to reinforce the learning	

MENTOR MEETING FOCUS:

Expectations

Week 6: 28th September 2026

Links to content in university



Professional studies sessions on:

- The importance of high expectations.
- Tom Bennett's relationships, routines, and responses.

Trainees have a copy of the **UW Blueprint** in the front of their progression. booklet.

Reminders for mentors



- Share expectations for attendance and punctuality, sharing lesson plans 2 working days in advance, attending meetings etc. Please be explicit about your expectations.
- Introduce the trainee to the class as a 'teacher' rather than a 'trainee teacher'.
- Trainees have an 'Induction Booklet' to complete.
- Ask your trainee to share a link to their PebblePad.
- Trainees attend in-school Professional Studies sessions and need a copy of the session schedule to upload onto PebblePad.
- w/c 5th October trainees are in school on Thursday and Friday.

Training ideas



Ask the trainee (drawing on their induction booklet):

- What examples of teachers setting high expectations did you observe (verbal and non-verbal)?
- Which approaches appeared to have the greatest impact on pupils' learning, behaviour or engagement? Why?
- How did teachers redirect pupils and regain attention when necessary?
- Which examples best align with the UW Blueprint?
- What similarities and differences did you notice across teachers?

LHT7h *Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.*

LHT7f *Using consistent language and non-verbal signals for common classroom directions.*

LHT1e *Receiving clear, consistent, and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g., by modelling the types of courteous behaviour expected of pupils).*

Weekly review reflections for trainees



- (SKP) Think about the subject knowledge you have covered this week. Take one topic and discuss how you would break complex materials into smaller tasks.
- (PB) Who is the Designated Safeguarding Lead (DSL) in your school? Reflect on what you have learnt about Safeguarding.

Targets



Target: Identify and try out at least two strategies for learning names.

Strategies: 1. Talk to expert colleagues about how they learn names 2. Try strategies such as name tents, annotated seating plan, photographs, learning a few at a time, to help learn names quickly 3. Use pupil names in conversations.

Lesson: You identify as appropriate, in discussion with your mentor.

Curriculum Thread: BM1 (Emerging)

*Use the pink progression booklet to support your trainee to set targets. You may find the **Target Setting Booklet** and **Blueprint** useful too. Ask your trainee to log into PebblePad during your weekly review meeting and work together to write targets. Your trainee needs to send you a link to their PebblePad so that you can log in at any time to view their reflections and targets.*

Lesson planning

Links to content in university



University sessions on:

- Setting learning intentions (objectives/outcomes) in terms of the pupils **knowing more, doing more and remembering more**.
- Applying the **UW Principles for Lesson Design** to planning single lessons.

It may also be helpful to revisit the **blueprint** in the Pink Progression booklet for further strategies that we have rehearsed in university sessions.

Reminders for mentors



- New to Worcester mentor training – 21st October.
- Trainees on placement full time from 12th October.
- Ask your trainee to bring their laptop/device to weekly mentor meetings. Use these meetings to review progress, discuss targets, and agree SHARP targets on PebblePad for the following week.
- Finalise your trainee's timetable (include working with a form group and doing a duty). Your trainee needs to use the UW template to present their timetable on PebblePad.

Training ideas:



Ask the trainee:

- Look at a lesson plan from the department. How are the learning objectives phrased? How does the teacher share them?
- How are the learning objectives linked to the curriculum?
- How does each part of the lesson deliver the objective? Can the trainee pick out the chunks?
- How was the learning assessed?

Then you could do this **activity**: Jointly plan a lesson with your trainee, considering the questions above, and articulate your thoughts – “why did you do it in that way?”

*LHT 2c Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).
LHT 4a Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.*

Weekly review reflections for trainees



- (EDI) Reflect on the diverse range of students you will teach. Talk to your mentor about how they provide high-quality teaching for all pupils, including those with SEND. Discuss the potential barriers to learning that are particular to your subject. Write a brief summary using bullet points
- (HPL) High-quality teaching has a long-term positive effect on students' life chances, particularly for children from disadvantaged backgrounds. How does your mentor and other expert colleagues communicate a belief in the academic potential of all students? List some strategies.

Targets



Target: Observe and replicate entry and exit routines, modelling the types of courteous behaviour expected of pupils.

Strategies: 1. Complete task one in the induction handbook 2. Plan and practice how to introduce the routine for the first time 3. Explain what each routine means and what it looks like 4. Model the routine and ask your mentor for feedback

Lesson: Discuss with your mentor and identify ONE appropriate lesson.

Curriculum Thread: BM1 & BM4 (Emerging)

*Use the pink progression booklet to support your trainee to set targets. You may find the **Target Setting Booklet** and **Blueprint** useful too. Ask your trainee to log into PebblePad during your weekly review meeting and work together to write targets. Your trainee needs to send you a link to their PebblePad so that you can log in at any time to view their reflections and targets.*

MENTOR MEETING FOCUS:

Rewards and Sanctions

Week 8: 12th October 2026

Links to content in university



- Professional studies sessions on:
- Responses to positive behaviour.
 - Motivation for positive behaviour.
 - Positive environments for pupils with autism

It may also be helpful to revisit the **blueprint** in the Pink Progression booklet for further strategies that we have rehearsed in university sessions.

Reminders for mentors



- New to Worcester mentor training – 21st October.
- Write two formal lesson observations each week (referring to the UW curriculum threads – your trainee should give you the progression booklet and blueprint before the observation). Initially these may be part lessons or a specific activity
- After half term trainees should be working towards teaching 6 solo lessons, 5 collaboratively and have focused observations for 6 lessons.

Training ideas:



Ask the trainee:

- Select one class the trainee will be teaching. How does the teacher make sure that everyone is included in the lesson?
- How does the teacher select the pupils that will be rewarded? What are the rewards?

Then the trainee could do this **activity**: Script some reward phrases to try out and rehearse them.

LHT7b Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.

LHT1h Acknowledging and praising pupil effort and emphasising progress being made.

Weekly review reflections for trainees



- (BM) Establishing routines and behaviours in the classroom are important tools for your teacher toolkit. Identify the key points (as bullet points) that you will need to remember when meeting classes for the first time.
- (BM) Watch your colleagues on school and deconstruct how routines are explicitly taught in the classroom. Look specifically at the way different people give clear instructions, their use of language and how understanding of instructions are checked before students begin a task. Reflect on this and write a list of ways that you could rehearse this and embed it into your teaching.

Targets



Target: Use a strong voice (consistently) to gain the attention of a class.

Strategies: 1 Watch expert colleagues. 2. Stand and speak with purpose 3. When giving instructions, stop moving and strike a formal pose 4. Use a formal register including tone and word choice. 5. Practice this with your mentor and ask for feedback.

Lesson: You identify as appropriate, in discussion with your mentor.

Curriculum Thread: BM1 (Emerging)

Use the pink progression booklet to support your trainee to set targets. You may find the **Target Setting Booklet** and **Blueprint** useful too. Ask your trainee to log into PebblePad during your weekly review meeting and work together to write targets. Your trainee needs to send you a link to their PebblePad so that you can log in at any time to view their reflections and targets.

MENTOR MEETING FOCUS:

Prior learning

Week 9: 19th October 2026

Links to content in university



Professional studies sessions on:

- Cognitive Load Theory.

Trainees were asked to read:

Sweller, J. (2016) Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360-367.

Reminders for mentors



- Review and set targets during each weekly mentor meeting (including strategies the trainees can use the following week).
- Ensure all lessons which are not formally observed have informal written feedback in the purple exercise book (trainees should give this to the observer before the lesson is observed).
- Over half term, trainees will be finishing writing up their literature review for submission on 30th October.

Training ideas:



Ask the trainee:

- Choose one topic the trainee will be teaching. What prior knowledge do pupils have?
- What are the common misconceptions?
- What do pupils often struggle with?

Then you could do this **activity**: Identify a topic. Support your trainee with pre-empting a misconception. Ask them to rehearse an explanation.

LHT2a Receiving clear, consistent, and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.

LHT6d Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g., by using common misconceptions within multiple-choice questions).

LHT5j Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.

Weekly review reflections for trainees



- (SKP) Secure subject knowledge helps teachers to motivate students and teach effectively. What essential concepts, knowledge, skills and principles of your subject do you need to improve to support your teaching in the next half term? Make a list and for each identify steps you will take to achieve this.
- (BM) How does your mentor/school establish a supportive and inclusive environment with a predictable system of reward and sanctions in the classroom? Consider how expected behaviours are reinforced and praised. Write a list of sanctions you have or could use for students that don't follow routines or expected behaviours?

Targets



Target: Write precise learning objectives for one lesson. Ensure the activities in the lesson align with the objectives.

Strategies: 1 Talk to your mentor about writing precise learning objectives that are curriculum driven 2. Write an objective that can be accomplished in one lesson 3. Review your planned objective with your mentor

Lesson: You identify as appropriate, in discussion with your mentor.

Curriculum Thread: HPL4 & SKP1 (Emerging)

MENTOR MEETING FOCUS:

Questioning

Week 11: 2nd November 2026

Links to content in university



Professional studies sessions on:

Questioning strategies, inc.

- Targeted questioning
- Wait time
- Cold call
- Call and response
- Break it down

Taken from Doug Lemov's *Teach like a champion*.

Reminders for mentors



- Trainees will be at university on Friday 13th November and Monday 16th November.
- Trainees will also be at university on Monday 30th November.
- Trainees will be beginning to implement strategies from part A of their assignment to support part B. Please discuss this with them and how they will approach this.

Training ideas:



Ask the trainee:

- To provide examples of closed and open questions.
- Have you asked the pupils any questions that they have struggled to answer and what did you do?
- What is the benefit of wait time?

Then the trainee could do **this activity**: Plan carefully two questions to include in one lesson this week.

LHT3g Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.

LHT3l Providing tasks that support pupils to learn key ideas securely (e.g., quizzing pupils so they develop fluency with times tables).

LHT4o Including a range of types of questions in class discussions to extend and challenge pupils (e.g., by modelling new vocabulary or asking pupils to justify answers).

LHT4p Providing appropriate wait time between question and response where more developed responses are required.

LHT6g Monitoring pupil work during lessons, including checking for misconceptions.

Weekly review reflections for trainees



- (PB) Having worked with your progression booklet over the last few weeks, which threads are you focussing on and which have you agreed with your mentor can be left until later? Which of the behaviour management threads are you addressing first? Write 3-5 bullet points.
- (BM) Strong voice: What are the key take aways that you will use in the classroom concerning voice? Refer to strategies from the UW Blueprint Toolkit (front page in the progression booklet). Write 3-5 bullet points.

Targets



Target: Make use of praise and rewards in line with your school's policy.

Strategies: 1. Observe expert colleagues and how they use praise/rewards. 2. Be familiar with the school policy on praise/rewards 3. Narrate what students are doing well in one learning episode (give rewards if appropriate) 4. Discuss and reflect on your use of praise in your lesson.

Lesson: You identify as appropriate, in discussion with your mentor.

Curriculum Thread: BM4 (Confident)

Formative assessment

Links to content in university



Professional studies sessions on:

- Formative assessment.

Trainees were asked to read:

William, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt.

Reminders for mentors



- All trainees will need a lesson observation that focuses on their ITaP Explanations and Modelling by Thursday 26th November. Please use the specific ITaP template.
- Trainees will be at university on Friday 13th November and Monday 16th November. Please plan for this.
- Are you using the progression booklet in mentor meetings and observations? The booklet is organised into curriculum themes:
 - Behaviour management.
 - How pupils learn.
 - Adaptive teaching.
 - Subject knowledge and pedagogy.
 - Assessment.
 - Professional behaviours.

These themes run throughout the training year and are revisited at different stages of the course. The Equality, Diversity and Inclusion thread is referenced against Part 2 of the Teachers' Standards in the Progression Booklet.

Training ideas:



Ask the trainee:

- To reflect on previous lessons that they have observed and identify the formative assessment strategies or opportunities.
- To model a formative assessment that you have used in their own teaching.

Then you could do **this activity**: Challenge the trainee to look at a lesson plan and identify an appropriate place for formative assessment, for example, a hinge question.

LHT 6a Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g., by using hinge questions to pinpoint knowledge gaps).

LHT 5c Making use of formative assessment.

LHT 6m Develop an understanding that written marking is only one form of feedback.

Weekly review reflections for trainees



- (PB) Write a paragraph to explain why you chose your option and what you learnt in the session. What did you learn in this session? If you didn't choose an enhancement activity, why not? How did you use the time instead?
- (A) What useful information should be included on a seating plan / class list. How has the collation of group information impacted your planning? Include groupings and targeted intervention. Write 3-5 bullet points

Targets



Target: Plan opportunities for student independent practice.

Strategies: 1. Plan an opportunity for students to practice independently 2. Implement a longer independent practice and/or plenary task to see how many of the students have mastered the concept. 3. Review this with your mentor

Lesson: You identify as appropriate, in discussion with your mentor.

Curriculum Thread: HPL5 and A1 (Emerging)

MENTOR MEETING FOCUS:

Professional Persona

Week 13: 16th November 2026

Links to content in university



Professional studies sessions on:

- The importance of relationships.
- Motivating strategies.

Trainees were asked to read: Lazowski, R. A., & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research, 86(2), 602–640. <https://doi.org/10.3102/0034654315617832>

Reminders for mentors



- Trainees at university on Monday 30th November for an ITaP follow-up to Explanations and Modelling
- To support this, all trainees will need a lesson observation that focuses on their **ITaP Explanations and Modelling by Thursday 26th November**. Please use the specific ITaP template and this will count as one of the two observations for the week

Training ideas:

Ask the trainee:



- How do teachers motivate all pupils through their use of language and intonation?
- How do teachers manage pupils making mistakes in the classroom?
- How do teachers respond when they make mistakes in the classroom?

Then you could do **this activity**: Ask the trainees to observe a lesson and create a tally chart of all the positive and motivational statements made by the teacher. Note some of the phrases used. Create a list of the superlatives that are used, for example, “excellent work Robert that is a good answer”, “fantastic example Claire you have given good detail”.

LHT1b Using intentional and consistent language that promotes challenge and aspiration.

LHT1c Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine

LHT7I Responding consistently to pupil behaviour

Weekly review reflections for trainees



- (AT) Consider strategies from university on SEND (High-quality Teaching, Targeted Intervention and Specialist Support). Think of one pupil you have encountered who requires adaptive teaching (perhaps a SEND pupil, EAL, more able or disadvantaged pupil). Write a paragraph considering the following questions. What is the pupil's specific need? What are the potential barriers to success for this pupil that are particular to your subject? What strategies did your mentor/the class teacher/you use to address the pupil's specific need? (Remember to keep the pupil's identity anonymous in this reflection).
- (AT) How do you maintain a supportive and inclusive environment with a predictable system of reward and sanctions in the classroom? Consider how you communicate expected behaviours. What strategies do you use for praise? What else could you do? Write 3-5 bullet points.

Targets



Target: Design a formative assessment opportunity aligned to the learning objective.

Strategies: 1. Identify the skill or knowledge that you expect the students to have mastered following your teaching episode. 2. Plan a short activity that will demonstrate if this has been mastered. 3. Ask your mentor if this task aligns to the objectives, adjusting if necessary. 4. Incorporate the mini assessment into your learning episode. 5. Review how this went with your mentor.

Lesson: You identify as appropriate, in discussion with your mentor.

Curriculum Thread: HPL1, SKP1 & A2 (Emerging)

MENTOR MEETING FOCUS:

Explanations and modelling

Week 14: 23rd November 2026

Links to content in university



Intensive training and practice (ITAP) week on:

- Practicable explanations and modelling strategies (e.g., scaffolded modelling, worked examples, live modelling and “I do, we do, you do”)
- Observations of explanations and modelling in subjects
- Deliberate practice of explanations and modelling in subjects

We will be reviewing explanations and modelling in our university session on 30th November.

Reminders for mentors



- Trainees at university on Monday 30th November for an ITaP follow-up to Explanations and Modelling
- To support this, trainees need a lesson observation that focuses on their **ITaP Explanations and Modelling by Thursday 26th November**. Please use the specific ITaP template and this will count as one of the two observations for the week
- School Report 1 due Thursday 10th December.
- Trainees need an opportunity this week to rehearse their assignment presentation. This works well as a group activity during Professional Studies in School if possible.

Training ideas:

Ask the trainee:

- Which topics have you or your pupils found to be tricky concepts this week?
- Can you share how you scaffold the pupils learning to overcome these barriers?
- What modelling strategies can be used prior to scaffolding this to novice learners? (For example, teacher demonstration, a narration, ask a pupil to model, worked example using a visualiser, a video clip)

Then the trainee could do this **activity**: Think about one of the lessons that you will be teaching next week. Where will the challenging elements be? Can you plan how you will model and then scaffold this?

LHT 4b Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.

LHT4g Starting expositions at the point of current pupil understanding.

LHT2b Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).

Weekly review reflections for trainees



- (BM) Watch colleagues deconstruct how routines are explicitly taught in the classroom. Look specifically at the way they give clear instructions, their use of language and how understanding of instructions are checked before students begin a task. Write a paragraph reflecting on ways that you could rehearse this and embed it into your teaching.
- (HPL) Think about university/school sessions on retrieval practice. How could you build regular review and practice of key ideas and concepts over time into your planning? Write 3-5 bullet points. Ask colleagues for help if needed.

Targets



Target: Know when individual/ small groups of students are off task using your teacher radar and intervene appropriately in line with school policy.

Strategies: 1. Deliberately scan the room for off-task behaviour 2 Choose 3/4 hot spots (places where you have pupils who often get off task) to scan constantly 3. Be seen looking - exaggerate by craning your neck to appear to be seeing all corners of the room 4. Circulate the room with purpose 5. Reflect on this with your mentor.

Lesson: You identify as appropriate, in discussion with your mentor.

Curriculum Thread: BM1, BM5 (Confident)

MENTOR MEETING FOCUS:

Common misconceptions

Week 15: 30th November 2026

Links to content in university



Professional studies sessions on:

- Formative assessment.
- Explanations & modelling.

Trainees were also asked to read: Paschler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M. & Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning. Washington D.C., USA: U.S. Department of Education.

Reminders for mentors



- School Report 1 due Thursday 10th December. Email to secondary@worc.ac.uk once completed with comments
- Ensure that the report has been discussed with the trainee and that they have a final copy to upload to PebblePad.
- Trainees will receive their Assignment grades this week.
- Trainees need an opportunity this week to present their intended presentation. This works well as a group activity during Professional Studies in School if possible.

Training ideas:



Ask the trainee:

- Can you share specific examples of **common misconceptions** in your subject? What do pupils often get wrong? Can you share examples from different key stages?
- Which tasks and questions can be used to identify common misconceptions (e.g., multiple choice questions with an incorrect answer, non-examples, show me, tell me either practically or with mini whiteboards)?
- Is there anything in the topics that you are teaching that pupils need to “unlearn” or to develop further, before moving on?

Then the trainee could do this **activity**: Identify a lesson and plan a task to address this misconception.

LHT 6d - *Receiving clear, consistent, and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g., by using common misconceptions within multiple-choice questions).*

LHT6g - *Monitoring pupil work during lessons, including checking for misconceptions.*

LHT3g - *Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.*

LHT5k - *Building in additional practice or removing unnecessary expositions.*

Weekly review reflections for trainees



- (HPL) An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. List some strategies used to avoid overloading working memory. Your mentor may have some ideas as well.
- (HPL) When teaching a particular topic how do you identify the misconceptions and misunderstandings that students have? How can you plan to overcome these? Give one example and identify how to prevent these from forming (ask your mentor for their opinion)

Targets



Target: Conduct an effective whole class reset.

Strategies: 1. Script an 'in the moment' reset e.g. stop teaching, give a clear "what to do", praise, pick up tone and energy. 2. Implement an in the moment reset, when a class veers off task during the lessons using the structure from your script. 3. Refine the script and ask your mentor for feedback.

Lesson: You identify as appropriate, in discussion with your mentor.

Curriculum Thread: BM1 & BM5 (Confident)

MENTOR MEETING FOCUS:

Supporting individual pupils

Week 16: 7th December 2026

Links to content in university



Professional studies sessions on:

- How pupils with dyslexia.
- Making sense of autism.
- Consideration of those with SEMH

Trainees were asked to read:

Davis et al. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study.

Accessible from: <http://dera.ioe.ac.uk/6059/1/RR516.pdf>

Reminders for mentors



- **School Report 1 is due Thursday 10th December.** Email to secondary@worc.ac.uk once completed with comments as soon as possible.
- Ensure that the report is discussed with the trainee and that they have a final copy to upload to PebblePad.

Training ideas:



Ask the trainee:

- How do teachers portray their high expectations to the class?
- What are the strategies for identifying pupils who need content further broken down?
- Can you focus on one particular pupil and explain the additional support that they need and then the steps that you take to ensure that this pupil can achieve in the lesson?

Then the trainee could do this **activity**: During an observation, identify a pupil that may need additional support. How does the teacher support them in the class? How do they interact with them? What impact does this have on the pupil? What did they achieve in the lesson?

LHT 5b Identifying pupils who need new content further broken down.

LHT5e Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.

Weekly review reflections for trainees



- (A) In your lessons so far how do you know what progress the students have made? Consider if they are making progress over time (in the sense of knowing more, remembering more and being able to do more). How do you know? Ask a colleague for their opinion as well.
- (PB) What have you observed other teachers doing to support efficient time and task management? What can you do to make your time and task management more efficient? Discuss with your mentor. Use bullet points.

Targets



Target: Use SEND data available to you to identify a targeted intervention to implement in a lesson.

Strategies: 1. Explore the additional support given to students with special educational needs or disabilities in your school; 2. Discuss the department's work with colleagues, families and students to understand barriers and identify effective strategies; 3. Identify opportunities to observe/contribute to out-of-lesson interventions or alternative provisions; 3. Locate strategies in pupil profiles/EHCP's.

Lesson: You identify as appropriate, in discussion with your mentor.

Curriculum Thread: AT1 & AT4 (Confident)

MENTOR MEETING FOCUS:

Secure learning

Week 17: 14th December 2026

Links to content in university



Professional studies sessions on:

- Cognitive Load Theory.
- Questioning strategies.
- Formative assessment.

Trainees were asked to read: Black, P. and Wiliam, D. (2009) 'Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.

Reminders for mentors



- Please **do not** discuss any possible placement 2 trainee with your current trainee – we do not tell Core trainees where they are placed until January as things sometimes change.
- Make sure that arrangements for returning materials are clear.

Training ideas:



Ask the trainee:

- What assessment strategies can you use in the classroom to check understanding in the moment?
- What assessment strategies can you use to check progress over time?
- How do you know that common misconceptions have been addressed?

Then the trainee could do this **activity**: Reflect on how you might revisit this topic to reinforce the learning.

LHT3k *Learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).*

LHT6e *Using assessment to check for misconceptions.*

Weekly review reflections for trainees



- (HPL) Having worked in your department for several weeks write a paragraph describing one analogy, illustration, example, explanation or demonstration that you have considered to be 'a keeper' for your future teaching. How did it support students to understand?
- (Wider life of the school) How do you think you have contributed to the wider life of the school during placement 1? Give 3-5 bullet points and make sure you have recorded these on the 'placement highlights' page on PebblePad?

Targets



No targets to set this week. You will set some targets in January in preparation for your new placement

PGCE SECONDARY Lesson Planning

MENTOR MAT

Autumn term – Phase 1
- practice in planning individual lesson.

Designing lessons should be considered as a **process** rather than a **product**.

Individual lesson plans are the product of a thinking and design process.



Spring/summer term - Phases 2 & 3
- autonomy and freedom to plan sequences of lessons (two, three, four or more lessons).

SHARP Target Setting

01 Specific
What exactly needs to be achieved?



02 How? ?
How will the target be achieved? What actions need to be taken (2-3)?



Together we need to...ensure routine target setting and target reviews are detailed, subject-specific where appropriate, and rooted in a thorough evaluation of trainees' recent practice (Ofsted 2020:p47)

03 Achievable
Set the time scale. Which lessons will be observed? ✓

04 Related
Relate to the UW ITE curriculum so that progress can be tracked

05 Progressive
Pitch targets from emerging through to high performing. 🧑🏫

Weekly review agenda

This meeting is about coaching. Help the trainee to – 'See it, name it, do it'.

The activity could be about rehearsal or a product.

Use the mentor manual as a guide for the agenda.

Post lesson discussion

Start with the positive – what did pupils learn, what did you enjoy, what went well?

Have 3-4 questions ready.

Do not give the answers.

Aim for the trainee to do more talking than you.

No more than 15 minutes.

Autumn checklist

- Weekly reviews.
- Induction booklet.
- Assignment for PSEC4003.
- 2 written evaluations per week.
- Subject knowledge audit.
- PebblePad and weekly reviews.
- ITAP 1 – Explaining and Modelling (Sept + Dec and March)
- Report 1

Spring/summer checklist

- Move to sustainable lesson planning.
- Evaluations as part of the weekly review.
- Assignment for PSEC4002.
- Weekly reviews.
- Subject knowledge audit.
- I made a difference tab.
- Post-16 experience.
- ITAP 2 – Talk for Learning (Jan + March)
- ITAP 3 – Feedback for Impact (April + May)
- Report 2

Final checks

PebblePad.

Attendance record completed.

Primary placement and Post-16 hours.

UW Career Entry Profile.

Critical Practice Reviews

Final report.

Report Deadlines

- Thurs 10 December 26
- Thurs 18 March 27
- Thurs 14 June 27

University Days

- 13 November (phase 1)
- 16 November (phase 1)
- 30 November (phase 1)
- 01 March (phase 2)
- 22-25 March (phase 2).
- Week commencing 12 April (phase 2).
- 10&11 May (phase 3)
- 28 May (phase 3)

Trainee needs support?

- Speak to the tutor
- FirstPoint – 01905 542551 (state PGCE Secondary)

Website – search for 'Worcester Inspirational Partnerships'

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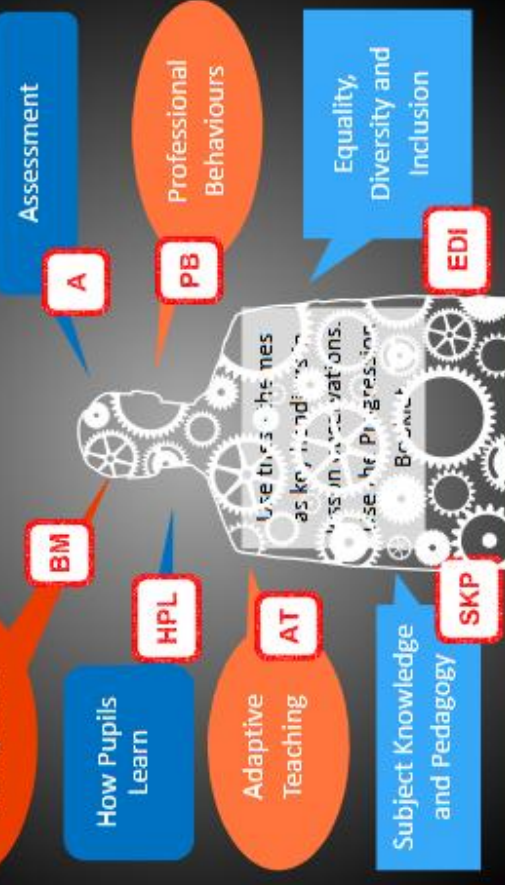


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Are you using the Progression Booklet?



Themes from the taught UW ITTE curriculum when observing



What is the Blueprint?

