

Phase Expectations

Extending Teaching and Learning leading to Qualifying to Teach: during this final placement, Student teachers are working towards extending competence in order to achieve recommendation for qualified teacher status. The placement focuses on ALL the standards but there is an increased expectation placed on gaining further evidence of the standards concerned with monitoring pupil progress, differentiation, data, record keeping and assessment. During this placement the student teachers will be assessed against all of the standards and will be expected to have a solid evidence base to demonstrate they have met the minimum expectations for each Standard

- Phase 3 Student teachers should arrive at least 45 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.
- Week 1 is an induction/orientation week.
- Student teachers begin solo teaching in week 2.
- *The student teacher's Phase 3 timetable should be carefully constructed to complement and supplement prior experiences.* In order to facilitate this, student teachers will bring an audit of their prior experiences to the first weekly meeting **and targets from their previous placement report form.**
- *In addition to teaching, all Student teachers must complete at least one FORMAL observation of an experienced teacher per week. This may be outside of the placement class if useful for the student teacher's development.*

By the end of Phase 3 student teachers must have evidence that they have met all the teaching standards and that they have taught the full breadth of the curriculum. In consultation with their ITT Mentor (within the first two weeks) student teachers 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. Student teachers should fully participate in the school life and culture, including attending events outside of the normal school day.

In Phase 3 student teachers will be expected to use data effectively to inform teaching, mark work regularly giving formative feedback to pupils and maintain assessment records for all of the class that they solo teach. Every student teacher should be able to evidence how children have progressed in all subjects.

Note: sections in blue directly link to our curriculum.

Placement Expectations at a Glance – 2023.24

Teaching Expectations

Building on prior experience/ personalised training programme	<p>Student teachers had a 6-week placement in KS1 in year 1 and 8 weeks in KS2 in year 2. They may not have had the opportunity to teach all subjects.</p> <p>Each student teacher must share their audit of experiences needs, which identifies any gaps in their experiences and the two subjects they wish to focus on first in their placement to develop their subject knowledge.</p> <p>Before entering school, student teachers are expected to familiarise themselves with the school safeguarding policy.</p>
Week 1 - orientation:	<p>Student teachers should get to know the children and class routines in the class by working with small groups; reading aloud to the whole class; gathering relevant data by discussing prior assessment and individual needs with the class teacher. In addition, they should be familiarising themselves with the relevant school policies. In particular, students should:</p> <ul style="list-style-type: none"> - ask their mentors for a contact email to send to the Programme leader to ensure curriculum and placement messages can be communicated. - Share a link to their QTS T&D file with the mentor – discuss the contents of this at the first weekly meeting - Familiarise themselves with the school's safeguarding policy and ensure they know who the Senior Designated Person is; - Familiarise themselves with the school's Behaviour Policy and any behaviour systems used within the class; - Gather information about the learners in the class – this should include (but is not restricted to) children for whom English is an additional language; SEND; children with particular needs; children who are reading below age-related expectations; children working beyond age-related expectations. - Work with groups as directed by the teacher and start to build relationships with the children. - Complete a formal observation that focuses on how the teacher manages behaviour – student teachers should discuss this with their teacher. - In conversation with the mentor, a regular time for the weekly meeting should be identified. - In the first weekly meeting, student teachers should share targets from their last placement report form: including audit scores, SK focus subjects and end of phase 2 targets. - If in KS2, make arrangements for completing the Early Reading Professional Development Task – this should be completed by the end of week 4 – and start phonics observations - If in KS1, ensure that formal observations include those related to Early Reading - Discuss which subject leads to speak to regarding completion of the second PDA. <p>There is no expectation for students to be teaching any whole class lessons in week 1.</p>
Weeks 2 & 3	<p>Assuming a typical class timetable of 25 hours a week, student teachers should be teaching or observing as outline below (as directed by the school mentor) for 15 hours per week and entitled to 5 hours PPA per week in line with ECT entitlement.</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 core subject lesson and one foundation subject lesson or science lesson per day) under the direct supervision of the class teacher or ITT Mentor; ○ Core subjects refers to mathematics and English. Based on student needs Mentors can discuss the balance of this, a mix each week or full weeks of each subject ○ Team teaching with class teacher for 2-3 hours per week to develop skills and knowledge in a subject that either has not been previously taught or they are less confident with. ○ 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 and the ITT tracker to refine the focus. These should link with the student teacher's weekly targets. ○ 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.

	<ul style="list-style-type: none"> ○ If in KS2, the Early Reading Professional Development Task must be completed by the end of week 4 ❖ In this stage of the placement, student teachers should be closely guided as to how they can best adapt their teaching to meet the needs of all learners with a particular focus on the core subjects; they should also be guided in how to use assessment data to inform planning & teaching
Weeks 4 - 6	<p>Assuming a typical class timetable of 25 hours a week, Student teachers should be teaching most of the timetable:</p> <ul style="list-style-type: none"> ○ Solo teaching whole class - 3 hours per day - 15 hours per week (1 core subject and 2 foundation subjects or science) ○ One core subject should be taught consecutive days in week 5 ○ The other core subject should be taught on consecutive days in week 6 ○ 1 hour PPA per day in line with ECT entitlement ○ 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 and the ITT tracker to refine the focus. These should link with the student teacher's weekly targets. ○ In this stage of the placement, Student teachers should be closely guided as to how they can best adapt their teaching to meet the needs of all learners with a particular focus on the foundation subjects; they should also be guided in how to use assessment data to inform planning & teaching
Weeks 7 - 9	<p>Assuming a typical class timetable of 25 hours a week, Student teachers should be teaching most of the timetable:</p> <ul style="list-style-type: none"> ○ Solo teaching whole class - 3 hours per day - 15 hours per week (2 core subjects and 1 science or foundation subjects) ○ Student teachers assume responsibility for both core subjects ○ Foundation subjects should be taught consecutively to build understanding of progression ○ 1 hour PPA per day in line with ECT entitlement. ○ To develop an understanding of our curriculum, Student teachers should complete a minimum of one formal observation with a focus in line with assessment and professional behaviours. Please refer to the language of the CCF and the ITT tracker to refine the focus. These should link with the Student teacher's weekly targets. ❖ In this stage of the placement, Student teachers should be demonstrating increasing confidence in how they can best adapt their teaching to meet the needs of all learners with a particular focus on the foundation subjects and in using assessment data to inform teaching ❖ In this stage of the placement, Student teachers should be demonstrating increasing confidence in using assessment data to inform teaching both at the planning stage and at the point of need
Weeks 10 - 12	<p>Assuming a typical class timetable of 25 hours a week, Student teachers should be teaching most of the timetable:</p> <ul style="list-style-type: none"> ○ Solo teaching whole class - 3 hours per day – with 2 days each week teaching all day in discussion with the mentor and LT (Weeks 11 & 12) ○ Student teachers assume responsibility for both core subjects ○ Foundation subjects should be taught consecutively to build understanding of progression ○ 1 hour PPA per day in line with ECT entitlement. ❖ In this stage of the placement, Student teachers should be demonstrating increasing confidence in how they can best adapt their teaching to meet the needs of all learners with a particular focus on the foundation subjects and in using assessment data to inform teaching ❖ In this stage of the placement, Student teachers should be demonstrating increasing confidence in using assessment data to inform teaching both at the planning stage and at the point of need
Planning expectations	<ul style="list-style-type: none"> ○ Planning should be based on assessment information and although schools may have planning in place, ALL Student teachers should show their understanding of the intended learning and constructive alignment across the plan by making adaptations, revisions and key questions as appropriate ○ Student teachers will need support with this in the initial stages ○ For the first half term, all student teachers will be using individual lesson plans (preferably using the LJMU lesson plan pro forma); ○ After winter break, student teachers may move to weekly plans/units of work once the ITT Mentor feels they are ready – once this happens, evaluations may take the form of annotations on plans. ○ Student teachers must evaluate all lessons they teach; ○ Although they have prior experience of planning individual lessons student teachers may need initial support in planning units of work and/or weekly plans. ○ A full LJMU lesson plan and evaluation must be completed for ALL observed lessons.

Information around Student Teacher support	
Lesson observation and feedback	<ul style="list-style-type: none"> ○ Student teachers should be formally observed twice every week and a professional conversation should follow in which feedback is discussed and strengths and development areas identified; Lesson Analysis Forms (LAF) feedback should refer directly to the subject specific questions. ○ Areas for development should be discussed in the weekly meeting (see below) ○ Formal written observation – on the LJMU pro-forma - 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"> ○ All Student teachers should have an individual meeting even if there is more than one Student teacher in a school. ○ 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. ○ Discussion should centre around progression and training needs; ○ Student teachers must share the LJMU Tracing Document in all weekly meetings and mentors should discuss where progress has been made and evidence Student teacher provides
Tracking progress against meeting the Teachers' Standards: the LJMUTracker	<ul style="list-style-type: none"> ○ All Student teachers should maintain the LJMU Tracking Document. ○ It should be updated at least on a weekly basis and clearly indicate the location of supporting evidence. ○ The LJMU Tracking Document must be used in weekly meetings to ensure evidence is being logged ○ Discussion at the weekly meeting must include the extent to which the student teacher has evidence against the standards – this will ensure accurate assessment of the student teacher's progress and attainment.
QTS Training and Development File (online)	<ul style="list-style-type: none"> ○ It must be maintained by the student teacher. ○ The student teacher MUST share the link with their ITT mentor and Liaison Tutor ○ It will be monitored by the ITT Mentor and the Liaison Tutor
Placement File (online)	<ul style="list-style-type: none"> ○ All Student teachers must maintain a placement file that contains all school-related information and lesson plans and evaluations assessment etc. This will be online, and the student teacher must share the link with their ITT Mentor AND Liaison Tutor
Professional Development Activities	<ul style="list-style-type: none"> ○ In order to pass the Teachers' Standards, Student teachers must demonstrate an understanding of the teaching of early reading. Those based in a class where regular word-reading phonics lessons are not occurring, must complete the Early Reading Professional Development Task by the end of week 4. ○ An addition PDA is designed to enhance Student teachers Subject Knowledge of specific foundation subjects. This will need to be facilitated in phase 3a and repeated with different subjects in 3b.
Interim and Final reports	<ul style="list-style-type: none"> ○ The LJMU Tracking document and the corresponding evidence will inform the interim and final review forms. ○ Student teachers should be involved in the writing of their phase review forms.
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.