Hanfodion ar gyfer Tiwtoriaid Ymarfer

Essentials for Practice Tutors

5ed Hydref ~ 5th October 2026

3.30yp - 5.30yp - 3.30pm - 5.30yp

TAR Cymru PGCE Wales

The Open University
Y Brifysgol Agored
Wales Cymru



Sgwrs / Chat

1. *Ychwanegwch eich enw, eich rhanbarth a'ch profiad fel Tiwtor Ymarfer.*
   Please add your name, your region and your experience as a Practice Tutor.

2. *Beth sydd ei angen arnoch chi o sesiwn heddiw?*
   What do you need out of today's session?

Yn arwain y sesiwn heddiw

Leading today's session



Dr Catharine Bleasdale

Primary Curriculum Tutor

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Mrs Angela Thomas

Curriculum Tutor

School of Education, Childhood, Youth & Sport

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Ffocws 1: *Rolau Addysgwyr Athrawon yn y Bartneriaeth*

Ffocws 2: *Uchafbwyntiau 2025-26*

Ffocws 3: *Beth yw ein nodau eleni ?*

A. *Cefnogi mentoriaid i gael mynediad at adnoddau a deunyddiau hyfforddiant*
B. *Cefnogi mentoriaid i gynhyrchu Adroddiadau Ymarfer Dysgu o ansawdd uchel*
C. *Cynllunio a Gwerthuso Myfyrwyr*
D. *Gwreiddio'r defnydd o swyddogaethau IRIS Connect*

**Cyfle datblygu proffesiynol*

**Cyfle i siarad â'r tîm*

Focus 1: Teacher Educator Roles in the Partnership

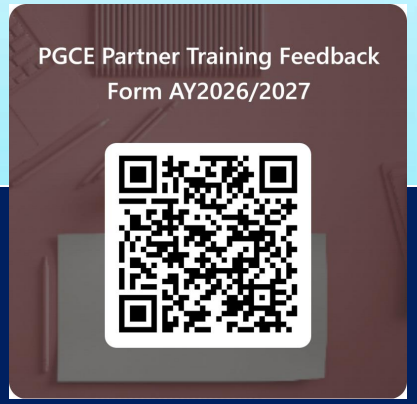
Focus 2: Highlights of 2025-26

Focus 3: What are our goals this year?

A. Supporting mentors to access training resources and materials
B. Supporting mentors to produce high-quality Practice Learning Reports
C. Student Planning & Evaluation
D. Embedding use of IRIS Connect Functions

*Professional development opportunity

*Opportunity to talk to the team



Cyn i chi adael heddiw, cwblhewch gofnod hyfforddi, mae'r ddolen yma;

Before you leave today, please complete a training record, link is here;

https://forms.cloud.microsoft/e/WyBtw1b4E1

1 *Rolau Addysgwyr Athrawon yn y Bartneriaeth*
Teacher Educator Roles in the Partnership



Llwyddiannau Tiwtoriaid Ymarfer

Practice Tutor Successes

Diolch yn fawr iawn *i bob Tiwtor Ymarfer gan ein Prif Diwtoriaid Ymarfer am gwblhau arsylwadau gwersi, ymweliadau rhithwir, ffurflenni monitro a ffurflenni Adolygu Ymarfer yn ddiweddar.*

A huge **thank you** to all Practice Tutors for completing recent lesson observations, virtual visits, monitoring forms and Practice Review forms from our Lead Practice Tutors.

Tiwtoriaid Ymarfer Arweiniol / Lead Practice Tutors
Miriam Morse, Sarah Jones, Amanda Jones, Louisa Osmolska, and Rhian Carruthers.

- *Tîm o 50+ o Diwtoriaid Ymarfer*
- *100% o'r TYs wedi cwblhau Hyfforddiant Blynyddol (yn fyw neu anghydamserol)*
- *104 o fyfyrwyr ym Mlwyddyn 2*
- *144 o fyfyrwyr ym Mlwyddyn 1*
- *496+ o ymweliadau rhithwir*
- *496+ o wersi ar IRIS Connect*
- *248+ o Adolygiadau Ymarfer Dysgu*
- *248+ o Adroddiadau Ymarfer Dysgu*

Yn ogystal â'r gofal, y gefnogaeth a'r arweiniad ychwanegol rydych chi'n eu darparu ar gyfer y 'Tîm o amgylch y Myfyriwr'; Myfyrwyr, Mentoriaid, Cydlynwyr Ysgolion a Thiwtoriaid Cwricwlwm. ***Diolch yn fawr.***

- A team of 50+ Practice Tutors
- 100% of PTs completed Annual Training (Live/Asynchronous)
- 104 students in Year 2
- 144 students in Year 1
- 496+ virtual visits
- 496+ Lessons on IRIS
- 248+ Practice Learning Reviews
- 248+ Practice Learning Reports

Plus the additional wrap-around care, support and guidance you provide for the 'Team Around the Student'; Students, Mento School Coordinators and Curriculum Tutors. **Diolch yn fawr.**

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1 *Rolau Addysgwyr Athrawon yn y Bartneriaeth*
Teacher Educator Roles in the Partnership

TIWTOR YMARFER
Yn cefnogi ymarfer dysgu ar draws ysgolion

- Ymarferydd allanol, profiadol (fel arfer mewn ysgol bartner)
- Yn gwneud dau ymweliad rhithwir i arsylwi, asesu a gwirio cynnydd myfyrwyr
- Yn adolygu e-bortffolio athrawon dan hyfforddiant yn rheolaidd drwy'r PDP
- Yn hyfforddi ac yn cefnogi Mentoriaid i gryfhau ansawdd mentora
- Yn helpu i sicrhau ansawdd ymarfer dysgu ac yn rhannu arfer gorau ar draws y bartneriaeth

PRACTICE TUTOR
Supports practice learning across schools

- External, experienced practitioner (usually in a partner school)
- Makes two *virtual visits* to observe, assess and verify student progress
- Regularly review student teachers' e-portfolio via the PLP
- Coaches and supports Mentors to strengthen mentoring quality
- Helps quality-assure practice learning and shares best practice across the partnership

1

wales-pgce@open.ac.uk

Cydlynydd Ysgol / School

Co-ordinator

Tim o gwmpas y Myfyriwr
Team Around The Student



Mentor

Tiwtor Cwricwlwm / Curriculum Tutor

(Prif)Tiwtor Ymarfer / (Lead) Practice Tutor

The Communication loop

Y ddolen Gyfathrebu

1 *Rolau Addysgwyr Athrawon yn y Bartneriaeth*
Teacher Educator Roles in the Partnership

Dathlu Llwyddiannau / Celebrating Success
Gwobrau Tiwtor Ymarfer 2026-2027 / Practice Tutor Awards 2026-2027

- Gwobr Y Filltir Ychwanegol
- Gwobr Cymorth Proffesiynol Rhagorol
- Tiwtor Ymarfer a Wnaeth y Gwahaniaeth Mwyaf



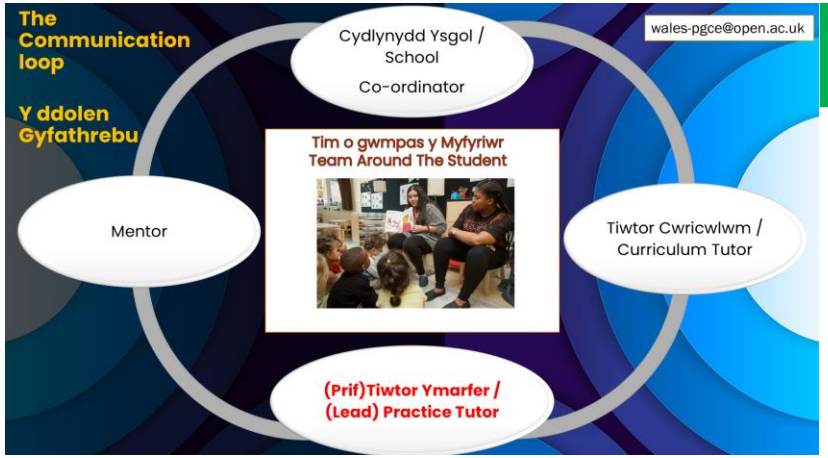
- The Extra Mile Award
- Outstanding Professional Support Award
- Practice Tutor Who Made the Biggest Difference

2 *Uchafbwyntiau 2025-26* / Highlights of 2025-26

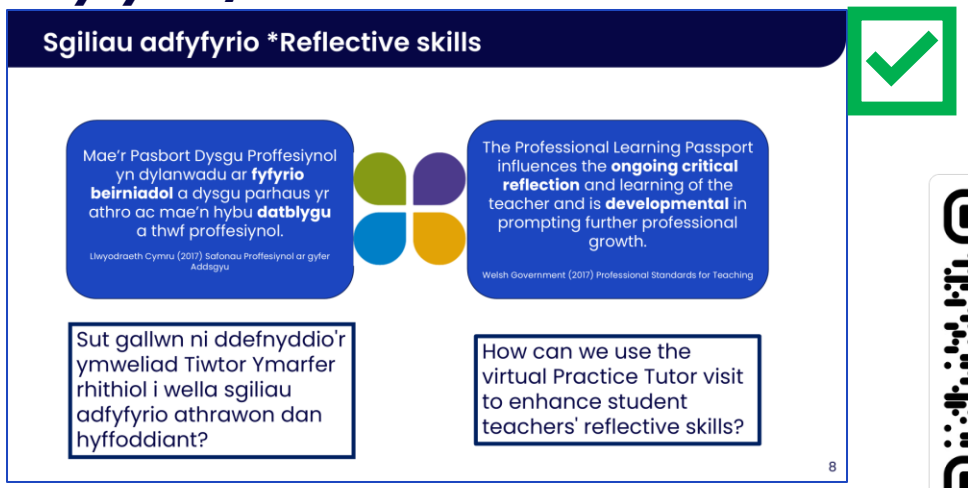


Beth oedd ein nodau 2025-26 / What were our goals 2025-26?

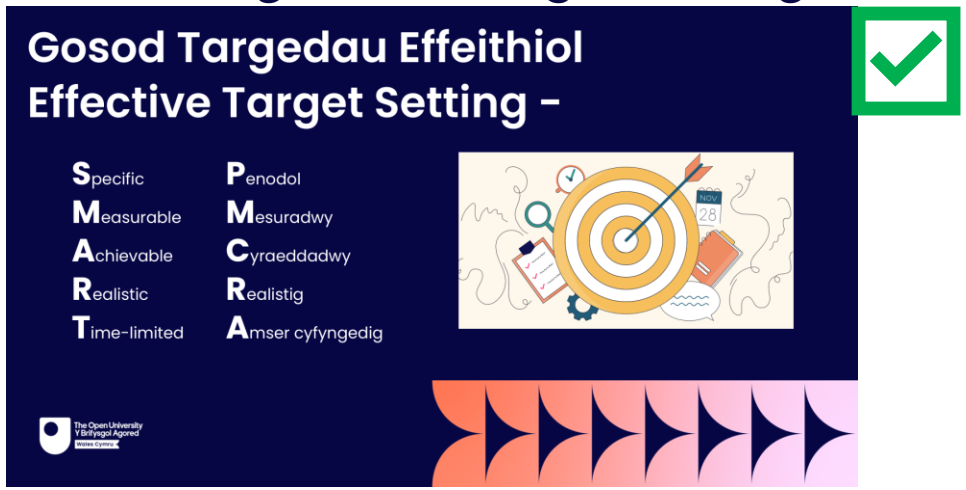
Cyfathrebu / Communication



Myfyrio / Reflection



Gosod targedau / Target *Setting*



Sut ydych chi wedi datblygu eich gwaith yn un o'r meysydd canlynol; cyfathrebu, myfyrio, gosod targedau? Rhannwch enghraifft/awgrym.
Dolen i'r Padlet

How have you developed your work in one of the following areas; communication, reflection, target setting? Please share an example/tip. **Padlet Link**

Uchafbwyntiau 2025-26 / Highlights of 2025-26

Cyfathrebu / Communication

Sara Thomas
4 months ago

Mae cynnal cyfarfodydd fel tim (Myfyrier, Cydlynnydd a fi) wedi gweithio'n dda i mi eleni. Sicrhau mae pawb ar yr un tudalen. Myfyriwr yn cytuno gyda ffordd ymlaen ac ati.

Mrs L Osmolska
4 months ago

More student led - based around key questions I have asked from my feedback

S Parker
4 months ago

The student teachers I have worked with have had more opportunities to plan series of sessions, so they have a clear understanding of progression and can build on the their learners skills and understanding.

Myfyrio / Reflection

Fancy Fly
4 months ago

I plan questions following the viewing the lesson and after looking at all their evidence in PLP, planning folder.

szymuram
4 months ago

Student teacher reflection has been much more of a focus particularly during our meetings. Thinking carefully and planning questions has been pivotal to facilitate better opportunities to develop this through the meetings.

Fancy Fly
4 months ago

Following advice from my LPT, I have tried to ensure my targets are more specific.

Gosod targedau / Target Setting

Trudi
4 months ago

I have refined my approach to target setting with the trainees by ensuring that targets are rooted in authentic classroom practice and linked to the Professional Standards. Rather than focusing on generic areas for improvement, targets are now more specific and achievable

szymuram
4 months ago

Target setting has improved with more detailed and appropriate targets identified by classroom mentors. These have been more measurable and linking more directly to the framework, encouraging student teachers to reflect as to how they might achieve those targets.

Mrs L Osmolska
4 months ago

Used the assessment framework more to really focus on specific progress areas

3 *Beth yw ein nodau eleni* / What are our goals this year?



A

Cefnogi mentoriaid i gael mynediad at adnoddau a deunyddiau hyfforddiant

Supporting mentors to access training resources and materials

B

Cefnogi mentoriaid i gynhyrchu Adroddiadau Ymarfer Dysgu o ansawdd uchel

Supporting mentors to produce high-quality Practice Learning Reports

C

Cynllunio a Gwerthuso Myfyrwyr

Student Planning & Evaluation

D

Gwreiddio'r defnydd o swyddogaethau IRIS Connect

Embedding use of IRIS Connect Functions

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3 *Cefnogi mentoriaid i gael mynediad at adnoddau a deunyddiau hyfforddiant*
Supporting mentors to access training resources and materials

Dibenion gwahanol — un llwybr cysylltiedig / Different purposes — one connected pathway

1

PARTNER HANDBOOK

What do I need to know and do?

Requirements • roles • processes

Canllaw Ysgol Bartner_ BA2627.pdf

The Partner School Handbook_AY2627.pdf

2

PROGRESSION FRAMEWORK

What should development look like?

Shared expectations • typical progress • next steps

Fframwaith Cynnydd

Progression Framework

3

PLANNER + TOOLKIT

How do I support that development?

Mentoring • feedback • conversations • practical tools

Pecyn Cymorth Tiwtoriaid Ymarfer

Practice Tutor Toolkit

4

TRAINING + DROP-INS

How do I interpret and apply it here?

Explore • ask • discuss • problem-solve

Ymuno â'r Cyfarfod

Join Meeting

Gwybod y rhaglen → deall y cynnydd → cefnogi'r cynnydd → ei gymhwyso'n dda

Knowing the programme → understanding progress → supporting progress → applying it well

3 *Cefnogi mentoriaid i gael mynediad at adnoddau a deunyddiau hyfforddiant*
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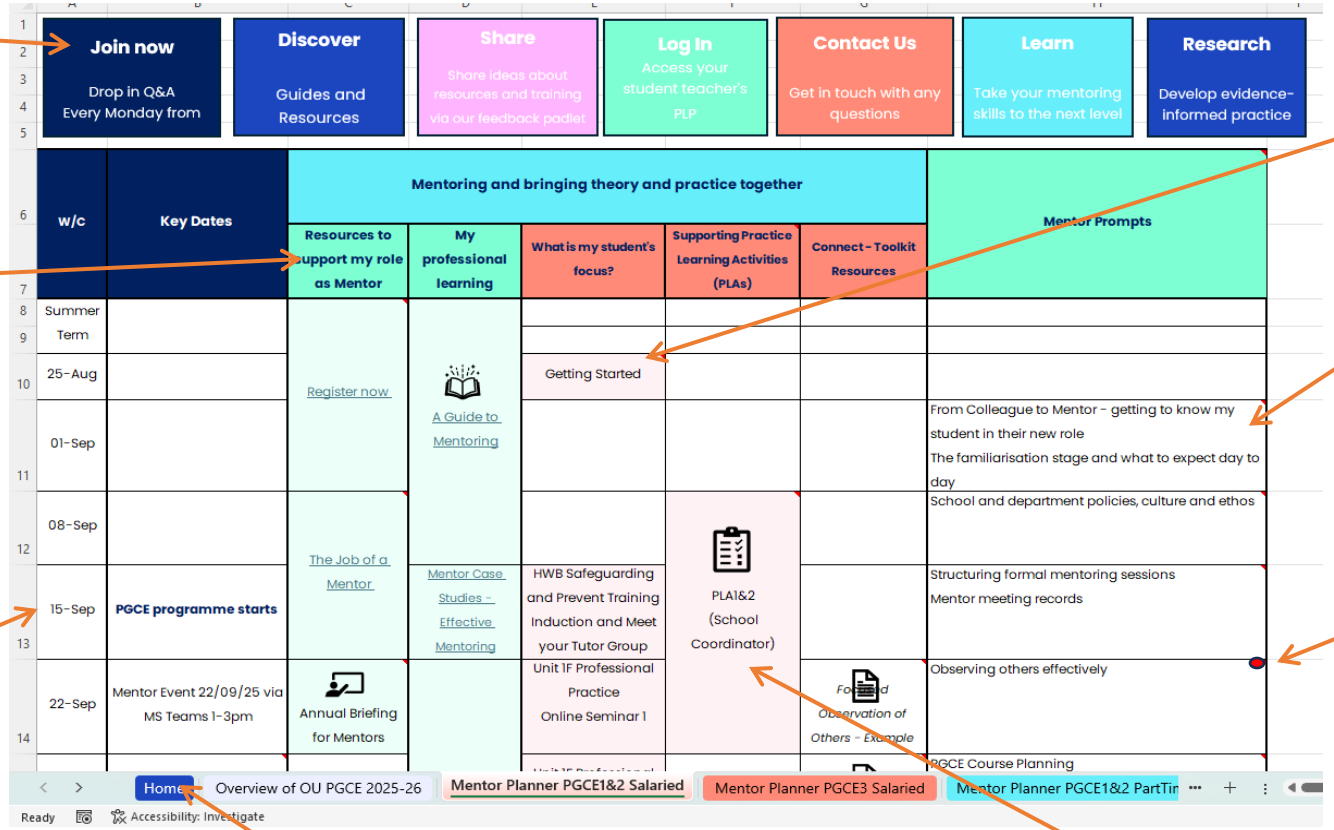
Each role — **Mentors, School Coordinators and Practice Tutors** — now has a tailored week-by-week planner.

Access: Available via direct email and via your student teacher's Professional Learning Passport.
Download & Edit: Save to your device, personalise it, and add your own notes.

All the resources you'll need in one handy place. Simply click and go!

Not sure which resource to use? Find exactly what you need, when you need it, by using the direct resource links.

Each row guides weekly priorities — some span more than one week to show 'windows' of time.



See what your student is working on weekly.

Tailor your support by following prompts and adding your own planning notes.

See a red dot? Hover for more detail. Right-click to show/hide notes.

Use the tabs to switch pages by student year and route. Right click to hide tabs you don't need.

Organise when to complete activities in school and see pop up guidance to support each task.

3 *Cefnogi mentoriaid i gael mynediad at adnoddau a deunyddiau hyfforddiant*
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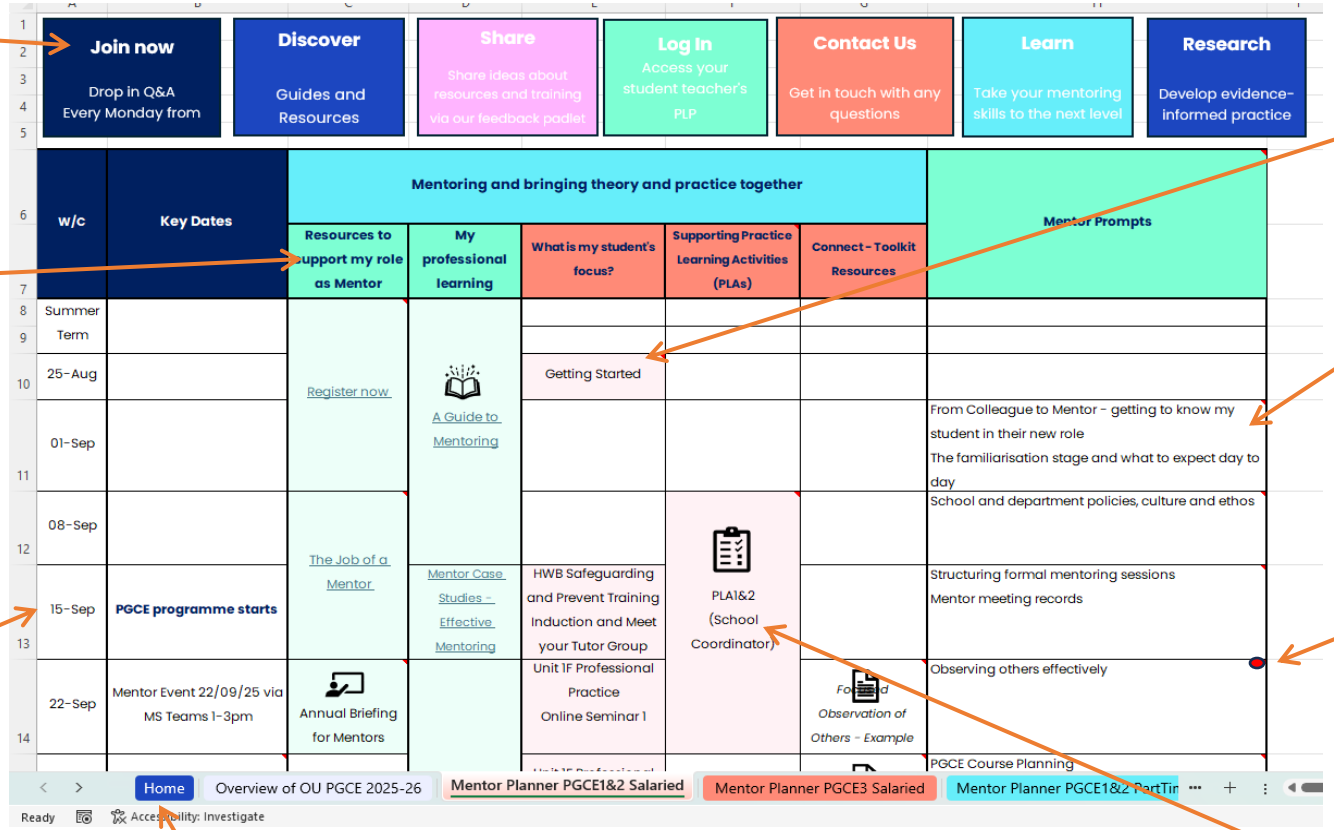
Mae gan bob rôl — **Mentoriaid, Cydlynwyr Ysgol a Thiwtoriaid Ymarfer** — gynlluniwr wythnosol.

Mynediad : Ar gael yn y Digwyddiad Briffio Blynyddol a thrwy Basbort Dysgu Proffesiynol eich darpar athro.
Lawrlwytho a Golygu : Arbedwch i'ch dyfais, personolwch ef, ac ychwanegwch eich nodiadau eich hun.

Yr holl adnoddau y bydd eu hangen arnoch mewn un lle cyfleus. Cliciwch ac ewch!

Ddim yn siŵr pa adnodd i'w ddefnyddio?
Dewch o hyd i'r union sydd ei angen pan fydd ei angen drwy ddefnyddio'r dolenni.

Mae pob rhes yn amlinellu blaenoriaethau wythnosol — mae rhai'n ymestyn dros fwy nag wythnos i ddangos 'ffenestri' amser.



Gweld beth mae eich myfyriwr yn gweithio arno bob wythnos.

Addaswch eich cefnogaeth drwy ddilyn awgrymiadau ac ychwanegu eich nodiadau cynllunio eich hun.

Gweld dot coch?
Hofranwch am fwy o fanylion.
Cliciwch ar y dde i ddangos/cuddio nodiadau.

Defnyddiwch y tabiau i newid tudalennau yn ôl blwyddyn y myfyriwr a llwybr. Cliciwch ar y dde i guddio tabiau nad oes eu hangen arnoch.

Trefnwch pryd i gwblhau gweithgareddau yn yr ysgol a gweld canllawiau i gefnogi pob tasg.

3 *Cefnogi mentoriaid i gael mynediad at adnoddau a deunyddiau hyfforddiant*
Supporting mentors to access training resources and materials

Blwyddyn 1 (TAR1)

Beth?	Gan bwy?	Erbyn pryd?
D01: Arsylwad Gwers 1	Mentor	18/12/26
D02: Ffurflen Adolygu Ymarfer 1	Mentor	15/01/27
D03: Arsylwad Gwers 2	Cydlynydd Ysgol / IRIS Connect	29/01/27
D04: Ffurflen Adolygu Ymarfer 2	Tiwtor Ymarfer	03/02/27

Blwyddyn 1 (TAR2)

Beth?	Gan bwy?	Erbyn pryd?
D05: Arsylwad Gwers 3	Mentor	19/03/27
D06: Adroddiad Ymarfer Dysgu	Mentor (Adran A)	07/05/27
D07: Arsylwad Gwers 4	Cydlynydd Ysgol / IRIS Connect	14/05/27
D08: Adroddiad Ymarfer Dysgu	Cydlynydd Ysgol (Adran B)	21/05/27
D09: Adroddiad Ymarfer Dysgu	Tiwtor Ymarfer (Adran C)	26/05/27
D10: Ffurflen Adolygu Ymarfer Ail Brofiad Ysgol (ABY) – myfyrwyr Cyflogedig yn unig	Cydlynydd Ysgol ABY Gyda cefnogaeth y Mentor (CY yn unig bydd gyda mynediad i PDP)	09/07/27

Blwyddyn 2 (TAR3)

Beth?	Gan bwy?	Erbyn pryd?
D11: Arsylwad Gwers 1	Mentor	27/11/26
D12: Arsylwad Gwers 2	Cydlynydd Ysgol / IRIS Connect	27/11/26
D13: Ffurflen Adolygu Ymarfer 1	Mentor	04/12/26
D14: Ffurflen Adolygu Ymarfer 2	Tiwtor Ymarfer	16/12/26
D15: Arsylwad Gwers 3	Mentor	12/03/27
D16: Arsylwad Gwers 4	Cydlynydd Ysgol / IRIS Connect	19/03/27
D17: Adroddiad Ymarfer Dysgu	Mentor (Adran A)	09/04/27
D18: Adroddiad Ymarfer Dysgu	Cydlynydd Ysgol (Adran B)	16/04/27
D19: Adroddiad Ymarfer Dysgu	Tiwtor Ymarfer (Adran C)	22/04/27

Year 1 (PGCE1)

What	By whom?	By when?
D01: Lesson Observation 1	Mentor	18/12/26
D02: Practice Review Form 1	Mentor	15/01/27
D03: Lesson Observation 2	School Co-ordinator / IRIS Connect	29/01/27
D04: Practice Review Form 2	Practice Tutor	03/02/27

Year 1 (PGCE2)

What	By whom?	By when?
D05: Lesson Observation 3	Mentor	19/03/27
D06: Practice Learning Report	Mentor (Section A)	07/05/27
D07: Lesson Observation 4	School Co-ordinator / IRIS Connect	14/05/27
D08: Practice Learning Report	School Co-ordinator (Section B)	21/05/27
D09: Practice Learning Report	Practice Tutor (Section C)	26/05/27
D10: Second School Experience (SSE) Practice Review Form – Employed students only	School Coordinator (SSE) with support from the Mentor. (SC only will have access to PLP)	09/7/27

Year 2 (PGCE3)

What	By whom?	By when?
D11: Lesson Observation 1	Mentor	27/11/26
D12: Lesson Observation 2	School Co-ordinator / IRIS Connect	27/11/26
D13: Practice Review Form 1	Mentor	04/12/26
D14: Practice Review Form 2	Practice Tutor	16/12/26
D15: Lesson Observation 3	Mentor	12/03/27
D16: Lesson Observation 4	School Co-ordinator / IRIS Connect	19/03/27
D17: Practice Learning Report	Mentor (Section A)	09/04/27
D18: Practice Learning Report	School Co-ordinator (Section B)	16/04/27
D19: Practice Learning Report	Practice Tutor (Section C)	22/04/27

3 *Cefnogi mentoriaid i gael mynediad at adnoddau a deunyddiau hyfforddiant*
Supporting mentors to access training resources and materials

2c. Mentors

1. Mentor planner
2. Mentor Mat Year 1
3. Mentor Mat Year 2
4. Practice Learning Activities Year 1
5. Practice Learning Activities Year 2
6. Y2 Guidance for Lesson Study
7. Y2 Professional Enquiry Handbook

2d. Anogwr Y Gymraeg

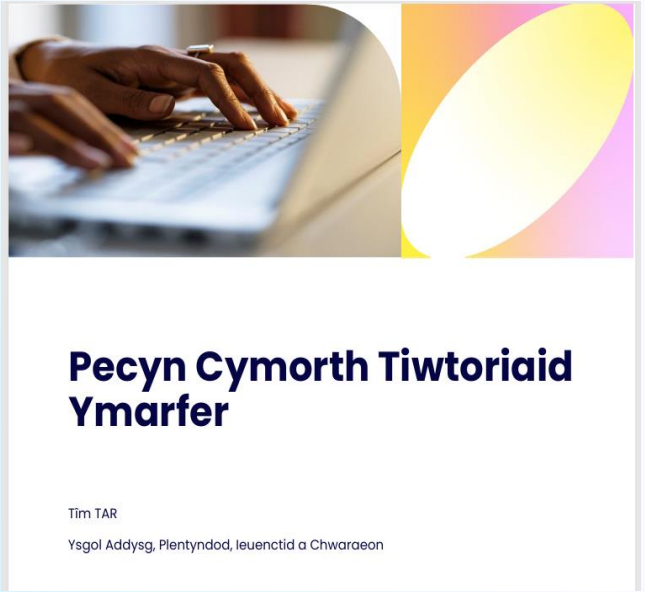
1. Welsh Framework – Apply and develop the language and literacy skills of learners
2. Welsh Language Competency Framework for Education Practitioners
3. Welsh Development Plan

3. Practice Tutor

1. Practice Tutor Planner
2. Practice Tutor Mat
3. Practice Tutor Toolkit
4. Iris Connect guide and IRIS mat
5. Weekly Monday drop-in session @3.30pm-4.00pm



Practice Tutor Toolkit



Pecyn Cymorth Tiwtoriaid Ymarfer

3 *Cefnogi mentoriaid i gael mynediad at adnoddau a deunyddiau hyfforddiant*
Supporting mentors to access training resources and materials

Bartneriaeth

Partnership Website

Cyswllt i CGA

Link to EWC

Sesiynau Galw Heibio Dydd Llun

Monday Drop-in Sessions

Fframwaith Cynnydd

Progression Framework

Canllaw Ysgol Bartner

Partner School Handbook

IRIS Connect

Pecyn Cymorth Tiwtoriaid Ymarfer

Practice Tutor Toolkit



Mat TY

PT mat

TY Cynlluniwr ★

PT Planner

Ffurflen fonitro gwarantu safonau

QA Monitoring Form

★ Available from Wales-PGCE@open.ac.uk and in the PLP

Cefnogi mentoriaid i gael mynediad at adnoddau a deunyddiau hyfforddiant
Supporting mentors to access training resources and materials

OU Email Account - Access Support

YOU MUST ACCESS YOUR OU EMAIL ACCOUNT FROM A PRIVATE/INCOGNITO WEB BROWSER PAGE

Login by using your sign-in name with the following format = OUCU@open.ac.uk.

If you need to reset your password please contact our IT support desk (details below)

If you need reminding of your OUCU and OU email please contact Wales-PGCE@open.ac.uk

If using a school/work laptop please email our IT support desk and provide your full name and OU credentials (including OUCU and OU email), and ask to be removed from the 'MDM' system. This should then rectify your access issues and you should be able to access the OU network.

If the above still doesn't work please contact our IT support desk who will be able to assist you with gaining access to your OU account (details below):

IT SUPPORT DESK: 01908 654321 - it-service-desk@open.ac.uk

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Wales Cymru

I gael rhagor o wybodaeth ewch i open.ac.uk
For more information visit open.ac.uk

3 *Beth yw ein nodau eleni* / What are our goals this year?



A

Cefnogi mentoriaid i gael mynediad at adnoddau a deunyddiau hyfforddiant

Supporting mentors to access training resources and materials

B

Cefnogi mentoriaid i gynhyrchu Adroddiadau Ymarfer Dysgu o ansawdd uchel

Supporting mentors to produce high-quality Practice Learning Reports

C

Cynllunio a Gwerthuso Myfyrwyr

Student Planning & Evaluation

D

Gwreiddio'r defnydd o swyddogaethau IRIS Connect

Embedding use of IRIS Connect Functions

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Cefnogi mentoriaid i gynhyrchu Adroddiadau Ymarfer Dysgu o ansawdd uchel
Supporting mentors to produce high-quality Practice Learning Reports

Dyma meini prawf defnyddiol ar gyfer ysgrifennu adroddiadau;

- *Mae'r adroddiad yn bersonol, i'r athro dan hyfforddiant.*
- *Mae'r adroddiad yn cynnwys enghreifftiau i g\efnogi'r sylwadau a wnaed.*
- *Mae'r enghreifftiau a ddarperir yn yr adroddiad yn cefnogi'r farn gyffredinol.*
- *Mae cyfeiriad clir at y Safonau Proffesiynol.*
- *Mae tystiolaeth glir bod deialog broffesiynol wedi digwydd rhwng yr athro dan hyfforddiant, y Mentor, Cydlynydd Ysgol a'r Tiwtor Ymarfer.*
- *Mae'r adroddiad yn cynnwys ymdeimlad o gynnydd dros amser (nid yn seiliedig yn unig ar y wers a arsylwyd trwy IRIS Connect).*
- *Mae targedau SMART cyraeddadwy wedi'u cynnwys yn yr adroddiad sy'n cefnogi.*

Here are some useful success criteria for report writing;

- The report is personal, to the student teacher.
- The report contains examples to support comments made.
- The examples provided in the report support the overall judgement.
- There is clear reference to the Professional Standards.
- There is clear evidence that a professional dialogue has taken place between the student teacher, Mentor, School Coordinator and Practice Tutor.
- The report includes a sense of progress over time (not solely based on the lesson observed through IRIS Connect).
- Achievable SMART targets are included in the report that support progress.

3 *Beth yw ein nodau eleni* / What are our goals this year?



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Embedding use of IRIS Connect Functions

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3 *Cynllunio a Gwerthuso Myfyrwyr* / Student Planning & Evaluation

1. *Sut y gwyddom fod cynllunio dros amser yn hynod effeithiol?*
2. *Sut y gwyddom fod gwerthuso dros amser yn hynod effeithiol?*
3. *Pa gwestiynau y gallech chi gynllunio i'w gofyn yn ystod eich ymweliad rhithwir?*

1. How do we know that planning over time is highly effective?
2. How do we know that evaluation over time is highly effective?
3. What questions might you plan to ask during your virtual visit?

Breakout Rooms

Ystafell 1: Cyfrwng Cymraeg

Tasg: Trafodwch y cwestiynau uchod.

Room 2: English Medium

Task: Discuss the questions above.

Dychwelyd i'r Prif Ystafell ac Adborth mewn ***6 munud***
Return to Main Room & Feedback in **6 minutes**

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3 *Cynllunio a Gwerthuso Myfyrwyr* / Student Planning & Evaluation

Sut rydym yn gwybod bod cynllunio dros amser yn hynod effeithiol?

- *Cynlluniau gwers yn y ffolder addysgu*
- *Dylai cynlluniau gwers unigol neu ddilyniannol adlewyrchu hyd yr amser addysgu*
- *Mae'r cynllunio'n adlewyrchu gwybodaeth am y disgyblion*
- *Mae'r cynllunio'n caniatáu ar gyfer cynnydd y disgyblion*
- *Mae'r cynllunio'n adeiladu ar wybodaeth flaenorol*
- *Ymgorffori sgiliau traws-gwricwlaidd*
- *Cyfleoedd asesu priodol*
- *Mae'r adnoddau a gynlluniwyd yn briodol ar gyfer y*
- *disgyblion/y cyd-destun*

Sut y gwyddom fod gwerthuso dros amser yn hynod effeithiol?

- *Tystiolaeth o fodelau myfyrio a ddefnyddir i gefnogi*
- *myfyrio dros amser*
- *Myfyrdod cytbwys ar gryfderau a meysydd i'w*
- *datblygu*
- *Mae'r gwerthusiad yn arwain at dargedau SMART*
- *Mae'r gwerthusiad yn dylanwadu ar gynllunio'r dyfodol ar gyfer*
- *cynnydd disgyblion*
- *Cynhelir y gwerthusiad ar y cyd â chydweithwyr*
- *yn yr ysgol*

How do we know that planning over time is highly effective?

- Lesson plans in teaching folder
- Individual or sequenced lesson plans should reflect the amount of teaching time
- Planning reflects knowledge of pupils
- Planning allows for pupil progress
- Planning builds on prior knowledge
- Incorporating cross-curricular skills
- Appropriate assessment opportunities
- Planned resources are appropriate for the pupils/context

How do we know that evaluation over time is highly effective?

- Evidence of reflection models used to support reflection over time
- Balanced reflection of strengths and areas for development
- Evaluation leads to SMART targets
- Evaluation impacts future planning for pupil progress
- Evaluation is conducted collaboratively with school colleagues

3 *Cynllunio a Gwerthuso Myfyrwyr* / Student Planning & Evaluation

Cwestiynau i gefnogi eich canfyddiadau / Questions to Support your Findings

Professional Standards for Teaching and Leadership Summary				
	QTS (STUDENT TEACHER)	Induction	Sustained highly effective practice	
Pedagogy				
The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.				
Refining teaching…towards sustained highly-effective practice				**Questions to prompt reflection**
Managing the learning environment	The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.	Organisation of learners and colleagues, routines and resources is focussed on building learning habits and behaviours that meet the four purposes and are understood by learners in that context.	Learners articulate the way that their own organisational skills are developing to demonstrate they take growing responsibility for their own learning.	Which aspects of your module study do you feel you have made the most impact on your planning and teaching? How do you know? How would you describe your relationship with your class(es)/the class you feel most successful with/ your most challenging class? Tell me about your approach to planning for the needs of all learners in this class. What has worked most successfully for you so far and why? What have you identified as ways to further improve this aspect?
Assessment	The range of purposes and practices for assessment is understood and articulated.	Assessment is used effectively to pinpoint learning needs for all learners.	Specialised assessment techniques are employed for identified learners and there is a commitment to working with colleagues and other agencies to	Show me a lesson which you have planned, taught and evaluated and which you've selected for your e-portfolio. Why did you choose this lesson as a piece of evidence and what does this show about your progress in relation to the standards? How would you describe the learning environment you try to create in your classes? How do you aim to achieve this and to what extent have you met your aims? Why/why not?
Differentiation	The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.	Learning materials and experiences are used to provide appropriate challenge to every learner.	Differentiation is highly sophisticated, to the point where learners recognise why they need to be extended or supported and participate in the planning of learning experiences.	Let's explore what happened today/in lesson X as a critical incident. We can draw on Gibbs' model of reflection. Can you describe what happened? What were you thinking/feeling at the time? What actions did you take which you think worked well in that situation? What actions did you take which you think could have been done differently? Why do you think the situation occurred? What might you do differently in the future?
Recording and reporting	The teacher produces appropriate, timely and accurate records and reports and gives feedback to	Records an… …rts accurately describe th… …ress made by learners, ide… …key learning needs and outline important next	Analysis of data and evidence enables insight and decision about provision.	Can you give an example of a time you feel you used your classroom space or an outdoor learning environment particularly effectively and can you explain what considerations you had to make in planning for and teaching within that space? What does effective questioning look like in your practice? What evidence have you drawn on to support you in ou…

Y1 (PGCE1 & PGCE2) | Y2 (PGCE3) | Professional Standards

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3 *Beth yw ein nodau eleni* / What are our goals this year?



A

Cefnogi mentoriaid i gael mynediad at adnoddau a deunyddiau hyfforddiant

Supporting mentors to access training resources and materials

B

Cefnogi mentoriaid i gynhyrchu Adroddiadau Ymarfer Dysgu o ansawdd uchel

Supporting mentors to produce high-quality Practice Learning Reports

C

Cynllunio a Gwerthuso Myfyrwyr

Student Planning & Evaluation

D

Gwreiddio'r defnydd o swyddogaethau IRIS Connect

Embedding use of IRIS Connect Functions

The Open University Y Brifysgol Agored WALES CYMRU

3 *Gwreiddio'r defnydd o swyddogaethau IRIS Connect*
Embedding use of IRIS Connect Functions

Awgrymiadau Gorau

- *Anogwch fyfyrwyr i recordio gwersi lluosog i ymarfer cyn rhannu'r enghraifft orau gyda chi. Gall hyn helpu i osgoi problemau technegol posibl.*
- *Ystyriwch rannu adborth ar y wers yn blwch sylwadau IRIS Connect fel y gellir cysylltu'r adborth i fyfyrwyr ag amseroedd penodol.*
- *Dilynwch y canllawiau ar gyfer y llwybr a sicrhau bod gwersi'n cael eu cymeradwyo'n ffurfiol.*
- *Anogwch fyfyrwyr i ddefnyddio AI Insights i gefnogi myfyrio a datblygu.*

Top Tips

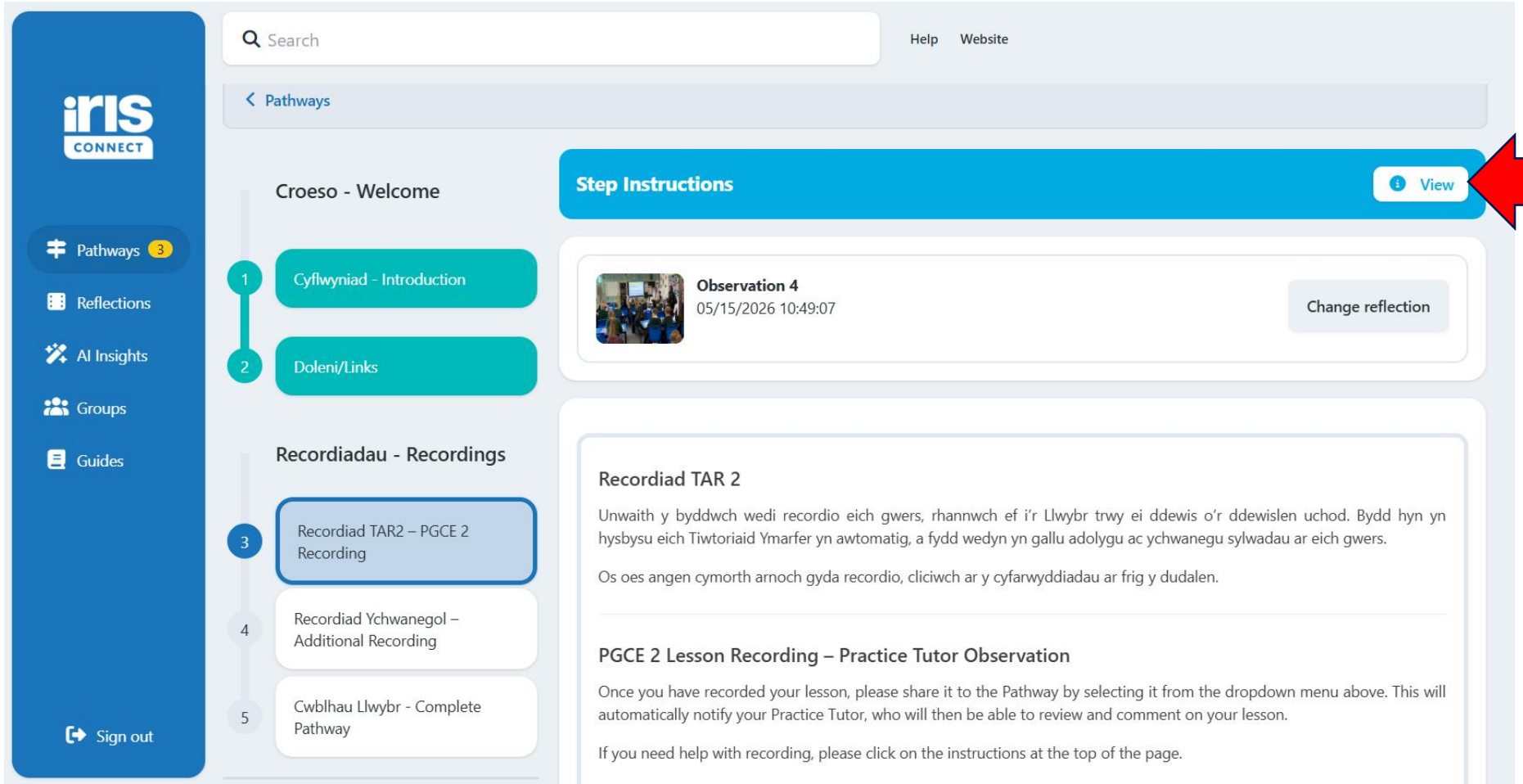
- Encourage students to record multiple lessons to practise before sharing the strongest example with you. This may safeguard against potential technical issues.
- Consider sharing lesson feedback in the IRIS Connect comment box so that feedback to students can be time referenced.
- Follow the pathway guidance and ensure lessons are formally 'signed off'.
- Encourage students to make use of AI Insights to support reflection and development.

iris CONNECT

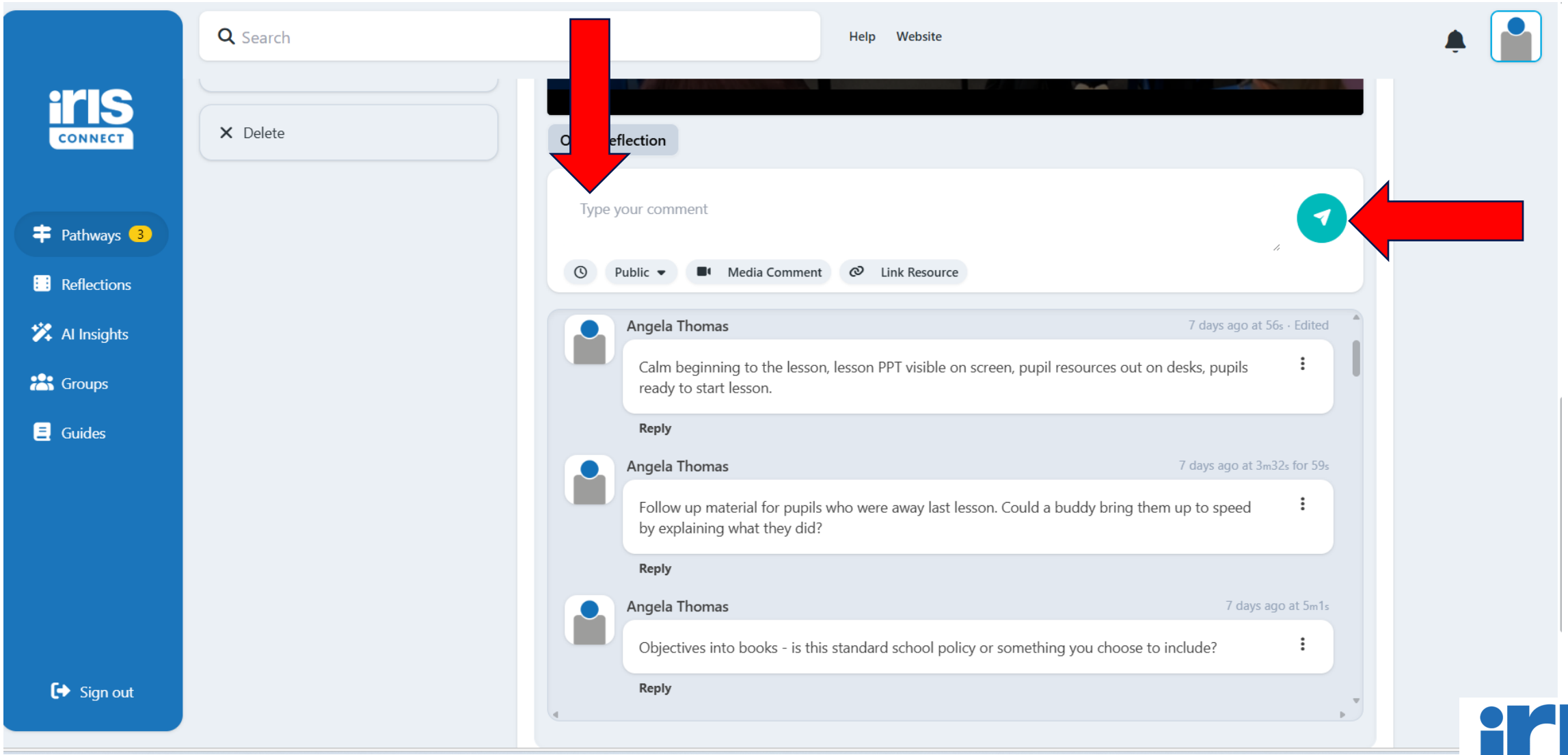
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Embedding use of IRIS Connect Functions

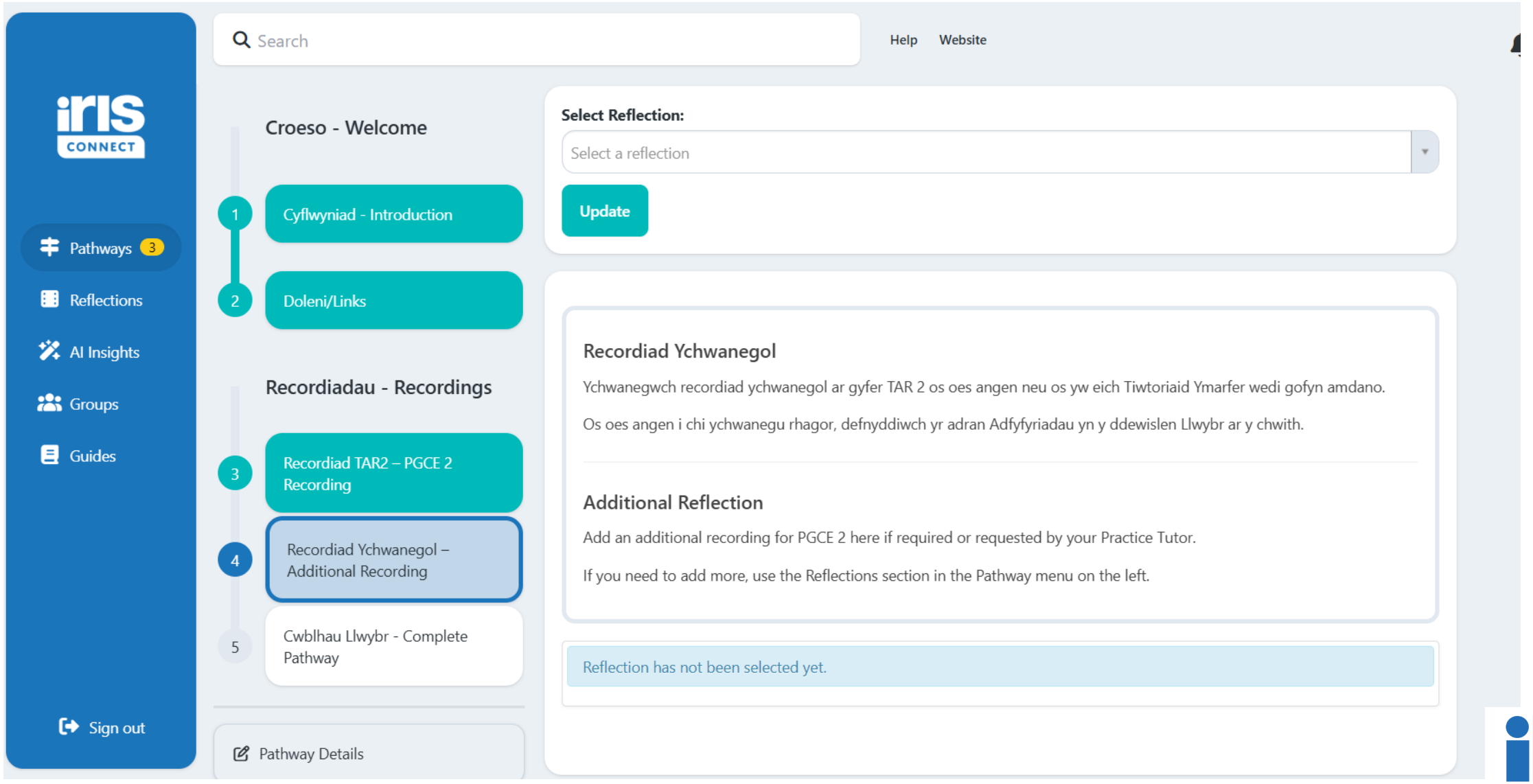
Mewnwelediadau a Llwybrau DA IRIS Connect / IRIS Connect AI Insights and Pathways



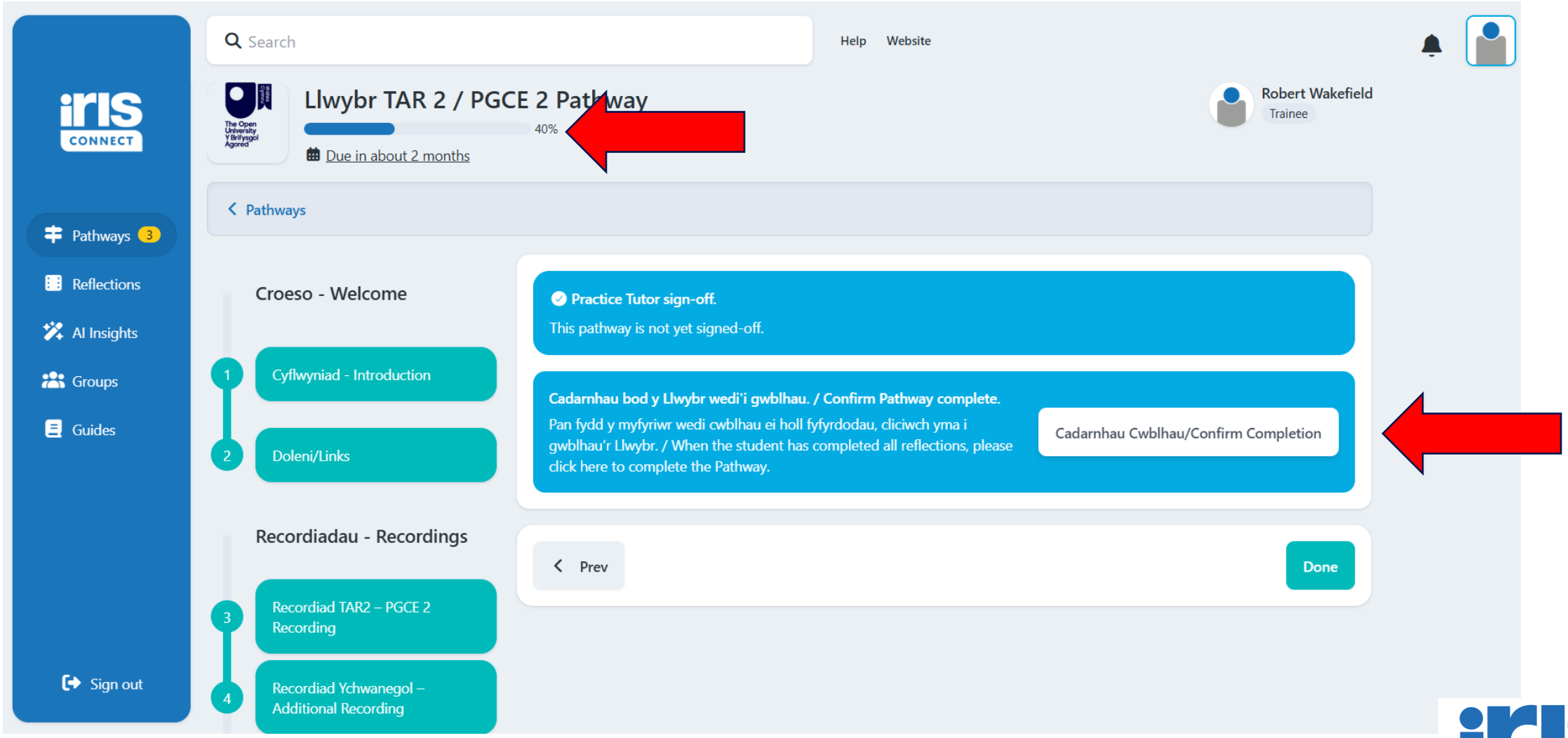
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Embedding use of IRIS Connect Functions



3 Gwreiddio'r defnydd o swyddogaethau IRIS Connect
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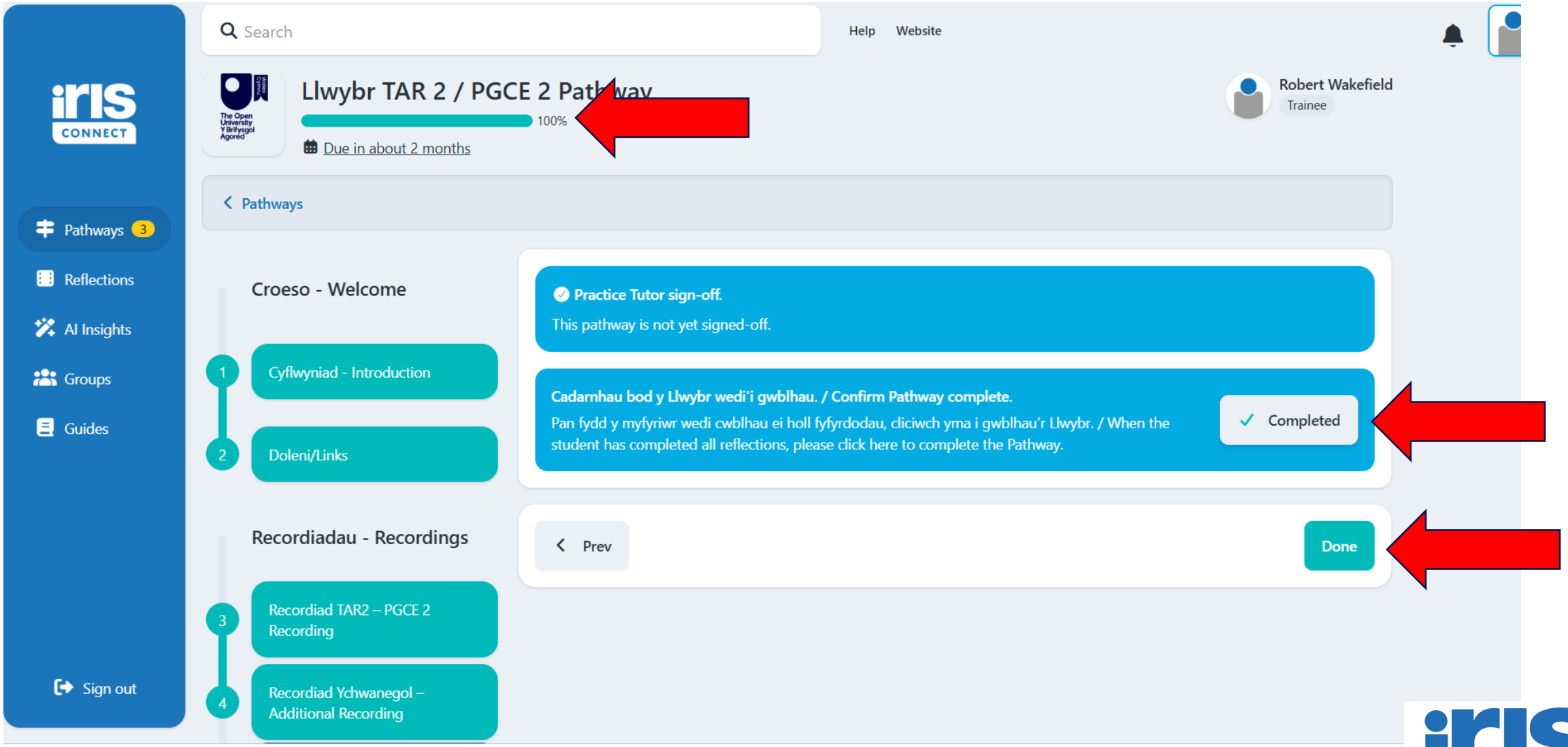


3 *Gwreiddio'r defnydd o swyddogaethau IRIS Connect*
Embedding use of IRIS Connect Functions



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IRIS Connect Guides:

Probing questions

Open Guide

Encouraging deeper analysis and clearer understanding through targeted follow-up questions

During the recap, after students recalled events ("Why did she go to jail though?", "Is that fair?"), consider layering planned probes that press for justification and evidence (e.g., "What in the story makes you think that?", "How might the other people on the bus have felt?"). This would extend brief factual answers into short explanations and promote transfer from recall to reasoning. Over time, consistent probing could grow longer student turns and richer vocabulary when explaining emotions and fairness.

▶ 00:03:02

Wait time

Open Guide

Allowing students time to think deeply before answering to enhance response quality

When asking students to infer feelings from the timeline ("How do you think she was feeling then?"), build in 3–5 seconds of quiet thinking before taking responses. Coupled with the expectation of full-sentence answers, this pause can increase accuracy, raise the ambition of word choices, and encourage more students to participate. You might also signal the pause ("Think time...") so students prepare to contribute with evidence from the sentence.

▶ 00:07:42



AI Insights

WalkThrus:

Strategies to check for understanding

Open Guide

Specific forms of checking for different scenarios

Mid-lesson, you asked for full-sentence explanations and used thumbs up/down to gauge readiness. To sharpen this, consider a quick all-student response routine (e.g., "Write one sentence: 'Rosa Parks felt ___ because ___.' Show me."). After questions like "Are we ready?" and "Do we understand what we are doing?", sampling several boards would surface misconceptions instantly and let you target support before students moved on.

▶ 00:13:11

Think, pair, share

Open Guide

A routine for structured discussion

When you prompted partner talk before task launch, formalising a Think–Pair–Share could amplify quality. After an initial question (e.g., "What have I asked you to do?"), give brief silent think time, then pairs exchange full-sentence answers using a stem ("We think the first step is..."). Finish by cold-calling a few pairs to share. This structure supports participation, rehearses language, and ensures clarity before independent work.

▶ 00:11:24

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Probing questions

Encouraging deeper analysis and clearer understanding through targeted follow-up questions

Probing questions | Video model | Rehearse

Probing questions

Technique → Model → Rehearse

What it is

Probing questions are follow-up questions that encourage students to think more deeply, clarify their understanding, or expand on their answers. These questions are often used by teachers to check for understanding and to prompt students to explain their thinking more fully. Here are some types of probing questions:

Type of probing question	Purpose	Example
Clarification Probes	To ensure the student's response is clear and specific	"Can you explain what you mean by that?"
Justification Probes	To get the student to provide reasoning or evidence behind their answer	"Why do you think that's the case?"
Elaboration Probes	To encourage the student to add more detail to their response	"Can you expand on that idea?"
Reflection Probes	To prompt the student to make connections between concepts or lessons	"How does this idea connect to what we learned earlier?"
Challenge Probes	To get the student to consider alternative viewpoints or deeper analysis	"What if we looked at it from another perspective? Would your answer change?"
Application Probes	To check whether the student can transfer their understanding to new contexts	"How could you apply this concept in a real-world situation?"

Desired effect

To get students to think more deeply and for the teacher to understand students' thinking in greater detail.

Problems it helps solve

- "Students give me surface-level answers to my questions."

Technique → Model → Rehearse



If this technique seems helpful for your problem, script and practise 'probing questions' for your context.

Make sure you -

- Work out what you want to know about students' thinking, e.g. I want to know if they really understand why that is the correct answer/ I want to know if they can apply this thinking to a new situation

AI Insights

Technique → Model → Rehearse

Consider 5 mins

- In the model, observe how the teacher uses follow-up questions to encourage students to think more deeply, clarify their responses, or expand on their answers.
- What is the purpose of Probing Questions? How do they help uncover students' understanding and prompt deeper thinking?
- Related techniques: What supports effective use of Probing Questions (Upstream)? What benefits do they provide for critical thinking and detailed responses (Downstream)?

Take-homes

Key information

- Encourages students to think more deeply, clarifying and justifying their responses.
- Enables the teacher to assess understanding beyond surface-level answers.
- Complements *Cold Call* and *Show Me Boards* to promote critical thinking and real-time feedback.

Practice 10 mins

- Identify the type of understanding you want to assess (e.g., clarification, justification, application).
- Prepare probing questions that encourage students to explain, justify, or expand on their responses.
- After a response, use a targeted probe, such as "Can you explain what you mean by that?" or "Why do you think that is the case?"
- Observe responses and make inferences about the level of understanding, deciding if additional explanation is needed.

Check

Confirm that probing questions are varied and target different levels of thinking. Look for effective follow-up based on student responses.

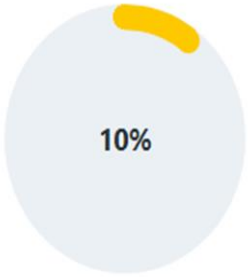
Example Feedback: "Your probing question encouraged deeper thinking, and following up allowed you to assess understanding more thoroughly."

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• Embedding use of IRIS Connect Functions

Higher Order Thinking

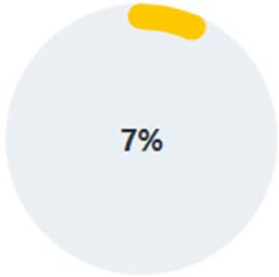


Higher Order Questions	11
Lower Order Questions	95

Questioning Analysis

The teacher sustained a high-frequency questioning approach to anchor key concepts of push, pull and both, frequently checking understanding and prompting students to justify choices. Strong moves included targeted probes such as "How do you know it's a push?" and "What causes that stretch?" that nudged students toward evidence-based reasoning and precise language. Questions were varied across objects and actions (bend, twist, squash), and follow-ups were used to refine thinking as items were placed on a Venn diagram. Building in brief pauses and occasional whole-class response checks could further amplify participation and ensure secure grasp before moving on.

Higher Order Thinking



Higher Order Questions	7
Lower Order Questions	88

Questioning Analysis

The teacher structures a rich "maths talk" using a clear progression: I see/I notice → I think/I know → I wonder → I can't see → I don't know. Partner talk is used throughout to activate many voices, and there is frequent probing and checking, for example "What do you notice?", "What do you think?", and "How would you work it out?". Follow-ups like "Where?" and "How?" appropriately press for precision, and the shift from colour/quantity to structure (shapes, arrangement) nudges toward higher-order thinking. To build further, the class could benefit from more deliberate wait time and targeted hinge-style checks to channel observations toward specific mathematical ideas.

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IRIS Connect –
Beth nesaf? Diweddaraf
What's next? Latest



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IRIS INISGHT Headings	Pedagogy Heading	QTS / SAC	Descriptor /Disgrifiadau
Responsive teaching	Refining Teaching **Mireinio addysgu**	EN: Plans learning to respond to learners' starting points and uses assessment to adapt teaching. **CY: Yn cynllunio dysgu i ymateb i bwyntiau cychwyn dysgwyr ac yn defnyddio asesu i addasu addysgu**.	EN: Demonstrates agility in modifying teaching, anticipating misconceptions, and applying a wide repertoire of strategies. **CY: Yn dangos hyblygrwydd wrth addasu addysgu, yn rhagweld camddealltwriaethau, ac yn defnyddio amrywiaeth eang o strategaethau.**
Checking for understanding	Refining Teaching **Mireinio addysgu**	EN: Uses ongoing assessment to check understanding and identify misconceptions. **CY: Yn defnyddio asesu parhaus i wirio dealltwriaeth ac i nodi camddealltwriaethau**.	EN: Designs multiple opportunities to check understanding, adapting teaching in real time. **CY: Yn cynllunio sawl cyfle i wirio dealltwriaeth, gan addasu addysgu ar unwaith.**
Instructions for initial understanding	Refining Teaching **Mireinio addysgu**	EN: Gives clear explanations and models new learning so that learners can begin tasks with confidence. **CY: Yn rhoi eglurhad clir ac yn modelu dysgu newydd fel bod dysgwyr yn gallu dechrau tasgau'n hyderus.**	EN: Uses multiple representations and scaffolds to ensure initial understanding is secure. **CY: Yn defnyddio amrywiaeth o gynrychioliadau ac yn rhoi strwythurau i sicrhau bod dealltwriaeth gychwynnol yn gadarn.**
Questioning	Refining Teaching **Mireinio addysgu**	EN: Uses questioning to engage learners, check understanding and encourage thinking. **CY: Yn defnyddio cwestiynu i ymgysylltu â dysgwyr, gwirio dealltwriaeth ac annog meddwl**.	EN: Plans and uses high-quality questioning to probe, challenge and deepen learning for all. **CY: Yn cynllunio ac yn defnyddio cwestiynau o safon uchel i archwilio, herio a dyfnhau dysgu i bawb.**
Questioning phases	Refining Teaching **Mireinio addysgu**	EN: Uses questioning across lesson phases (introduction, development, review) to check and consolidate learning. **CY: Yn defnyddio cwestiynu ar draws camau'r wers (cyflwyniad, datblygiad, adolygiad) i wirio a chadarnhau dysgu**.	EN: Structures questioning across phases to move from recall, to explanation, to extension and synthesis. **CY: Yn strwythuro cwestiynu ar draws camau'r wers i symud o gofio, i egluro, i ymestyn a chyfuno syniadau**.

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IRIS INISGHT Headings	Pedagogy Heading	QTS / SAC	Descriptor /Disgrifiadau
Consolidating learning	Advancing Learning **Hyrwyddo dysgu**	EN: Builds on prior knowledge, ensures progression and provides opportunities for practice and application. **CY: Yn adeiladu ar wybodaeth flaenorol, yn sicrhau cynnydd ac yn darparu cyfleoedd i ymarfer a chymhwyso.**	EN: Designs sequences of learning that revisit and deepen understanding over time. **CY: Yn cynllunio dilyniannau dysgu sy'n ail-ymweld â dealltwriaeth ac yn ei dyfnhau dros amser.**
Feedback	Advancing Learning **Hyrwyddo dysgu**	EN: Provides timely, accurate feedback that helps learners understand their progress and next steps. **CY: Yn darparu adborth prydlon a chywir sy'n helpu dysgwyr i ddeall eu cynnydd a'u camau nesaf.**	EN: Uses feedback to promote reflection and self-regulation, embedding systems so learners act on feedback. **CY: Yn defnyddio adborth i hyrwyddo myfyrio a hunanreoleiddio, gan sefydlu systemau i sicrhau bod dysgwyr yn gweithredu ar adborth.**
Rosenshine's Assistant (Principles)	Refining Teaching / Advancing Learning **Mireinio addysgu/ Hyrwyddo dysgu**	EN: Plans coherent sequences of learning, models and guides practice, and provides opportunities for rehearsal. **CY: Yn cynllunio dilyniannau dysgu cydlynol, yn modelu ac yn arwain ymarfer, ac yn darparu cyfleoedd i ymarfer.**	EN: Applies a wide range of research-informed strategies such as modelling, scaffolding, retrieval and cumulative practice. **CY: Yn defnyddio amrywiaeth eang o strategaethau sy'n seiliedig ar ymchwil megis modelu, strwythuro, adalw ac ymarfer cronnus**.
Behaviour	Influencing Learning **Dylanwadu ar ddysgwyr**	EN: Establishes and manages the learning environment to promote positive behaviour and learning habits. **CY: Yn sefydlu ac yn rheoli'r amgylchedd dysgu i hyrwyddo ymddygiad cadarnhaol ac arferion dysgu.**	EN: Maintains high expectations and manages behaviour consistently, adapting strategies for different contexts. **CY: Yn cynnal disgwyliadau uchel ac yn rheoli ymddygiad yn gyson, gan addasu strategaethau ar gyfer gwahanol gyd-destunau.**



Ffocws 1: *Rolau Addysgwyr Athrawon yn y Bartneriaeth*

Ffocws 2: *Uchafbwyntiau 2025-26*

Ffocws 3: *Beth yw ein nodau eleni ?*

A. *Cefnogi mentoriaid i gael mynediad at adnoddau a deunyddiau hyfforddiant*
B. *Cefnogi mentoriaid i gynhyrchu Adroddiadau Ymarfer Dysgu o ansawdd uchel*
C. *Cynllunio a Gwerthuso Myfyrwyr*
D. *Gwreiddio'r defnydd o swyddogaethau IRIS Connect*

***Cyfle datblygu proffesiynol**
***Cyfle i siarad â'r tîm**

Focus 1: Teacher Educator Roles in the Partnership

Focus 2: Highlights of 2025-26

Focus 3: What are our goals this year?

A. Supporting mentors to access training resources and materials
B. Supporting mentors to produce high-quality Practice Learning Reports
C. Student Planning & Evaluation
D. Embedding use of IRIS Connect Functions

***Professional development opportunity**
***Opportunity to talk to the team**

Cyn i chi adael heddiw, cwblhewch gofnod hyfforddi, mae'r ddolen yma;

Before you leave today, please complete a training record, link is here;

https://forms.cloud.microsoft/e/WyBtw1b4E1



Developing reading rich cultures: why, what and how

Professor Teresa Cremin & Dr Helen Hendry

Save the date:
4th February 2027, 4-5pm

The Open University

Reading for Pleasure



Join us to explore the why, what and how of developing rich reading cultures that impact positively on children as readers. This energetic, evidence-informed session will offer practical ways forward for classrooms and schools.

You are invited to a bespoke, **free** professional development session, which links with national reading priorities. Available to OUr partners;

- Primary education practitioners
- Secondary education practitioners
- New and Experienced Mentors
- School Coordinators
- Practice Tutors



Teresa Cremin CBE | LinkedIn

Reading for Pleasure workshop - 04.02.27 4pm - Gweithdy Darllen er Pleser

Register here: Reading for Pleasure workshop / Gweithdy Darllen er Pleser

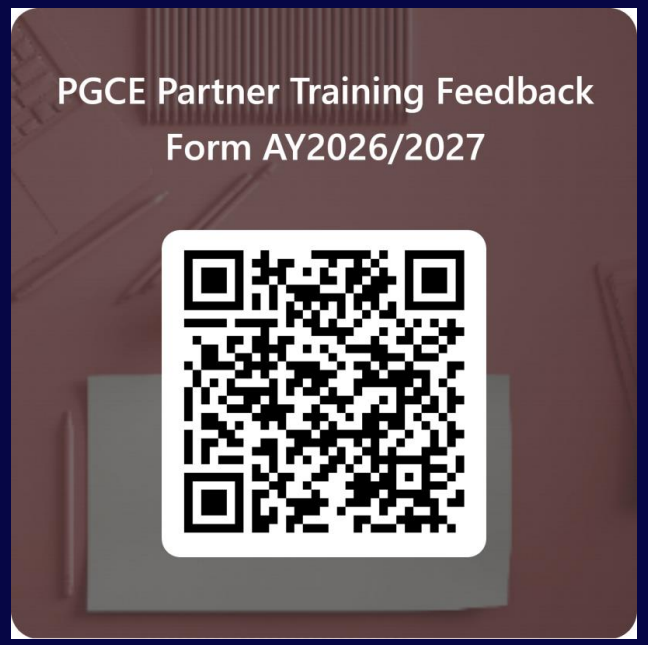
Unrhyw gwestiynau?

Any questions?

Cyn i chi adael heddiw, llenwch y ffurflen adborth ar gyfer Hyfforddiant Partner TAR isod.

Before you leave today, please complete your PGCE Partner Training feedback Form below.

https://forms.cloud.microsoft/e/WyBtw1b4F1



Practice Tutor Engagement with Student Teachers

A Practice Tutor is an experienced practitioner who supports student teachers to link theory and practice, assess progress towards QTS, coaches school-based mentors/school coordinators, acts as a key link between students, schools and the university, and helps assure the quality of practice learning.

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Getting Started

- Read the **Partner School Handbook.**
- Join the live '**Essentials for Practice Tutors'** training session (link via the **OU ITE Partnership Website**)
- Familiarise yourself with the **Professional Learning Platform (PLP)** e.g. your students' contexts (school, pathway, route, mentor, school coordinator, experience etc.).
- After receiving your **Practice Tutor Planner** by email, note all dates and activities with students and schools.

IRIS Connect

- **IRIS Connect** is a secure, encrypted platform for professional learning in schools. It is GDPR compliant and is the only platform to be used for students to share their lesson recordings.
- Access the **Support Hub** for short, helpful tutorials.
- Share guidance **'IRIS Mat'** to support your student.

Questions...?

Guides & Training: **Partnership Website**

Weekly drop-in every Monday @3.30pm

Wales-PGCE@open.ac.uk

Before the Visit

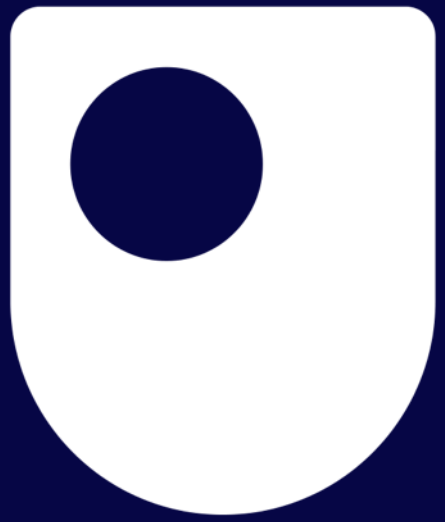
- Initiate early contact with your student and the 'Team Around the Student' (email or short Teams call).
- Collaboratively plan dates for the year for clarity of expectations.
- Track progress regularly via the student's PLP. The target tracker provides a shared understanding of development needs between you, the student, and the school.
- Agree IRIS Connect lesson focus and date. Agree format for feedback and discussion dates. Confirm when you'll receive the OU lesson plan, evaluation, and resources on the PLP.
- Remember to adapt expectations to the student's stage of study (PGCE1 & 2 build gradually to whole lessons).
- Send in advance a Teams meeting link and any draft agenda to the student, Mentor, School Coordinator, and [for information] the Curriculum Tutor and Lead Practice Tutor (LPT).

The Virtual Visit

- Review teaching via **IRIS Connect** and add reflective prompts to footage if helpful.
- Check PLP evidence and access School Coordinator's observation form for triangulation.
- Hold online meeting with your student, Mentor and if possible, with the School Coordinator.
- Review progress against Mentor /School Coordinator targets.
- Agree overall judgments, using the **Progression Framework** to support assessment.
- Use the reflective questions (see **Practice Tutor Toolkit**) to guide critical, reflective dialogue.
- Confirm when the Practice Review Form (visit 1) or Section C of the Practice Learning Report (visit 2) will be available via the student's PLP.

After the Visit

- Using the report writing checklist in the **Practice Tutor Toolkit**, complete the Practice Review Form (visit 1) or Section C of the Practice Learning Report (visit 2) via the student's PLP. Confirm with the student, and 'Team Around the Student', that it is ready for verification.
- During visit 2, if your assessment differs from those in Sections A&B, arrange a moderation call with the School Coordinator; if unresolved, complete Section C using your judgement.
- Follow up with Mentor and School Coordinator; offer coaching and ask any further questions needed to help you complete the **Practice Learning Monitoring Form** (you're likely to glean some information during the virtual visit, too). This supports partnership-wide moderation and quality assurance of practice learning assessment and placement quality.
- Raise any concerns about student progress as early as possible with the Curriculum Tutor; additional practice learning and/or further visits may be required if a student is 'not on track'.
- When your visit activity has been completed, confirm with your **Lead Practice Tutor**. If you are unable to meet the given deadline, please alert your Lead Practice Tutor and/or email Wales-PGCE@open.ac.uk.



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