

Placement Overview: PGDE/PGCE Primary 5-11 Programmes

Teaching expectations. Please note these are guidelines only and should be adapted. For instance, within some School Direct consortia, where training also takes place in school and the number of teaching days is thus reduced and for trainees specialising in Maths or PE.

Teaching expectations in Phase 1 (Home school)

Trainees are expected to arrive at least 30 minutes before the start and remain on site until at least 30 minutes after the end of the school day – under the direction of the Professional and ITT Mentor. Where appropriate, trainees should attend all staff meetings during the phase, including briefings, staff meetings and phase meetings.

Phase 1 provides an opportunity for trainees to observe across the school and where possible take advantage of other opportunities for instance a focus on EAL, SEND. This phase of training is not formally assessed.

Classroom based activity (weekly)

Where trainees focus on learning within their host school. Assuming a typical school timetable of approximately 25 hours of lessons per week, trainees should spend a minimum of 15 hours per week (directed by the ITT Mentor) of *classroom¹ based activity*, including:

Solo teaching:

Trainees are not generally expected to teach full lessons during Phase 1 but may do so if they and their mentor agree.

Team teaching:

Under the direction of the ITT Mentor trainees should expect to begin to deliver elements of whole class inputs (e.g. demonstrations, starter and/or plenary activities, etc.): between **2 to 5 hours per week** from Week 2. **All trainees should engage with the teaching of Phonics.**

Observation:

Formally recorded lesson observations of staff within the host school: minimum of **one per day** from Week 1 to the end of the phase. Trainees should observe across the 5-11 age range.

Supporting:

When a trainee is not undertaking team teaching or formal observation, they should focus on supporting individuals and groups under the direction of the classroom teacher

Pastoral:

During Phase 1 trainees should participate in all activities, including assemblies, PSHE lessons, etc.

Non-contact time (weekly)

During the times where a trainee is not formally engaged with classroom based activities, they should divide their time between

Class:

Gathering resources and preparing for teaching the school's schemes/units of work in Phase 2. Trainees should attempt all activities that they will be expecting to teach in order to identify gaps in knowledge and become familiarised with the equipment and environment that they will be using.

Whole school:

Participating in activities directed by the Professional Mentor (e.g. the school's mentoring programme), gathering information about the institution (e.g. policies, handbooks, etc.).

¹ **Note:** 'classroom' is used to refer to the normal learning environment for lesson and includes gym or other sports facilities, laboratories, studios, workshops, kitchens, etc.

Teaching expectations in Phase 2a (Home School)

Trainees are expected to arrive at least 30 minutes before the start and remain on site until at least 30 minutes after the end of the school day – under the direction of the Professional and ITT Mentor. By the end of Week one of Phase 2, trainees should be following the timetable set by the ITT Mentor in Phase 1. Trainees should fully participate in the school life and culture, including attending events outside of the normal school day. Arrangements may vary for School Direct trainees.

Classroom based activity (weekly)

Where trainees focus on learning within their host class. Assuming a typical school timetable of approximately 25 hours of lessons per week, trainees should spend a minimum of **15 hours per week** (directed by the ITT Mentor) of *classroom¹ based activity*, including:

Solo teaching:

Trainees should work towards teaching between **9 and 10 hours** per week under the direct supervision of the ITT Mentor or a suitably qualified and trained class teacher (minimum of 2 formally recorded observations by the Mentor – using the LJMU Lesson Analysis form). The main focus during Phase 2a is on the teaching of literacy, including phonics, and mathematics, but other curriculum areas should be taught too..

Team teaching:

Continue to team teach with the ITT Mentor (or suitably qualified and trained class teacher) to develop pedagogical skills and share in good practice.

Observation:

Continue to formally and informally observe good practice within (or outside) the host class, as determined by personal target setting or as directed by the ITT Mentor (minimum of **one per week**)

Supporting:

During Phase 2a, identify an *individual* or *group* in **one class** and act as a learning assistant or offer technical support during the whole Phase 2a (Home School) placement – focusing on *inclusion*.

Pastoral:

Continue to participate in the class assigned throughout the whole phase in the Home School, taking a lead in activities under the direction of the class teacher.

Non-contact time (weekly)

During the times where a trainee is not formally engaged with classroom based activities, they should divide their time between

Class:

A minimum of **one hour per day** of the non-contact time (i.e. no lessons timetabled) should be used for planning, preparation and assessment (PPA). Opportunities to contribute to school life should be sought.

Whole school:

Participating in activities directed by the Professional Mentor (e.g. the school's mentoring programme).

Outside the classroom/timetable:

If based in KS2, seek opportunities to work with a Key stage one class (through the Professional Mentor) with a particular focus on phonics, participate with a school trip (inc. sports events) and after-school activities.

¹ **Note:** 'classroom' is used to refer to the normal learning environment for lesson and includes gym or other sports facilities, laboratories, studios, workshops, kitchens, etc.

Teaching expectations in Phase 2b (Alternative School and normally Key Stage)

Trainees are expected to arrive at least 30 minutes before the start and remain on site until at least 30 minutes after the end of the school day. By the end of Week 1, trainees should have begun solo teaching. Trainees should fully participate in the school life and culture, including attending events outside of the normal school day.

Classroom based activity (weekly)

Where trainees focus on learning within their host class. Assuming a typical school timetable of approximately 25 hours of lessons per week, trainees should spend a minimum of **15 hours per week** (directed by the ITT Mentor) of *classroom¹ based activity*, including:

Solo teaching:

Following an induction period of 4 days, trainees should work towards teaching between **9 and 10 hours** under the direct supervision of the ITT Mentor or a suitably qualified and trained class teacher (minimum of 2 formally recorded observations by the Mentor – using the LJMU Lesson Analysis form). Trainees are expected to begin writing Units of Work for the classes that they teach. **The focus during this placement should include all aspects of the curriculum.**

Team teaching:

Identify 2 to 3 hours per week to team teach with the ITT Mentor (or suitably qualified and trained class teacher) to develop pedagogical skills and share in good practice.

Observation:

Formally and informally observe good practice within (or outside) the host class, as determined by personal target setting or as directed by the ITT Mentor (minimum of **one per week**)

Supporting:

During Phase 2b, identify an *individual* or *group* in **one class** and act as a learning assistant or offer technical support during the whole Phase 2b placement – focusing on *inclusion*.

Pastoral:

Continue to participate in the class assigned throughout the whole placement, taking a lead in pastoral activities under the direction of the class teacher.

Non-contact time (weekly)

During the times where a trainee is not formally engaged with classroom based activities, they should divide their time between

Class:

A minimum of **one hour per day** of the non-contact time (i.e. no lessons timetabled) should be used for planning, preparation and assessment (PPA). Opportunities to contribute to school life (e.g. developing learning resources) should be sought.

Whole school:

Participating in activities directed by the Professional Mentor (e.g. the school's mentoring programme).

Outside the classroom/timetable:

Seek opportunities to observe phonics in Key Stage 1, participate with a school trip (inc. sports events) and after-school activities.

¹ **Note:** 'classroom' is used to refer to the normal learning environment for lesson and includes gym or other sports facilities, laboratories, studios, workshops, kitchens, etc.

Teaching expectations in Phase 3 (Home School)

Trainees are expected to arrive at least 30 minutes before the start and remain on site until at least 30 minutes after the end of the school day – under the direction of the Professional and ITT Mentor. By the end of Week 1, trainees should have begun solo teaching. Trainees should fully participate in the school life and culture, including attending events outside of the normal school day. **In Phase 3 trainees will be expected to use data effectively to inform teaching and maintain assessment records for all of the class that they solo teach.** They must show evidence of systematic experience of teaching phonics.

Classroom based activity (weekly)

Where trainees focus on learning within their host class. Assuming a typical school timetable of approximately 25 hours of lessons per week, trainees should spend a minimum of **15 hours per week** (directed by the ITT Mentor) of *classroom¹ based activity*, including:

Solo teaching:

Trainees should begin to teach between **13 and 14 hours** of lessons (across ALL subjects) under the direct supervision of the ITT Mentor or a suitably qualified and trained class teacher (minimum of 2 formally recorded observations by the ITT Mentor – using the LJMU Lesson Analysis form).

Team teaching:

During Phase 3 appropriate team teaching opportunities with the ITT Mentor (or suitably qualified and trained class teacher) may be identified to respond to target setting and develop specific aspects of a trainee's practice.

Observation:

Formally and informally observe good practice within (or outside) the host class, as determined by personal target setting or as directed by the ITT Mentor (**as appropriate**)

Supporting:

During Phase 3a, identify an *individual* or *group* in **one class** and act as a learning assistant or offer technical support during the whole Phase 3a placement – focusing on *inclusion*.

Pastoral:

Continue to participate in the class assigned throughout the whole placement in the School, taking a lead in pastoral activities under the direction of the class teacher.

Non-contact time (weekly)

During the times where a trainee is not formally engaged with classroom based activities, they should divide their time between

Class:

A minimum of **one hour per day** of the non-contact time (i.e. no lessons timetabled) should be used for planning, preparation and assessment (PPA).

Whole school:

Participating in activities directed by the Professional Mentor (e.g. the school's mentoring programme).

Outside the classroom:

Seek opportunities to engage with (and lead) learning outside the classroom.

¹ **Note:** 'classroom' is used to refer to the normal learning environment for lesson and includes gym or other sports facilities, laboratories, studios, workshops, kitchens, etc.

Teaching expectations in Phase 3b and Enrichment opportunities (Home School)

Trainees should fully participate in the school life and culture, including attending events outside of the normal school day. In Phase 3 trainees will be expected to use data effectively to inform teaching and maintain assessment records for all of the class that they solo teach. The trainee's Phase 3 timetable should be carefully constructed to complement and supplement prior experiences. By the end of Phase 3 trainees must have evidence that they have met all the standards at both Key Stage 1 and Key Stage 2 **and that they have taught the full breadth of the curriculum**. In consultation with their mentor trainees should identify any areas in which they lack experience and a personalised training programme should be constructed; this may mean undertaking teaching outside of the base class for instance to gain further experience of teaching phonics or foundation subjects.

The Phase 3b) and enrichment period provides an opportunity for a more flexible approach based on individual needs. By this stage of the programme trainees and their mentors should clearly identify any areas of need and plan enhanced opportunities as appropriate.

Enrichment activities

Trainees may use the opportunity to gain experiences that they have had limited opportunity during Phase 1 to 3, such as:

- Further experience of teaching Phonics;
- Working with SEN learners and the SENCO;
- Engaging with EYFS/secondary transition;
- Working with EAL learners;
- Developing resources to enhance and support the Home School

External placements

Where appropriate enrichment experiences (linked to target setting and the *Phase 3 Final Review Form*) cannot be delivered within the Home School setting, trainees may arrange up to 5 days of experience in another institution/organisation. Permission must be gained from the Professional Mentor (Home School) and Personal Tutor (LJMU) *prior* to negotiating external enrichment placements and a rationale clear, evidence-based, rationale must be presented.

Note: it is the responsibility of the trainee to identify enrichment needs, and to explore and organise activities for themselves.

Trainee Files

During every school placement trainees are required to keep two professional files:

1. A **Placement Experience File**, which will contain lesson plans, evaluations, units of work, assessment records and other documentation related to day-to-day teaching in school
2. A **QTS Training and Development File**.

During the later phases of training, trainees should compile and maintain evidence to support the TRACKER audit against the Teachers' Standards. Trainees can expect school-based and university-based staff to formatively review files and to provide support in the selection of evidence to demonstrate that the Teachers' Standards have been met (for recommendation for QTS). Files are also examined as part of University Liaison visits and in tutorials with the Personal Tutor and the One Drive link to both files should be shared with appropriate staff.

The QTS Training and Development File (see Section A)

The Placement Experience File (see also Section A)

Trainees are expected to manage their planning, resources and records for all of their solo lesson. The following points outline the contents and structure. We recommend electronic file(s), but please make sure these are backed up. You should include:

- The current teaching timetable
- The Unit/Scheme of Work (your own and/or the school's)
- Lesson plans, with evaluations (arranged in chronological order)
- Teaching and learning resources (including assessment)
- Education, Health and Care (EHC) plans, where appropriate, for learners with Special Educational Needs and/or Disabilities (SEND), etc.
- Appropriate Assessment Records (including key data, such as baseline assessments, targets, attendance, attitude to learning, achievement, attainment, etc.)

Note: trainees must handle all confidential school data, such as class lists and photographs, in accordance with school policy.

