

# University of York Geography Mentor Meeting

## Minutes

*27th June 2022 (Held face to face on campus)*

**Present:** Georgia Ramsay

**Representation from:** Airedale Academy, Archbishop Sentamu School, Archbishop Holgate's School, All Saints RC School, Huntington School, Woodkirk Academy

**Apologies:** Garforth Academy, Outwood Academy Freeston, Outwood Academy Acklam, Brayton Academy, Richmond School, Bedale, Asheville College, Ryedale School, Millthorpe School

## Cohort 2021-22 update

[See slide 2 of presentation](#)

- Started the year with 13 trainees (slightly higher than other geography PGCE cohorts nationally)
- One trainee has taken a leave of absence (LoA)
- Two trainees returned from LoA taken in 2020-21 (one has since withdrawn from the PGCE and one has taken another LoA)
- 12 trainees gained QTS and passed their PGCE (verified last week)
- At the time of the meeting 10 trainees had secured teacher of geography roles ready for September 2022
- **I am pleased to inform you that all 12 trainees from 2021-22 have now secured a teacher of geography role ready for Sept 2022.**
- 10 Yorkshire/ North, 1 Midlands, 1 London
- 1 independent boys school, 1 selective grammar school, 10 mixed comprehensive schools
- 2 fixed term contract, 1 part-time, 9 full time

## Benchmarking trainee progress

[See slide 3-4 of presentation](#)

- Challenge to standardise across 10+ different schools, all in different circumstances
- Mentors at different points in their own mentoring journey
- The Core Content Framework (CCF) is not an assessment tool (and we can't use it in this way)
- Grading of teachers (against the Teachers' Standards) should not be happening until the **end of the course** (summative assessment)
- Ensuring our reviews have a **subject specific** focus - the Teachers' Standards are generic to any phase/ subject but the CCF is clear that trainees must receive subject specific training

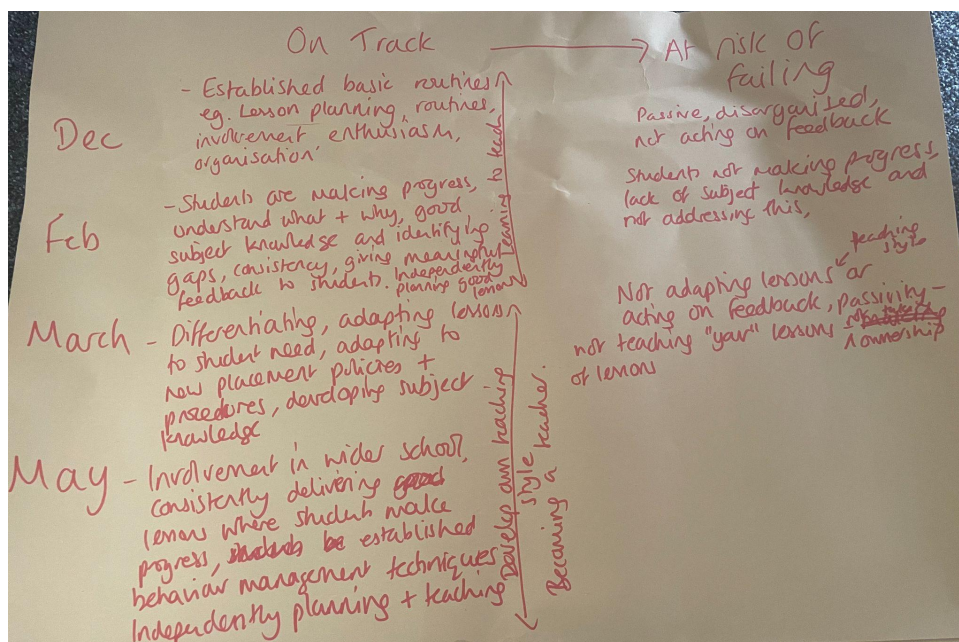
## Outcome of benchmarking trainee progress

- The following points were captured during the meeting.
- Action point:** Georgia will now work on pulling the common points together into a single document that can be shared and used with mentors and trainees from September 2022.

Individual lessons	On track	At Risk
Dec	<ul style="list-style-type: none"> <li>- Building relationships</li> <li>- Recognise low level disruption - acceptable behaviours</li> </ul>	<ul style="list-style-type: none"> <li>- Not acting on feedback.</li> <li>- Not interacting/developing relationships.</li> </ul>
Feb	<ul style="list-style-type: none"> <li>- Language.</li> <li>- Pedagogy - Reflective Question</li> <li>- Subject Knowledge -&gt; chunking how to break the info down.</li> </ul>	<ul style="list-style-type: none"> <li>- Not taking responsibility</li> <li>- Not acting in an acceptable way ie clothes, late to school,</li> <li>- Not attending whole school meetings or dept.</li> <li>- Not asking questions</li> </ul>
March	<ul style="list-style-type: none"> <li>- Seeing development of scaffolding.</li> <li>- Consistency in Standards - using behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>- Not in charge of the classroom</li> <li>- Trouble adapting to new placement.</li> </ul>
May	<ul style="list-style-type: none"> <li>- Ownership - marking</li> <li>- Relationships positive, command classroom.</li> <li>- Adapting lessons to feedback from their marking. - Explanations more clear.</li> <li>- Observing staff.</li> <li>- Time keeping</li> <li>- Moderation + GCSE/A level -&gt; level marking.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased workload.</li> <li>- No ownership eg books.</li> <li>- Still individual lessons, not linking concepts.</li> <li>- Lacks clarity</li> <li>- Passive</li> </ul>

see lessons as a learning journey + outcomes.

Organisation	Communication	On track	At risk
Responds to feedback			
Review 1 147		<ul style="list-style-type: none"> <li>- understands school behaviour system, and implementing (7) (1)</li> <li>- follows school SW, communicating with class teacher (4)</li> <li>- Planning individual lessons (4)</li> </ul>	<ul style="list-style-type: none"> <li>- no use of school behaviour system</li> <li>- no communication.</li> </ul>
Review 2 (147) 236		<ul style="list-style-type: none"> <li>- Confidant with behaviour (7) beyond basics.</li> <li>- Begin understand sequence (4) (5) (4/2)</li> <li>- Plan activities to 'match' with LOs.</li> <li>- Plan lessons to fit lesson time. (6)</li> <li>- Use + understand format + summative assessment giving good feedback - workload. (6)</li> </ul>	<ul style="list-style-type: none"> <li>- No understanding sequence.</li> <li>- NOT matching LOs. (4/2).</li> <li>- Haven't got routines/expectations in classroom clear.</li> <li>- Not marking, inconsistent feedback. Not understanding reasons for assessment</li> </ul>
3		<ul style="list-style-type: none"> <li>- Adapting learning to the class/individuals (5) SEN, PP etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Not. Manage workload - teaching + other responsibilities (8)</li> </ul>



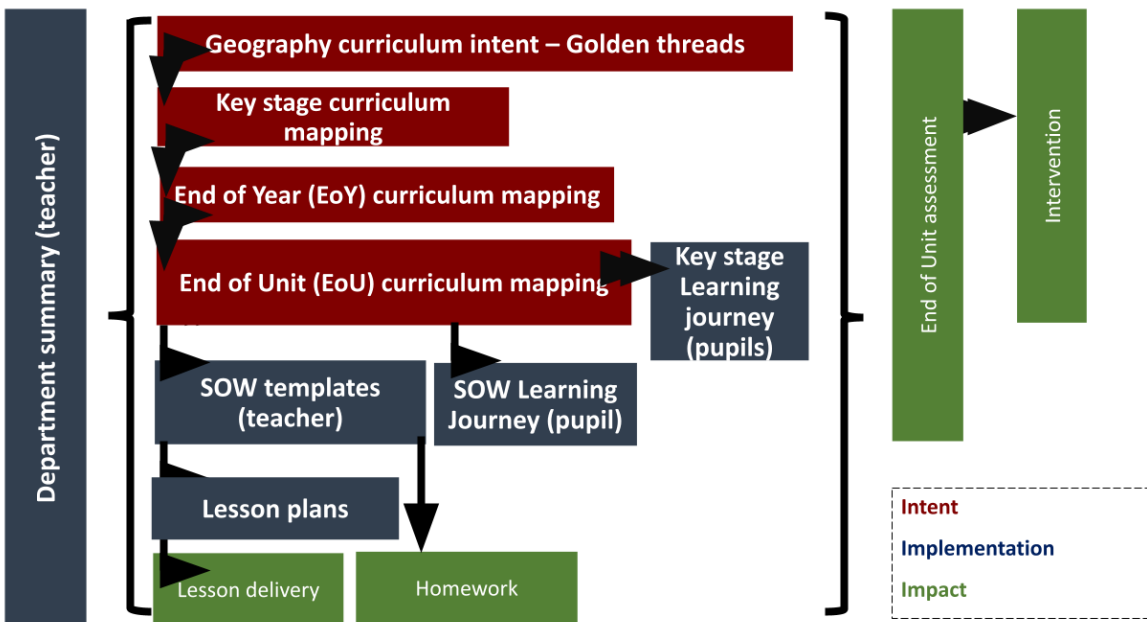
## CPD - Sharing a local experience of an Ofsted deep dive in Geography (Georgina Paul - HoD at Archbishop Holgate's School)

- gpaul@ahs.pmat.academy
- Ofsted in October 2021
- School rated as outstanding in all areas
- This session is intended to share an experience (we're not saying we've got it all right!)

### Key messages to get ready for an inspection:

- Your geog curriculum needs to have clear intent and clear evidence of key themes/ strands running through it
- At AHS the strands (our golden threads) are; place, understanding & application, enquiry & skills, sustainability
- The HoD needs to be able to demonstrate how these strands build in each key stage (spiral curriculum)
- Georgina shared this flow diagram which she had created to help her make sense of all her documentation and how these fitted into curriculum intent, curriculum implementation and curriculum impact.

*Flow of departmental documentation to show intent, **implementation** and impact*



**Documents that Georgina had up to date and ready for inspection:**

- Department on a page (more details below)
- Subject SEF
- Schemes of work for every unit
- National curriculum audit against our SoW
- Mapping of golden threads throughout the curriculum (Yr7 - Yr 13)

**Department on a page** - A3 summary sheet, intended to be an aide memoire to capture key departmental points. Sections on this document include:

- Departmental vision for the next three years
- Numbers opting at KS4 & 5 over time
- Outcomes (progress, attainment, value added) at KS4 and 5 over time
- Departmental strengths and areas for further development (from departmental SEF)
- Departmental staff - individual strengths and areas for development
- Impact of CPD
- Departmental strategies for tackling social disadvantage and how we aim to build cultural capital
- Departmental strategies for developing literacy and oracy
- Covid recovery plans

**Key questions for staff to consider when preparing lessons for the inspection**

- Is support for SEND students and EAL students clearly visible?
- Are memory and retention strategies demonstrated?
- Is it clear how students are drawing on prior learning?
- Are lesson objectives clear and linked to prior/future learning?

- Is it clear how this lesson fits into the bigger picture within the SOW being delivered?
- Does the lesson reference AOs or department skills where applicable?
- Does the lesson sequence match the 'medium term planning' SOW documentation?

**Example book scrutiny questions (from mock Ofsted with SLT, those asked during the real inspection are highlighted)**

- Show me how learning builds week on week to develop a depth of knowledge across a scheme of work.
- Show me where you can see the subject matter being taught at a greater depth in Year 9 than in Year 7.
- Can you show me some example assessments, how do you use this to assess;
  - Attainment and progress?
  - Memory and retention?
  - The extent to which students 'learn' the curriculum?
- Show me how learning builds week on week to develop a depth of knowledge across a scheme of work.
- Show me how the record of pupils' work over time reflects the curriculum planning and sequencing presented by leaders?
- Show me how work is ordered and arranged in pupils' books so that it is accessible to pupils when referencing prior learning?
- Show me how you would identify if there are any gaps in learning and how they are challenged / addressed to ensure continuity and quality of learning experience?
- Show me how you have ensured that any remote learning due to the pandemic fits into the 'normal school curriculum' and how any gaps in learning because of this are remedied
- How have leaders and teachers ensured that the work of disadvantaged pupils and those with SEND, reflects appropriate expectations, access to the curriculum and challenge?

**Example curriculum questions (from mock Ofsted with SLT, those asked during the real inspection are highlighted)**

- Talk me through your curriculum intent, implementation and impact
- Can you explain to me why the units are in this order?
- How do you assess what children are learning and the knowledge that they have learnt within a unit?
- Can I see an example of planning across the short term and the medium term?
- Have you had any subject specific CPD to aid your delivery and planning for the curriculum?
- What summative procedures do you use?
- Do you feel you are able to complete the KS3 curriculum in 2 years?
- Are there any indications yet of the impact the revised curriculum has had on your subject?
- Are you always clear what the end point is or the knowledge children will obtain and how they will demonstrate it?
- What about the vocabulary that you want the children to have by the end of a unit?
- How are you integrating GIS into your curriculum?



## Some tips (from the experience at AHS) for being prepared on the day

- Make sure your documentation is up to date, printed off and includes all the information that you would want staff to communicate to an inspector
- Be clear on where in the programme of study, each member of staff is up to and where that fits into the overall curriculum
- Lessons and teaching plans are ready
- Rooms are tidy and books are ready to be examined

A massive thanks to Georgina for sharing her experience of the Ofsted Deep Dive with the wider group of mentors.

## Embedding the CCF into our PGCE provision

[See slide 8-17 of presentation](#)

- I am very conscious of the fact that we have not had a university Ofsted inspection this year
- We can expect this to happen from Jan 2023
- Intel from providers who have been inspected under the new framework suggests that a key focus of the inspection is:
  - The integration of the CCF into the PGCE curriculum in a **subject specific manner**
  - The integration of the CCF **between university and school**
  - **Going beyond** the CCF (minimum entitlement)
- It was agreed by mentors that we should use the [CCF menu](#) more formally and tie this into the mentor meetings each week to ensure that there is more purposeful integration of the CCF into school based provision.
- If you have any additions or amendments to the CCF menu document then please feed this forward to Georgia, who will welcome any feedback.
- **Action point:** Georgia to slightly amend the weekly mentor meeting record template to ensure that the CCF tasks are being integrated into this meeting time.

## A.O.B

- Sincere thanks to those involved in mentoring this year, your ongoing support is very much appreciated.
- Nationally numbers recruited into ITT are down in most subjects next year, with our numbers in geography likely to be less than 10 next year.
- This will have a knock on effect and means that not all schools who have offered placements will receive a geography trainee next year.
- Schools will be notified before the summer holidays whether they have a trainee next year, although names will not be finalised until September.

