LIVERPOOL JOHN MOORES UNIVERSITY

MENTORING MEMOS

PGCE Primary: Week 9

Phase Expectation Focus	**Q7 – How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?**
RESEARCH SPOTLIGHT	In our taught sessions, we have started to consider how to assess against the small steps of learning. A key piece of research aligned to this is Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5-31. https://doi.org/10.1007/s11092-008-9068-5 **Summary** Black and Wiliam argue that formative assessment is more than feedback; it is the use of evidence about learning to guide next steps in teaching and learning. They propose five key strategies: clarifying success criteria, eliciting evidence, providing feedback, promoting peer support, and developing learner self-regulation. The paper situates formative assessment within broader theories of pedagogy, emphasising dialogue, self-regulated learning, and responsive teaching to improve student outcomes. **Discussion point with student teacher** How did your small steps planning help you identify where pupils were in their learning, and what evidence did you use to adapt your next steps in response?

Teaching Expectations	Assuming a typical class timetable over 4 days (assuming 5 hours lessons per day) student teachers should be engaged in classroom or remote activity (as directed by the school mentor). This should include: • Solo teaching whole class - 1 hour per day - 4 hours per week under the direct supervision of the General Mentor. • Team teaching with class teacher for a minimum of 4 hours per week to develop skills and knowledge. • Observation of experienced teachers - student teachers must complete 2 formal observation per week using the proformas identified in planning sessions – upload to section 6 of the QTS file. • Supporting/teaching small groups as directed by the General Mentor • 1-hour PPA per day. Planning should be based on assessment information and should draw on learning from ITaP 2. Please discuss teaching for next week, complete timetable and put it in placement file. • Student teachers will need support with this in the initial stages and be working from teacher's plans. These may be scheme/short/medium term plans, but it is

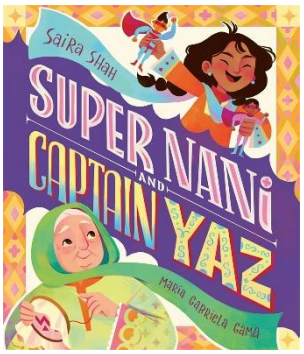
	expected that student teachers adapt these to produce their own individual plan. • All student teachers will be using individual lesson plans and assessment records for all lessons (using the LJMU lesson plan proforma). • Lesson Analysis forms should be completed by mentors (2 per week or 1 per week for salaried students).
Curriculum Professional Development Activities (CPDAs)	• Discuss and agree student teacher timetable as per the Phase 2a teaching expectations document (in Section B of ITT website). Discuss progress with lesson planning and sources of help in school. Feedback on teaching and discuss areas to develop. • Share school assessment policy and discuss how staff use formative assessment in class to evaluate children's progress. • In your observations, note assessment strategies used by staff and how findings are used to inform next steps. Discuss observations with your mentor. Plan formative assessment opportunities linked to lesson objectives. • In post-lesson feedback meetings, you are encouraged to participate, make notes and articulate your thinking.

Reminders for Students	• Please ensure that all ITaP tasks and evidence is stored in section 4 of your QTS file. If there are any tasks that you did not manage to complete during the ITaP week, these need to be prioritised and evidenced by Friday 20th November at the latest. • Your Lead Mentor will be arranging your QA visit for this placement. Please ensure that you look out for emails about this and respond promptly.
Reminders for Mentors	• As we have now moved into Phase 2a, please see the Teaching Expectations Document and Mentor Guide for an overview of this phase. These can be found in Section B of the ITT placement website here. • If you have not completed the evaluation of the ITaP last week, the link is here. • The phase 2 mentor briefing will take place at **4pm on Tuesday 17th November**. All mentors and students are invited. We will clarify the expectations of the phase as well as updating all mentors on current priorities. The link for the meeting is below.
Key Dates	**Tuesday 17th November at 4pm – Phase 2 Mentor Briefing** Microsoft Teams meeting join: https://teams.microsoft.com/meet/377015249807460?p=Ko2PkiqvzDTGx8dSC3 Meeting ID: 377 015 249 807 460 Passcode: ML6Le937

Education Updates	**Schools Week: Poorer pupils less likely to even sit the 11-plus** – link – Poorer pupils are less likely than their better-off peers to even sit 11-plus entrance exams for grammar schools, let alone pass them, new research suggests. **Evidence Snacks: Expert Foundations: A simple model of teaching** – link - Teaching happens in what researchers call a wicked learning environment: the feedback loop between what we do and what students learn is invisible, noisy and delayed. In wicked environments, experience alone tends to produce mental models that are idiosyncratic and confidently wrong. "I explained it clearly, so they learned it" or "They're engaged, so they're learning" are the kind of theories that emerge.

Recommended Read

Super Nani and Captain Yaz by Saira Shah and Maria Gabriela Gama is the winner of the Best Picture Book at the 2026 Diverse Book Awards this month. This is a heartfelt celebration of family, Punjabi culture and the rag doll-making tradition with a dash of superheroes. The touching story encapsulates the communicative power of toys and Saira's storytelling gives voice to challenges faced by many multi-generational and multi-culture families. Saira Shah is a primary teacher from Lancashire and this is her debut book.





Managing Anxiety: Polyvagal Breathing Techniques

As we start teaching lessons independently, this can be a point of increased anxiety. This is entirely natural and normal. Polyvagal Theory centres on the human nervous system and the role it plays in our 'fight or flight' responses. Find out about Polyvagal breathing here and how can help manage anxiety.

If you'd like to talk to a Wellbeing Advisor, you can:

- **Book an appointment online**
- Visit our drop-in sessions: Monday to Friday, 10am until 4pm in the Student Life Building.
- Contact us by phone: **0151 231 3664** or email: **studentwellbeing@ljmu.ac.uk**

