

**Brunel University London**  
**Initial Teacher Education Partnership**

**PGCE Primary**  
**Mentor, Link Tutor and PCM Development**

**Giving Formative Feedback**

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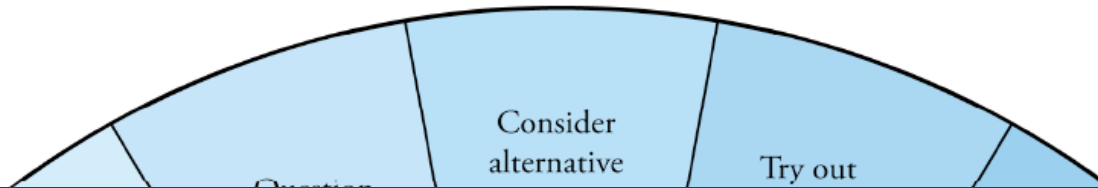
## Session focus

- Using the End of Phase Profile (FSE) and Professional Learning Action Plans (PLAPs)
- Post-lesson conversations – coaching approach
- Difficult conversations around Support and Intervention plans

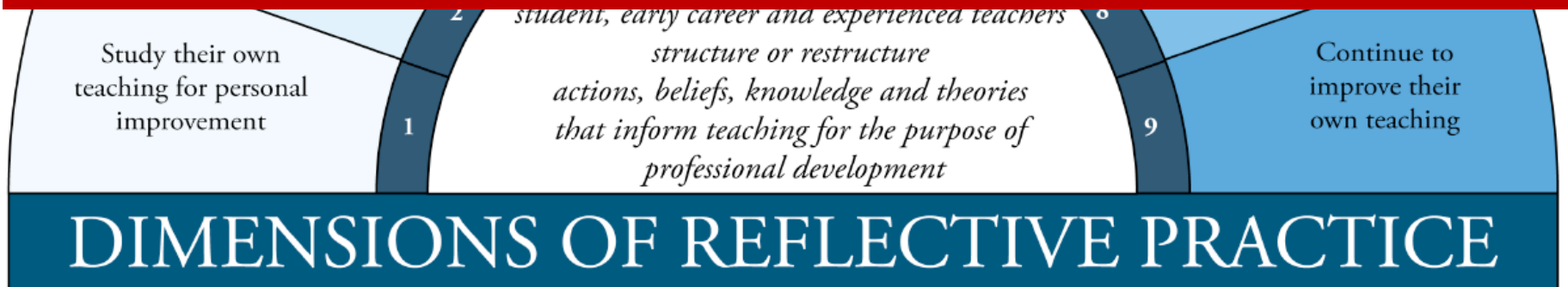
## Activity 1 – Using the End of phase profile and PLAPs

- Using the samples provided, identify the following:
  - How the mentor's comments on the profile have supported the student in completing the PLAP
  - How you would support the student in the first two weeks of DSE in addressing their targets

## Dimensions of reflective practice (Zwozdiak-Myers, 2012)



“We see the most productive type of feedback as a conversation that develops between the participants. If mentors are going to develop a trainee teacher’s reflective practice, then the evaluative responsibility must be passed to her/him.” (Wright, 2017)



# Post Lesson Conversations

- What do pupils know/what can they do that they didn't know/couldn't do at the start of the lesson?
- How did the lesson intend to build on the pupils' prior learning?
- What learning has taken place against the Intended Learning Outcomes (ILOs)? What proportion of pupils achieved your ILOs? Why?
- Did all pupils make progress? What comments do you have on the progress of the groups in the class (able, SEND, EAL, FSM/PP)? What evidence do you have of the learning? How do you know they have learned in the way you describe above?
- How did you use questions to check and support learning, as well as extending learning?
- What were the key areas of subject knowledge required for this lesson?
- What are the possible/common misconceptions?
- How did the pupils respond to the learning activities?
- How did the pupils respond to you?
- What do you feel was positive? Strengths related to the Teachers' Standards?
- What would you like to work on? Targets related to the Teachers' Standards?
- What was the relationship between the lesson planning and delivery? What do you need to consider in future planning?
- What are the implications of this in relation to identifying Professional Learning Activities?

***Further guidance on post lesson conversations is in the School Experience  
Guidance: [Supporting and evidencing Professional Learning](#)***

## Activity 2: Post-lesson conversations

- Which of these questions have you used?
- How do students respond?
- Which questions have prompted the most reflective responses?
- What other questions have you asked which have elicited a reflective response?

# Difficult conversations related to the Support and Intervention process

## Examples of concerns

- Interim assessment grades show RI (excluding FSE) and/or I
- WPLRs indicate a lack of progress towards identified targeted TS over a period of time
- If a Student Teacher 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- Poor attendance or punctuality
- Inability to follow correct procedures and policies (eg appropriate dress code)
- Lack of self-awareness,
- Inability or unwillingness to accept professional feedback
- Inability to develop and maintain effective relationships with all staff

## Activity 3:

- How and where can we record these concerns to ensure we follow the S&I process?
- Examples of support measures put in place to help students make progress.

# Support and Intervention Process

## Stage 1: Activating Initial Support and Intervention

- > Concerns discussed with student teacher and documented (WPLR)

## Stage 2: Reviewing Stage 1 Support and Intervention

- > Review targets and all informed of outcome:
  - > targets met – S&I concluded
  - > targets not met – proceed to stage 3

## Stage 3: Setting up Support and Intervention agreement and Action Plan

- > Joint meeting – recorded on WPLR and relevant paperwork completed:
  - > part A – S&I agreement
  - > part B – Action plan

## Stage 4: Review of Support and Intervention Action Plan

- > Formal review of targets and outcome agreed:
  - > sufficient progress – S&I ends
  - > partial progress – revise targets and support (new review data agreed)
  - > insufficient progress – student fails and placement terminated – proceed to Stage 5

## Stage 5: Next steps for unsuccessful Support and Intervention

- > Student formally informed of termination of placement



**Thank you for your ongoing support  
with our student teachers!**