LIVERPOOL JOHN MOORES UNIVERSITY

Primary PGCE LJMU Mentor Guide to the curriculum in Phase 3a

On return to their home school, student teachers should settle in quickly. By the end of Week 1, student teachers should have begun solo teaching. Student teachers' timetables should be carefully constructed to fill any gaps in experience from previous phases. This should include age range and curriculum breadth. In Phase 3 student teachers will be expected to use assessment information effectively to inform teaching and to maintain assessment records for the classes that they solo teach, in line with school policy.

Solo Teaching: (these are guidelines)
Before Spring Break - equivalent of 2 hours of solo teaching per day;
After Spring Break - equivalent of 3 hours of solo teaching per day.

From the outset, students should use the unit planner for foundation subjects and at their General Mentor's discretion extend this to core subjects after spring break. Until this point, core lessons should be planned on the lesson planner. After May half term and towards the final triangulation period, student teachers who are on track can move to school planning if their General Mentor and Lead Mentor are in agreement. **The LJMU lesson plan proforma should always be used for the 2 lessons a week which are formally observed with LAFs**

LAFs should be completed twice per week in a range of subjects and weekly training meetings documented. Please target the LAFs in subjects/areas that students may not already have been observed in, and those subjects that may need subject knowledge development whenever possible. Please ensure that feedback is appropriately subject focused.

Students should have the equivalent of 1 hr non-contact time per day. Students should also continue to observe and team teach.

Primary Lead Mentors will visit during this phase, to conduct a quality assurance visit. More information here: https://itt-placement.com/

During Phase 3a we expect student teachers to:

- Maintain their QTS file with all required elements and share it with their Lead Mentor, General Mentor and Professional Mentor.
- To engage with the ITAPs in Adaptive Practice and Attachment and Trauma-Informed Practice. Ensure that all school-based tasks are fully completed and evidenced.

We ask General Mentors to:

- Ensure that their student teacher shares the link to their QTS file.
- Engage with the ITaP booklets and support students in identifying progress made and make plans for any gaps which need further development.
- Monitor the QTS file to ensure that all elements are present and that weekly meetings and LAFs are being stored this includes ensuring all ITAP documentation is uploaded.

In addition to the curriculum during induction, and phase 2a and b, prior to beginning teaching in Phase 3a; student teachers will have had further inputs on: (please see Programme on a page for more detail – Section B of https://itt-placement.com/)

- Each of the foundation subjects
- Adaptive Practice ITaP
- Attachment and Trauma-Informed ITaP
- Assessment
- Climate change and sustainable development
- Inclusion
- Supporting EAL learners
- Languages day
- PSHE
- Oracy
- Transition to key stage 3
- Working with parents and carers
- Get That Job Day: inc. mock interviews, letters of application, Head Teacher talks

The Phase 3a ITE Curriculum:

The weekly foci below are based on the LJMU curriculum questions and phased expectations. We ask you to support students in exploring these further in schools.

Weekly discussion themes are in black. Professional Development Activities for student teachers are in blue.

Week beginning	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
9.3.26	Q6 – How do I adapt teaching to meet the diverse needs of all pupils, working efficiently and maintaining high expectations?	General Mentor to complete ITaP assessment form at the end of the week and identify with the student teacher next steps targets for planning. Share the ITaP 3: Adaptive Practice information with your General Mentor and show where it can be found in section B of the ITT Placement website. Complete the ITaP tasks on the school-based days. Discuss the work carried out in the ITaP, including readings and taught sessions.
16.3.26	Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?	Student teachers to ensure they have planned and taught phonics lessons, demonstrating accurate content and subject knowledge, teaching the scheme with fidelity. Revisit key policies. Phase 3 training priorities. Identify extra-curricular activity to lead. Plan appropriate timetable. Discuss attending parents meeting this term. By this point, you should have taught phonics in your home placement and in your alternative placement. Phonics should be taught in each phase of the programme. Use phonics CPDA booklet (and upload it to section 5 of your QTS file) to identify any gaps in phonics knowledge or teaching. Plan and teach a sequence of phonics lessons using school's scheme of work. Identify specific targets for phonics and Early Reading teaching. Use reading assessment data to make adaptations across the curriculum.
23.3.26	Q6 – How do I adapt teaching to meet the diverse needs of all pupils, working efficiently and maintaining high expectations?	Discuss the language demands and scaffolds for pupils with EAL. Balancing support with challenge to ensure high expectations for pupils with EAL. Find out who are the EAL learners in your school. Are all their needs the same? Discuss with the EAL lead. Investigate the current groupings in your class for all subjects. Find out why and how these have changed and how high expectations are maintained for all children.
13.4.26	Q1 – How do I set high expectations and create a safe and inclusive classroom environment that supports all pupils, such as those with SEND?	General Mentor to complete ITaP assessment form at the end of the week and identify with the student teacher next steps targets for planning. Share the ITaP 4: Attachment and Trauma-Informed Practice information with your General Mentor and show where it can be found in section B of the ITT Placement website. Complete the ITaP tasks on the school-based days. Discuss the work carried out in the ITaP, including readings and taught sessions.

20.4.26	Q7 – How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?	Discuss purpose and role of SATs, reception baseline, multiplication check and phonics screening check. Arrange to observe preparations for these as well as engaging with materials. Look across a range of books for how your teacher assesses and provides feedback. Consider, who and what they target as well as how they give this feedback. Is this the same in all subjects? Discuss statutory assessments including SATs, reception baseline, multiplication check and phonics screening check with General Mentor and how you can participate in them to gain experience.
27.4.26	Q10 – How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating with colleagues, parents and other professionals?	Discuss arrangements for transition e.g. into Reception, from EYFS to Key Stage one, and Year 6 to Secondary. Arrange to observe a parent meeting this term and explore how school communicates to parents/carers. This might include informal arrangements as well as reporting outcomes to parents. Develop how you share intended LOs with additional adults ahead of lessons and how their support is additional to, rather than a replacement for, support from the teacher. Meet with a curriculum subject leader to complete the foundation subject leader discussion document. Upload this document to your QTS file in section 5. .
4.5.26	Q9 – How do I develop as an evidence-informed reflective practitioner and act on feedback?	Discuss and identify ways in which enrichment opportunities could be used to provide learning opportunities for the student teacher and children. Discuss ways in which climate change and sustainability are embedded in the curriculum. Discuss how you are managing workload and wellbeing in readiness for phase 3b. End of phase 3a review to be submitted, drawing on progress across curriculum. Reflect on your involvement in enrichment opportunities including extra-curricular activities, PTA events, school visits, parents evenings and transition activities. Complete the climate change and sustainability education document with responses from the most appropriate member of staff. Upload this document to your QTS file in section 5.

Please ensure that weekly meeting forms are documented by the student teacher and stored in the QTS file. Targets should regularly focus on subject-specific aspects of teaching, including subject knowledge and should link to the curriculum questions.