Palmerston Salaried Primary PGCE 2026/27 Programme on a Page (PoP)

	Mon		Tues		Wed		Thurs		Fri		Key Events
31/09/2026	Bank Holiday										
07/09/2026	Intro to the programme expectations & QTS	What makes a good teacher? Professional Expectations, pastoral care and wellbeing	Child protection & KCSIE + prevent	Library induction / observation/ Abyasa Training	Introduction to the national curriculum	Children's mental health and wellbeing and AI	Core 1	Core 2	Core 3	Core 4	
14/09/2026	Child Development	Cognitive science and Rosenshine	AS1 and writing at M level	Phase 1 briefing. Professional conversations	Intro to Foundation Subjects & PSHE	Children's learning in the classroom	Core 5	Core 6	Core 7	Core 8	Tutorial 1: Workload and wellbeing
Phase 1 begins here for all students. School-led students will have been in school prior to this.			**Phase overview ↓ Use this in conjunction with the phase expectations document on the ITT website**			**School-based focus aligned with curriculum questions (see phase expectations for criteria) ↓**			**To be included in weekly mentor training meetings (see mentor guide for tasks and actions) ↓**		
21/09/2026	Intro to Oracy /EAL	Core 9	Phase 1: Student teachers should observe all ages & subjects, including phonics and work with small groups. Documented weekly meetings start. Share audits and assignments.			Q8 – How do I establish and maintain positive behaviours for learning that result in a productive learning environment?			Key policies including safeguarding and behaviour, online safety audit, complete pre-ITaP tasks, Assignment one, core and foundation planning, review audits and identify subject knowledge priorities.		Phase 1 and ITaP 1 Briefing 22/09
28/09/2026	ITAP 1 - Behaviours for Learning					Q8 – How do I establish and maintain positive behaviours for learning that result in a productive learning environment?			Complete school-based ITaP tasks. Student teachers will be in school on Wed & Thurs and should be focused solely on ITaP tasks.		ITaP Assessment Due 01/10
05/10/2026	Phonics Day and Working with Other Professionals					Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?			Phonics scheme in school and SSP fidelity; arrange planning and teaching phonics lessons; teaching early reading; identifying strengths and targets; modelling effective practice.		Professionalism Check Due 7/10
12/10/2026	Phase 2 briefing & Principles of Assessment	Core 10				Q2 – How do I show understanding of and apply evidence of how pupils learn effectively, including cognitive load, memory and retrieval practice?			Consider use of spaced and retrieval practice; simple questioning techniques; identifying and addressing misconceptions; linking learning to prior knowledge; checking understanding through low-stakes assessment.		Tutorial 2: ITaP 1 and subject knowledge
19/10/2026	ITAP4 - Attachment and Trauma-Informed Practice (at Palmerston)					Q1 – How do I set high expectations and create a safe and inclusive classroom environment that supports all pupils?			Complete school-based ITaP tasks. Student teachers will be in school on Wed & Thurs and should be focused solely on ITaP tasks.		Phase 1 Review Due 21/10
26/10/2026	Half Term										
02/11/2026	Foundation: Music, Computing, PE	Foundation: RE, PL, Geography	Core 13	Core 14	Foundation: RE, PL, Geography	Foundation: RE, PL, Geography	Core 11	Core 12	Foundation: DT, History, Art	Foundation: DT, History, Art	ITaP 2 Briefing 3/11
09/11/2026	ITAP 2 - Reflection, Observation, Planning					Q5 – How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?			Complete school-based ITaP tasks. Student teachers will be in school on Wed & Thurs and should be focused solely on ITaP tasks.		ITaP Assessment Due 12/11
16/11/2026	Explanations, examples and modelling	Core 15	Phase 2a Home School: Student teachers should carry out 'solo' teaching, drawing on school plans but using the LJMU lesson planning proforma. They should be teaching 2 hours a day by the end of week 2, particularly core subjects but including some foundation subjects too. It is important that all have experience of phonics and Early Reading, even if based in Key Stage 2. Lesson Analysis Forms (LAFs) should be completed by mentors twice a week in a range of subjects & weekly meetings must be documented. Links to QTS files must be shared with mentors. Student teachers should have the equivalent of 1 hour PPA per day and continue to observe and team teach with experienced staff.			Q7 – How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?			Assessment policy and AfL strategies; planning formative assessment linked to objectives; identifying misconceptions and knowledge gaps; adapting teaching from assessment evidence. Confirm solo teaching timetable.		Phase 2 Briefing 17/11
23/11/2026	Equity in Education	Core 16				Q3 – How do I develop strong subject knowledge and deliver a coherent, sequenced curriculum that builds on pupils' prior knowledge?			Discuss curriculum sequencing and lesson coherence; how knowledge builds over time; identifying prerequisite knowledge; making connections across topics. Participating in an extra-curricular activity		Tutorial 3: ITaP 2 and target setting
30/11/2026	Foundation: DT, History, Art	Foundation: Geography, Computing, PE/EYs				Q6 – How do I adapt teaching to meet the diverse needs of all pupils, working efficiently and maintaining high expectations?			Consider how to deliver targeted support and direct teaching assistants effectively; adapt resources for inclusion; reframe questions for scaffold or stretch; understand SENDCo role; identify barriers to learning.		Target Setting Training 1/12
07/12/2026	Foundation: Geography, Computing, PE/EYs	Foundation: Geography, Computing, PE/EYs				Q9 – How do I develop as an evidence-informed reflective practitioner and act on feedback?	Twilight online - Preparing for Mainstream Placement		Engage in structured reflection; collect evidence of impact on pupil learning; evaluate research evidence; set and review SHARP targets; how to manage workload and wellbeing effectively.		
14/12/2026	Core 17	Alternative placement briefing, AS & Bullying				Q10 – How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating with colleagues, parents and other professionals?			Engage in professional dialogue and meetings; seek collaborative opportunities; direct teaching assistants effectively; work with additional professionals; maintain high professional standards. Identify strengths and areas for development for next placement.		Phase 2a Review Due 16/12
21/12/2026	Winter Break										
28/12/2026											
04/01/2027			Phase 2b Alternative School: Students should 'solo' plan & teach sequences, drawing on school plans, 2 hours a day by the end of week 2, particularly foundation subjects & phonics. 2 LAFs should be completed each week in a range of subjects & weekly training meetings documented. Student teachers should have the equivalent of 1 hr PPA per day & observe & team teach. By the end of Phase 2, students should accurately evaluate their teaching and pupils' learning & progress using this information to adapt & sequence future plans. They should respond constructively to challenge, feedback & critique, continuously improving their understanding & practice.			Q1 – How do I set high expectations and create a safe and inclusive classroom environment that supports all pupils?			Transfer document, address training gaps & share key school policies. Share inclusive classroom routines; maintain high expectations for all pupils; adapt teaching to meet diverse needs. Identify extra-curricular activity (such as after-school club) to take part in.		Phase 2b Briefing 05/01
11/01/2027						Q8 – How do I establish and maintain positive behaviours for learning that result in a productive learning environment?			Plan, teach and review consistent routines; establish clear expectations; promote positive behaviours for learning; use positive behaviour strategies effectively. Discuss curriculum expectations and timetable, with a focus on foundation subjects.		Assignment One Due 11/01 at 9am Professionalism Check Due 13/01
18/01/2027						Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?			Share information about the school's SSP scheme; plan, teach and assess intervention reading and phonics using the school's SSP scheme; assess misconceptions; use reading data; promote reading for pleasure.		
25/01/2027						Q5 – How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?			Consider use of a range of question types to extend and challenge all pupils; adjusting explanations based on pupil responses; balance instruction and practice. Review teaching of foundation subjects.		
01/02/2027						Q3 – How do I develop strong subject knowledge and deliver a coherent, sequenced curriculum that builds on pupils' prior knowledge?			Anticipating common misconceptions effectively assessing pupils' starting points. Sequences of lessons that logically build on previous learning. Discuss SK development areas in the foundation subjects.		
08/02/2027						Q2 – How do I show understanding of and apply evidence of how pupils learn effectively, including cognitive load, memory and retrieval practice?			Consider the use of worked examples to support pupil; implementing spaced and retrieval practice and anticipating misconceptions. Discuss targets for Phase 3.		Phase 2b Review Due 10/02
15/02/2027	Half Term										
22/02/2027	Phase 3 briefing and AS2	Working with parents/carers, anti-racist education and transition	Foundation: History, Music / EYs	Foundation: History, RE, Music / EYs	Foundation: History, RE, Music / EYs	Foundation: DT, PL, Art /EYs	Assessment		Inclusion: Attention Autism and RISE ApproachPM Sensory Approach and SPD		Tutorial 4: Preparing for Phase 3
01/03/2027			Phase 3a Home school: Student teachers should 'solo' plan & teach sequences, including a focus on Early Reading, drawing on school plans, 3 hours a day by Spring Break. 2 LAFs per week in range of subjects & weekly meetings documented. Schools can consider moving student teachers to weekly/unit plans with individual plans for observed lessons.			Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?			Discuss secure SSP and early reading subject knowledge; review independent phonics teaching; consider assessment of misconceptions; evaluate adaptations; support development of fluent readers. Revisit key policies. Phase 3 training priorities. Identify extra-curricular activity to lead. Plan appropriate timetable.		Phase 3 and ITaP 3 Briefing 02/03
08/03/2027	Outdoor Learning/PSHE					Q7 – How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?			Scrutinise a range of pupil books to identify pupil learning and progress. Discuss use of varied assessment strategies; use of data to inform planning, feedback and teaching. Consider preparations for summative assessments.		

15/03/2027	ITAP 3 - Adaptive Teaching					Q6 – How do I adapt teaching to meet the diverse needs of all pupils, working efficiently and maintaining high expectations?		Consider range of pupil needs in the class (SEND, EAL, disadvantage, other vulnerabilities) and how this impacts on their learning. Discuss inclusive practice, high expectations, barriers to learning.	ITaP Assessment Due 18/03
22/03/2027	Foundation: DT, PL, Art /EYs	Foundation: DT, PL, Art /EYs				Q7 – How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?		Discuss use of varied assessment strategies; review how assessment identifies misconceptions and barriers; consider use of data, feedback and technology to inform planning.	
29/03/2027	Spring Break								
05/04/2027	Distance Learning/Academic Support for Assignment 2								
12/04/2027						Q6 – How do I adapt teaching to meet the diverse needs of all pupils, working efficiently and maintaining high expectations?		Discuss individual pupil needs and barriers to learning; review adaptations and their impact; consider inclusive practice, specialist support and technology.. Consider language demands and scaffolds for pupils with EAL.	ITaP 4 Briefing 13/04
19/04/2027						Q1 – How do I set high expectations and create a safe and inclusive classroom environment that supports all pupils?		Complete school-based ITaP tasks. Student teachers will be in school on Wed & Thurs and should be focused solely on ITaP tasks.	ITaP Assessment Due 22/04
26/04/2027	Sustainability/Revisiting Early Reading and Oracy					Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?		Discuss planning and facilitating purposeful talk; review development of pupils' vocabulary and oracy skills; consider scaffolding, modelling and evaluating the impact of talk across a range of subjects.	Tutorial 5: ITaPs 3 and 4
03/05/2027	Bank Holiday					Q9 – How do I develop as an evidence-informed reflective practitioner and act on feedback?		Discuss systematic reflection on practice; review engagement with research evidence; workload management and wellbeing strategies; discuss prioritisation, efficient planning, sustainable marking approaches and maintaining work-life balance	Assignment Two Due 4/5 at 9am Phase 3a Review Due 5/5
10/05/2027			Phase 3b Home School: the last 6 weeks of placement are 80% contact ratio teaching. The 80% refers to a full teaching timetable, as it is typically defined by the school where the experience is taking place, rather than 80% of a full pupil or school timetable			Q10 – How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating with colleagues, parents and other professionals?		Discuss effective communication with parents and carers; review contributions to parents' evenings and wider school life; sharing pupil progress, addressing concerns and supporting attendance, wellbeing and achievement.	Triangulation Briefing 11/05
17/05/2027						Q3 – How do I develop strong subject knowledge and deliver a coherent, sequenced curriculum that builds on pupils' prior knowledge?		Sequencing the curriculum to ensure pupils develop secure understanding of key concepts. Create coherent learning journeys that build on secure foundations of knowledge.	
24/05/2027						Q2 – How do I show understanding of and apply evidence of how pupils learn effectively, including cognitive load, memory and retrieval practice?		Discuss how retrieval practice is embedded across sequences; review identification of misconceptions; consider cognitive load, deep questioning, metacognition and adapting teaching to strengthen long-term retention.	
31/05/2027	Half Term								
07/06/2027						Q7 – How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?		Discuss self and peer assessment to develop pupil independence; review assessment of misconceptions; consider feedback strategies, self-regulation and how assessment informs future teaching and planning.	
14/06/2027						Q5 – How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?		Review progress against the ITE curriculum. Personalised to meet individual student teacher needs.	Triangulations
21/06/2027						Q10 – How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating with colleagues, parents and other professionals?		Review progress against the ITE curriculum. Personalised to meet individual student teacher needs.	Triangulations and Phase 3b Review Due 25/6
28/06/2027									
05/07/2027	Available to make up days missed if any needed								
12/07/2027	Available to make up days missed if any needed								

KEY

	University Days (9am to 4pm)
	Home Placement
	Alternative Placement
	Home Placement (80% teaching)
	ITaPs - Mondays, Tuesday and Fridays will be in university with Wednesdays and Thursdays in your placement school
	Twilight online, delivered by Palmerston
	Training Days at Palmerston - Beaconsfield Rd Site.
Assignment 1	Submitted on 11/1/27 at 9am
Assignment 2	Submitted on 4/5/27 at 9am