

Year 2 Placement Expectations at a Glance – 2023.24

<p>Building on prior experience/ personalised training programme</p>	<p>To date student teachers have completed a 6-week placement in KS1 in a paired placement. They will not have had the opportunity to teach all subjects.</p> <p>The QTS training and development file contain previous information regarding their year 1 placement experience, weekly meetings, subject knowledge development and their phase 1 review form etc. Please give them as many experiences as possible, given your own school circumstances. They should be based in a key stage 2 class, but experience in other classes is welcome (particularly for Early Reading & Phonics).</p>
<p>Week 1 - orientation:</p>	<p>There is no expectation for students to be teaching in week 1. Arrange a regular time with your ITT mentor for your weekly meeting.</p> <p>Induction Week: Student teachers should:</p> <ul style="list-style-type: none"> • ask their mentors (class teacher) for a contact email to send to the Programme leader & Year Head to ensure curriculum and placement messages can be communicated. • In the first weekly meeting, student teachers should share targets from their last placement report form: including audit scores, Foundation subjects focus subjects (5212 essay) and end of phase 1 targets. • 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. • also discuss the compulsory Curriculum Professional Development Activities (CPDAs) with the class teacher in order to make a start on these – Please check the CPDA document for the timescale to complete these. Some are to be completed during week 1 • Be introduced to key staff and school policies. Identify the Safeguarding Lead in their QTS file. • Have an induction to the school's Safeguarding and Health and Safety policies. • Get to know the class. • 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 your LT to share any mentor contact details they will need and let them know how you are settling in. • Share your QTS file One Drive link and year 2 placement file with your mentor and LT. • Support arrangements for an on-line meeting between you, your ITT Mentor and your liaison tutor. • Begin to plan for the following week's group teaching and what the student teacher will observe – if possible, link to Foundation subjects focus subjects (5212 essay). Then complete a timetable weekly highlighting teaching, observations and PPA time – add in placement file. • Find out who is SENDCo and the Assessment Co-ordinator. • Find out specific needs: e.g. SEN; EAL; PP; LAC; FSM; High attaining; Disability; Recently FSM. • Read any Educational Health Care Plans.
<p>At a convenient point during the first 2 weeks, your Liaison Tutor will arrange an on-line 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. LJMU Mentor training will take place on 28th February online.</p>	
<p>Week 2</p> <p>Teaching and planning Expectations</p>	<p>Assuming a typical class timetable of 25 hours a week, student teachers should be engaged in classroom activity (as directed by the ITT Mentor)</p> <p>This should include:</p> <ul style="list-style-type: none"> ○ Team teaching with class teacher approx. 1 lesson per day to develop skills and knowledge. ○ Observation of experienced teachers - student teachers must complete at least 3 formal

	<p>observations this week.</p> <ul style="list-style-type: none"> ○ Teaching small groups, as directed by the teacher, approx. 1 lesson per day ○ Completing the Curriculum PDA task actions for week 2 ○ 1-hour PPA per day ○ To develop an understanding of our curriculum, Student teachers should have a target in the weekly meeting linked to understanding professional values. In addition, discuss how they will develop an understanding of their Foundation subjects focus subjects from 5212 essay. Please refer to the language of the CCF to refine these. <ul style="list-style-type: none"> ○ Planning should be based on assessment information. ○ Discuss teaching for next week and complete timetable and put it in placement file. ○ Student teachers will need support with this in the initial stages and be working from teacher's plans ○ All student teachers will be using individual lesson plans for their group 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. Lesson Analysis forms should still be completed by mentors if possible.
<p>Weeks 3 & 4</p> <p>Teaching and planning Expectations</p>	<p>Assuming a typical class timetable of 25 hours a week, student teachers should be engaged in classroom or remote activity (as directed by the school mentor)</p> <p>This should include:</p> <ul style="list-style-type: none"> ○ Solo teaching whole class - 1 hour per day - 5 hours per week (1 core subject lesson) under the direct supervision of the class teacher or ITT Mentor. ○ Core subjects refers to mathematics and English. A mix of these lessons can be taught in a week or 2/3 lessons in sequence. In discussion with ITT mentor. ○ Team teaching with class teacher for a minimum of 5 hours per week to develop skills and knowledge. ○ Observation of experienced teachers - student teachers must complete at least 1 formal observation per week – upload to section 6 of the QTS file. ○ Supporting/teaching small groups as directed by the ITT mentor. ○ Completing the Curriculum PDA tasks – Actions found in the Curriculum PDA document. ○ 1-hour PPA per day ○ To develop an understanding of our curriculum, Student teachers should complete a minimum of one formal observation with a focus in line with high expectations and managing behaviour. Please refer to the language of the CCF to refine the focus. These should link with the student teacher's weekly targets. <ul style="list-style-type: none"> ○ Planning should be based on assessment information. ○ Discuss teaching for next week and complete timetable and put it in placement file. ○ Student teachers will need support with this in the initial stages and be working from teacher's plans. These may be scheme/short/medium term plans, but it is expected that student teachers adapt these to produce their own individual plan. ○ All student teachers will be using individual lesson plans (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. Lesson Analysis forms should still be completed by mentors if possible. <p>Your LT will scrutinise your file to ensure you are receiving your entitlement. Your LT will arrange an on-line group meeting with you to keep in touch with your progress. The Phase 2 interim review should be completed at the end of week 4 – 22nd March and uploaded to Abyasa.</p>
<p>Online Interim Meeting 21st March at 4pm – all student teachers attend an online meeting to discuss the next phase of training and expectations moving forward.</p>	
<p>Weeks 5 – 6</p> <p>Teaching and planning Expectations</p>	<p>Assuming a typical class timetable of 25 hours a week, student teachers should be engaged in classroom activity (as directed by the school mentor) for 10 hours per week.</p> <p>This should include:</p> <ul style="list-style-type: none"> ○ Solo teaching whole class - 2 hours per day - 10 hours per week (1 English or mathematics and one foundation subject/science lesson) under the direct supervision of the

	<ul style="list-style-type: none"> ○ class teacher or ITT Mentor. ○ In week 5 & 6, a mix of these lessons can be taught. ○ Team teaching with class teacher for 2-3 hours per week to develop skills and knowledge. ○ Observation of experienced teachers - student teachers must complete at least 1 formal observation per week. ○ Supporting small groups as directed ○ All student teachers will be using individual lesson plans (preferably using the LJMU lesson plan pro forma) and all teaching must be evaluated. ○ Completing the Curriculum PDA tasks – Actions found in the Curriculum PDA document ○ 1-hour PPA per day ○ To develop an understanding of our curriculum, Student teachers should complete a minimum of one formal observation with a focus in line with how pupils learn and adaptive teaching. Please refer to the language of the CCF to refine the focus. These should link with the student teacher’s weekly targets. <hr/> <ul style="list-style-type: none"> ○ Planning should be based on assessment information. ○ Discuss teaching for next week and complete timetable and put it in placement file. ○ Student teachers may need support with this in the initial stages. ○ Initially all student teachers will be using individual lesson plans (using the LJMU lesson plan pro forma) ○ Student teachers must evaluate all lessons they teach. ○ A full LJMU lesson plan and evaluation must be completed for ALL observed lessons. Lesson Analysis forms should still be completed by mentors if possible. <p>During weeks 4 - 6 your LT will arrange a co-observation with you and your mentor to discuss your planning and teaching and progress in school. Final Phase review forms are completed by mentors at the end of the placement.</p>
<p>Weeks 7 - 8</p> <p>Teaching and planning Expectations</p>	<p>Assuming a typical class timetable of 25 hours a week, student teachers should be engaged in classroom activity (as directed by the school mentor) for 10 hours per week.</p> <p>This should include:</p> <ul style="list-style-type: none"> ○ Solo teaching whole class - 2 hours per day - 10 hours per week (1 English or mathematics and one foundation subject/science lesson) under the direct supervision of the class teacher or ITT Mentor. ○ In weeks 7 - 8, student teachers should teach a combination of English AND mathematics in a sequence of 2/3 lessons on consecutive days. ○ Team teaching with class teacher for 2-3 hours per week to develop skills and knowledge. ○ Observation of experienced teachers - student teachers must complete at least 1 formal observation per week. ○ Supporting small groups as directed ○ All student teachers will be using individual lesson plans (preferably using the LJMU lesson plan pro forma) and all teaching must be evaluated. ○ Completing the Curriculum PDA tasks – Actions found in the Curriculum PDA document ○ 1-hour PPA per day ○ To develop an understanding of our curriculum, Student teachers should complete a minimum of one formal observation with a focus in line with assessment. Please refer to the language of the CCF to refine the focus. These should link with the student teacher’s weekly targets. <hr/> <ul style="list-style-type: none"> ○ Planning should be based on assessment information. ○ Discuss teaching for next week and complete timetable and put it in placement file. ○ Student teachers may need support with this in the initial stages. ○ Initially all student teachers will be using individual lesson plans (using the LJMU lesson plan pro forma) ○ Student teachers must evaluate all lessons they teach. ○ A full LJMU lesson plan and evaluation must be completed for ALL observed lessons. Lesson Analysis forms should still be completed by mentors if possible.

	<p>Final Phase review forms are completed by mentors at the end of the placement Thursday 2nd May and then uploaded to Abyasa.</p> <p>University debrief day – Friday 3rd May</p>
Lesson observation and feedback	<ul style="list-style-type: none"> ○ Student teachers should be formally observed twice every week and added to section 2 of the QTS file. ○ A formal written observation should be given to the student teacher. ○ Observation feedback should focus on the impact the lesson had on the pupils' learning.
Weekly meetings	<ul style="list-style-type: none"> ○ A regular time for the weekly meeting should be identified. ○ All student teachers should have an individual meeting even if there is more than one student teacher in a school – this should last approximately 1 hour. ○ It is the student teacher's responsibility to prepare for the meeting. ○ This includes preparing evidence that shows how they have addressed targets set the previous week. ○ Add the completed form to section 1 of your QTS file
QTS Training and Development File	<ul style="list-style-type: none"> ○ This must be checked regularly by the school-based mentor. The student teacher has set up an online QTS file which has been shared with their LT, Year Head and Programme Leader, who will also be monitoring it. ○ It must be maintained by the student teacher.
Placement File	<ul style="list-style-type: none"> ○ All student teachers must maintain an online placement file that contains all school-related information and lesson plans and evaluations assessment etc. This should be shared and checked each week, by their ITT Mentor and LT.
Curriculum Professional Development Activities (CPDAs)	<ul style="list-style-type: none"> ○ Curriculum Professional Development Activities are compulsory and are a direct bridge with the LJMU curriculum by which this placement will be assessed. The CPDAs should not be seen as extra but should work alongside the phase expectations to ensure a deeper understanding of the LJMU curriculum. ○ Evidence of their completion must be kept in the online QTS Training and Development File in section 6 and completed and signed off by the end of placement.
Interim and Final reports	<ul style="list-style-type: none"> ○ Student teachers should be involved in the writing of their phase review forms. ○ During the writing of the final review form the mentor should look at the progress against the expectations and CPDAs to set targets to prepare for phase 3.
Additional Support Framework	<ul style="list-style-type: none"> ○ This is a supportive framework designed to allow all student teachers 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 teachers must be allowed enough time to improve their practice so if ITT Mentors feel that a student teacher would benefit from the additional support framework, they should contact the LJMU Liaison Tutor at the earliest point.