

Phase 1 Placement Expectations at a Glance – 2023-24

This document is designed to guide the student teacher and the Class teacher (ITT) mentor through the expectations and tasks required for phase 1.

<p>Building on prior experience/ personalised training programme</p>	<p>Student Teachers have attended a school every Monday since October to experience school life and observe and with classes over a period of time. They have worked with small groups and have had the opportunity to read aloud to children.</p> <p>This block placement builds on their experience to date -The student teacher should be based in a key stage 1 class.</p>
<p>Week 1 - orientation:</p>	<p>There is no expectation for Student Teacher to be teaching in week 1. Arrange a regular time with your ITT mentor for the individual weekly meeting.</p> <p>The first week “in school” is defined as an Induction Week. Send the email of their class (ITT) mentor to Sarah for curriculum and placement updates.</p> <p>Student Teacher should:</p> <ul style="list-style-type: none"> • meet with their Class Teacher (ITT) mentor and discuss their training needs, • spend the week familiarising themselves with the school and with your class • gather information regarding children with specific learning or behaviour needs; planning and preparing; teaching small groups in a supportive role using the class teacher’s plans; team teaching from the teacher’s plans. • Discuss the compulsory Curriculum Professional Development Activities (CPDAs) with the class teacher (mentor) in order to make a start on these – They are designed to work alongside the expectations of the phase and act as a bridge with the LJMU curriculum. The first three weeks of placement should start with a greater focus on completion of ITaP and CPDA activities, while your teaching commitment is gradually increased – progress will be checked by the LT at the end of week 3 in the online QTS file. • Discuss the Early Reading and Behaviour management ITaP activities – see separate booklets. • Be introduced to key staff and school policies. • Have an induction to the school’s Safeguarding and Health and Safety policies • Discuss their proposed timetable with school-based staff and begin to gather resources • Share the contact details of their LJMU liaison tutor with school staff • Contact their LT to share any mentor contact details they will need and let them know how you are settling in • Share their QTS file and Placement One Drive links with their LT if they have not previously done so. • Begin to plan for the following week’s group • Share Subject Knowledge Audits and begin to identify how they will address any targets • Share their 2 focus foundation subjects to plan observations. • Find out who is the SENDCo and the Assessment Co-ordinator. <p>Wk 1 - Curriculum PDAs and ITaP activities (see separate booklets)</p> <p>CPDA – Activity 1 – Knowing your professional duties (p1) CPDA – Activity 2 – School Curriculum Policies and Guidance (p2)</p> <p>BM ITaP – Activity 1a – Getting to know the school and class (p3) BM ITaP – Activity 1b – Weekly meeting 1 (p4)</p> <p>ER ITaP – Week 1 Activity (p2)</p>

Online mentor training event 29th April at 3.45pm for all mentors.

At a convenient point during the first 2 weeks, your Liaison Tutor will arrange a meeting with your ITT Mentor and with you. Where needed, this will include specific Mentor training for any staff new to their role as a mentor with LJMU. Or it may just be a Keep in Touch (KIT) meeting with your LT's assigned group.

<p>Weeks 2 & 3</p> <p>Teaching and planning Expectations</p>	<p>Assuming a typical school timetable of approximately 25 hours of lessons per week, Student Teacher should spend a <u>minimum</u> of 15 hours per week (directed by the ITT Mentor) of <i>classroom</i>¹ based activity, including:</p> <ul style="list-style-type: none"> ○ Team teaching with class teacher approx. 1 lesson per day to develop skills and knowledge. (Lesson plan required for the part of the lesson being taught) ○ Observation of experienced teachers - Student Teachers must complete at least 3 formal observations per week using the LJMU observation proformas – one should be a focus foundation subject. ○ Supporting small groups, as directed by the teacher (no plan required) ○ Teaching small groups, approx. 1 lesson per day (Part lesson plan required) <p>When teaching a group, the expectation is that Student Teacher should complete a lesson plan, and share it with their ITT mentor at least 24 hrs in advance of their teaching</p> <ul style="list-style-type: none"> ● 1-hour PPA per day
	<p>Planning</p> <ul style="list-style-type: none"> ○ Student Teachers will need support with this in the initial stages and be working from teacher's plans ○ All Student Teacher will be using individual lesson plans for their group teaching and team teaching (using the LJMU lesson plan pro forma) and all teaching must be evaluated. ○ A full LJMU lesson plan and evaluation must be completed for ALL lessons observed by the mentor.
	<p>Wk 2 & 3 Curriculum PDAs and ITaP activities (see separate booklets)</p> <p>ER ITaP – ER Focus Week - Week 2 - Days 1 – 5 activities (p2 & 3)</p> <p>BM ITaP – week 2 – Activity 2a – Routines (p4)</p> <p>BM ITaP – By end of week 2 – Activity 2b – Optimising Behaviour for Learning (p4)</p> <p>BM ITaP – week 3 & 4 activity– Observation and feedback (p7)</p> <p>CPDA – week 3 – Activity 3 – Counting/ Number task (p3)</p>

17th May – Interim Visit – Student Teacher not in school –Compulsory University taught session preparing for the second half of placement.

<p>Weeks 4 - 6</p> <p>Teaching and planning Expectations</p>	<p>Over the next 3 weeks of placement, student teachers should (as a minimum) solo teach or lead the following:</p> <ul style="list-style-type: none"> - Two whole class mathematics lessons and one team teach with your partner (or mentor if not paired) - Two whole class English lessons and one team teach with your partner (or mentor if not paired) - One whole class science lessons (and one team teach with your partner (or mentor if not paired) - Two foundations subjects (Including your chosen focus subjects if possible) - Three phonics (whole class or continue with teaching a group) and three phonics lessons where it is applied. <p>This should include:</p> <ul style="list-style-type: none"> ● Solo teaching whole class (as outlined above) under the direct supervision of the class teacher or ITT Mentor. ● Team teaching with the class teacher for a minimum of 5 hours per week (including what is outlined above) to develop skills and knowledge. (With peer or mentor) ● Observation of experienced teachers - Student Teacher must complete at least two formal observation per week using the LJMU observation proformas. ● Supporting/teaching small groups as directed by the ITT mentor ● 1-hour PPA per day
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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.

	<p>Planning</p> <ul style="list-style-type: none"> ○ Student Teachers will need support with their planning as this in the initial stages and be working from teacher's plans ○ All Student Teachers will be using individual lesson plans for group, team or solo teaching (using the LJMU lesson plan pro forma) and all teaching must be evaluated. ○ A full LJMU lesson plan and evaluation must be completed for ALL lessons observed by the mentor. <p>Week 4 – 6 Curriculum PDAs and ITaP activities (see separate booklets)</p> <p>BM ITaP – week 3 & 4 activity– Observation and feedback (p7) BM ITaP – week 5 activity (p7) BM ITaP – week 6 activity (p7)</p> <p>ER ITaP – targets from your ER focus week in line with the teaching expectations for weeks 4 - 6</p> <p>Completed ITaP work should be stored in section 4 in the relevant folder. CPDA – Weeks 4– 6 - Activity 4– Use of effective Questioning (p3)</p> <p>Once completed your signed CPDA document should be uploaded to Abyasa</p>
<p>In week 5/6 your LT will arrange keep in touch meeting with you. This may be in a group. The Phase 1 Final Review Form should be completed during week 6 in time for you placement to finish on Thursday 13th June.</p> <p>ALL Student Teachers have a university debrief day on Friday 14th June when transition information to L5 will also be given.</p> <p>Please note that if your school has a 2 week half term, you are expected to return to school for the additional week 17th – 21st June.</p>	
<p>Lesson observation and feedback</p>	<ul style="list-style-type: none"> ○ Student Teacher should be formally observed once every week from week 3 (except for ER ITaP observation required in week 2) ○ A formal written observation should be given to the trainee to put in section 2 of their online QTS file ○ Observation feedback should focus on the impact the lesson had on the pupils' learning.
<p>Weekly meetings</p>	<ul style="list-style-type: none"> ○ A regular time for the weekly meeting should be identified. ○ All Student Teacher should have an individual meeting even if there is more than one trainee in a school – this should last approximately 1 hour. ○ It is the trainee's responsibility to prepare for the meeting. This includes preparing evidence that shows how they have addressed targets set the previous week.
<p>QTS Training and Development File</p>	<ul style="list-style-type: none"> ○ The link for the online QTS file should be shared with the ITT mentor so it can be checked regularly by the ITT mentor. Please sign/ comment each time you do this in section 9. It has also been shared with their LT, Year Head and Programme Leader.
<p>Placement File</p>	<ul style="list-style-type: none"> ○ All Student Teacher must maintain an online placement file that contains all school-related information and lesson plans and evaluations assessment etc. The link to this should be shared with their ITT Mentor and LT.
<p>CPDAs and ITaP activities</p>	<ul style="list-style-type: none"> ○ Curriculum Professional Development Activities are compulsory unless otherwise stated as they will help Student Teacher to bridge and develop their understanding of the LJMU curriculum. ○ ER and BM ITaP Activities are compulsory and should, where possible, be scheduled in the suggested timescale – Evidence of the work should be stored in the named folder in section 4 of the online QTS file. ○ Evidence of their completion must be kept in the online QTS Training and Development File in section 6
<p>Final report form</p>	<ul style="list-style-type: none"> ○ This will be completed online via Abyasa – further information will be sent through nearer the time.
<p>Additional Support Framework</p>	<ul style="list-style-type: none"> ○ This is a supportive framework designed to allow all Student Teacher to achieve minimum expectations by the end of their training. Full guidance is available at Section A on the LJMU ITT website http://www.itt-placement.com/ ○ Student Teacher must be allowed enough time to improve their practice so if ITT Mentors feel that a trainee would benefit from the additional support framework, they should contact the LJMU Liaison Tutor at the earliest point.