

Primary Undergraduate Phase 3 Mentor Guide to the LJMU Curriculum and Weekly Meetings



Student teachers have successfully completed two previous school-based teaching placements: Phase 1 -a six-week block in a KS1 class (often a paired placement) and an eight-week block in a key stage 2 class.

As this is phase 3, student teachers should settle in quickly and use the placement pre-visit (Friday 23rd October) to start to get to know their class and share placement expectations and details of the Adaptative Practice ITaP with you (WB 9.11.26). Arrangements should also be agreed regarding when the weekly meeting will take place each week and the student teacher's teaching timetable for Wednesday 4th-Friday 6th November.

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 develop accuracy and consistency in using assessment information effectively to inform teaching and to maintain assessment records for the classes that they solo teach, in line with school policy.

Formal observations of student teachers and weekly meetings

LAFs should be completed twice per week in a range of subjects. The strengths and areas for development from these observations should feed into weekly meetings and inform weekly targets. 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 as well as linked explicitly to the [10 questions from the Phased Expectations](#), reflective of Phase 3.

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

During Phase 3 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 in weekly meetings.
- Quickly establish positive working relationships with children and all colleagues
- To engage with the ITaP in Adaptive Practice
- To complete CPDAs.
- Be proactive - use their weekly meetings to discuss and identify targets for areas of development for the curriculum e.g. subject knowledge to ensure they can meet the expectations for the end of phase 3
- Play an active and full role in the life of the school
- Always be professional

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.
- Facilitate the early completion of the [Early Reading CPDA](#) for any student teacher not placed in a year 1 class. You can find this in the Placement Expectations tab of the LJMU ITT website.
- 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.
- Have a weekly 1:1 meeting with their student teacher in which the weekly focus linked to LJMU's curriculum is discussed, in addition to personal development needs and achievements based on your assessment.
- Ensure that all weekly targets are linked to phase 3 of [LJMU's 10 curriculum questions](#) and that pertinent actions are set to enable the student teacher to achieve the targets.

Prior to this Phase 3 placement, student teachers have had university-based sessions that have developed their content and pedagogical subject knowledge in the following areas:

• Core subjects – mathematics, English and science • Oracy across the curriculum • Foundation subjects • Adaptive Practice across the curriculum • Adaptive Practice ITaP • Assessment	• Inclusion • Supporting EAL learners • Safeguarding including <i>Prevent</i> • Transition to key stage 3 • Working with parents and carers • Reflective practice • Planning for learning • Behaviour management • Metacognition
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Phase 3a - Using the Weekly Meeting to Link with LJMU's ITE Curriculum

To strengthen the link between LJMU's curriculum and school practice, we have identified weekly foci to discuss with your student teacher. This is in addition to personalised strengths and areas for development that you see in your formal lesson observations and informal interactions with your student teacher. They are based on the [LJMU curriculum questions](#) and mapped to align with the placement expectations for Phase 3. They should be used to help generate weekly targets which are linked to pertinent actions.

Q3 (subject knowledge development) should be discussed in every weekly meeting and a subject specific target identified each week.

Please ensure that weekly meeting forms are documented by the student teacher and stored in the QTS file. We recommend that weekly meetings take place on a Thursday or Friday so that you can discuss progress and targets for the following week.

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.
Pre-placement visit 23.10.26	Q10 – How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating with colleagues, parents and other professionals?	Mentor - Read your student teacher's end of phase report form written by their last school mentor. Discuss this with your student teacher. Agree a regular time for your weekly meeting. Orientation continues 02.11 and 03.11. Agree arrangements for solo planning and teaching from Wednesday onwards in addition to team teaching. Agree a regular weekly meeting time for this placement (usually towards the end of the week so progress can be discussed). Agree 2 lessons to be team-taught next week prior to solo teaching. Student teacher - Share and discuss your last review form. Share and discuss <u>placement expectations</u>. Share the CPDAs with your general mentor. Find out about the children in your class including any children with additional needs. Make arrangements to complete 3 formal observations of your mentor (or another teacher) in w/c 02.11 focussing on the following: 1. How behaviour management techniques are used to maximise learning and minimise low-level disruption (Q8) 2. How The TA and adaptations are used so all can access the learning (Qs 6&10) 3. How your mentor breaks lessons into manageable chunks to support cognitive load (Q2) If possible, arrange for 2 of the observations in the context of your focus foundation subjects.
2.11.26 and 3.11.26-orientation continues Solo teaching starts on 4.11.26	Q8 – How do I establish and maintain effective behaviour management strategies that create a positive learning environment? Q1 – How do I set high expectations and create a safe and inclusive classroom environment that supports all pupils?	Mentor - Discuss the three formal observations your student teacher did and what they learned. Discuss how your student teacher has used behaviour management techniques to maximise learning time and how they are starting to create a positive learning culture where all contributions are valued. Discuss arrangements for the Early Reading CPDA (WB 16.11) Student teacher - Make arrangements for completing the Early Reading CPDA after the ITaP week (WB 16.11) and arrange team teaching to support your two focus foundation subjects in the same week (16.11). Ensure you complete all 3 formal observations of your mentor. Place your observations into Folder 6 of your QTS file. Share the bank of small steps for each subject with your mentor so they are aware of this planning scaffold.

9.11.26 Adaptive Practice ITaP week. Monday, Tuesday and Friday are University-based days ITaP Week Wednesday and Thursday, school-based days.	Q6 – How do I adapt teaching to meet the diverse needs of all pupils, working efficiently and maintaining high expectations?	Mentor, please complete ITaP assessment form at the end of the week and identify with the student teacher next steps targets. Confirm solo teaching and team-teaching for the next few weeks based on the expectations. Student teacher - Complete the ITaP tasks on the school-based days; place all evidence in Folder 4 of your QTS file. Discuss the work carried out in the ITaP, including readings and taught sessions. Reflect on your next steps around making adaptations. Discuss the three lessons you will team-teach next week. These should be subjects you feel less confident in at the moment. Arrange to complete a formal observation of your mentor focussing on how they plan for talk opportunities and ensure rich conversations are happening.
16.11.26	Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum? Q5 How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?	Mentor - Review progress made with the teaching of early reading and SK accuracy using Q4cas a guide. Discuss whether additional teaching experience is needed. Discuss how student teachers can use reading assessment data to make any necessary adaptations to reading material across the curriculum. Also, please discuss students' planning, focussing on the structure of individual lessons and how small steps are used to effectively align activities to intended learning. Discuss how the lessons they have taught so far link to previous lessons taught by you to develop student teachers' knowledge of planning for progression. Discuss too how effective students' explanations, questioning modelling and 'thinking aloud' are at this stage. Student teacher - By this point, you should have taught phonics as part of early reading in both phases 1 and 2. You should have used the banks of small steps to help with your planning. Upload your evidence from the CPDA to section 6 of your QTS file) Identify specific targets for phonics and Early Reading teaching. Use reading assessment data about your class when making decisions about reading material across the curriculum throughout your placement. Discuss the three lessons you will team-teach next week. These should be subjects you feel less confident in at this point. Reflect on the extent to which you have been planning for talk opportunities and discuss ways forward with your mentor. If necessary, explicitly establish talk ground rules with your class.
23.11.26	Q5 How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?	Mentor - Next week, student teachers will start to teach 3 lessons a week and be using weekly unit plans to plan consecutive lessons of mathematics or English. Please plan one weekly sequence together, providing guidance on balancing exposition, repetition, practice and retrieval, increasing challenge over the sequence of learning. Discuss how you encourage the pupils in your class to share their emerging understanding and points of confusion to address misconceptions, what strategies do you use? How else do you identify misconceptions? Student teacher - Review ROP materials and ensure that your planning is focussed on intended learning. Ensure you are using the bank of small steps you have been provided with and share with your mentor. Update your SK development evidence (folder 5)

		considering this. When co-planning with your mentor, discuss your planning with your mentor- can you clearly articulate what you wanted the children to learn in your lessons (rather than what you wanted them to do)?
30.11.26	Q7 – How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?	Mentor - please discuss with students their lesson evaluations (recorded on the LJMU pro-forma) and the extent to which they are drawing conclusions thinking about next steps for their teaching based on what children say/do/write. Discuss too whether they are/how they can use assessment at the point of need and respond in the moment to children's questions and/or misconceptions. Student teachers - 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? Arrange to formally observe your mentor next week and for the focus to be on how they use assessment 'at the point of need.' How do they adapt questions/support/explanations during teaching, in response to children's questions and answers? Find out if/when your school will be carrying out end of term summative assessments. Make arrangements to be an active participant in these and ensure you discuss what you have learned with your mentor in the weekly meeting after your experience. If your school does not have plans for summative assessments, make arrangements instead to talk to class teachers about how they prepare their children for national summative tests (Year 1 Phonics Screen Check; Year 4 multiplication tables check; Year 6, SATs).
7.12.26 Friday 11.12, student teachers are university based	Q3 – How do I develop strong subject knowledge and deliver a coherent, sequenced curriculum that builds on pupils' prior knowledge? Q2 – How do I understand and apply evidence about how pupils learn effectively, particularly regarding cognitive load, memory and retrieval practice?	Mentor - Discuss student teachers' accuracy and security of SK now they are assuming more responsibility across the curriculum. With FS subjects discuss how pupils' disciplinary knowledge is developed in addition to content. Discuss how SK is used to help sequence lessons and break individual lessons into manageable chunks. Discuss the draft Phase 3a review form with your student teacher. If there are any areas of concern, do please ensure you contact your Lead Mentor. Student teacher - Further develop your knowledge of the disciplinary knowledge in each of the FS you are teaching by ensuring you are familiar with the school's schemes of work. Ensure you have completed all your FS CPDA and upload this document to your QTS file in section 6. Identify 2 further focus FS for phase 3b.
14.12.26 N.B phase 3b begins on 17.12	Q10 – How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating	NB: in this week, phase 3b begins on 17.12 – for these final days of term, the student teacher for two days) and student teachers should be teaching the class for the majority of the day Mentor - Discuss the extent to which your student teacher has engaged with the full life of the school so far. Explore opportunities for them becoming more involved as they move into Phase 3b while managing workload and well-being. Discuss the importance of

	with colleagues, parents and other professionals? Q9 – How do I develop as an evidence-informed reflective practitioner and act on feedback?	home/school relationships and how your student teacher could interact more with parents/carers and TAs in Phase 3b to impact positively on children's learning. Student Teacher -If you have not already done so, discuss your reading for pleasure (RfP) assignment and make arrangements for your focus to be part of your practice in phase 3b. Develop how you share intended LOs and small steps with additional adults ahead of lessons and how their support is additional to, rather than a replacement for, support from the teacher. How do the additional adults feedback to you and how do you use their assessment information? Reflect too on your interactions with parents/carers to date. Take some time to upskill your knowledge of the research base in these areas to prepare you for Phase 3b. https://my.chartered.college/event/supporting-parents-to-support-children-raising-attainment-and-enhancing-equity/ https://my.chartered.college/research-hub/do-teaching-assistants-improve-pupil-outcomes-in-mainstream-schools/ Place notes in Folder 6 of your QTS file.
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Phase 3b - Using the Weekly Meeting to Link with LJMU's ITE Curriculum

Please continue to strengthen the link between LJMU's curriculum and school practice by including the foci below in the weekly meetings with your student teacher. Please continue to use the [LJMU curriculum questions](#) to help you to identify phase 3 appropriate targets based on your assessment of the student teacher's progress.

Q3 (subject knowledge development) should be discussed in every weekly meeting so that a subject specific target can be identified each week.

Please ensure that weekly meeting forms are documented by the student teacher and stored in the QTS file.

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.
4.1.27	Q6 – How do I adapt teaching to meet the diverse needs of all pupils, working efficiently and maintaining high expectations?	Mentor - Discuss the different learners in your class and school who have gaps in language comprehension in English – both any EAL learners and those whose first language is English. Discuss how their needs are catered for across the curriculum. Arrange for the student teacher to teach EAL learners if this has not already been experienced (this may mean teaching in a different class). Explain how lessons are adapted and regular reviews over time are planned in for EAL learners. Discuss if all EAL learners follow the same pattern of planned review and practise or if for some pupils their needs are different? Explain how EAL learners are assessed for understanding rather than for language across the curriculum. Student teacher -Ensure you make arrangements to observe the teaching of your two new focus foundation subjects. Focus on how EAL learners are included in these lessons. Store the observations in the correct folder in your QTS file.
11.1.27	Q7 – How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?	Mentors, please discuss how they can use peer/self-assessment more effectively, in different year groups across the primary school. What should the student teacher consider and be aware of? What are the common 'pitfalls'? Share and discuss with your student teacher assessment over time of 2 pupils – what do these assessments show? What inferences can you draw from their performance? Student teachers- observe how assessment is enabled to be specific and helpful when using peer/self-assessment. When working with younger children ask your teacher how to 'set-up' peer/ self-assessment, what should you do? Are all young children reliable when self/peer assessing? What should you consider? Ask your class teacher e.g. could unsure pupils be correct but not confident and thus 'assess' themselves incorrectly or through careful assessment criteria and practise could this be overcome? Look at pupils' books to begin to understand what pupils have learned over time. Consider if this work is independent or scaffolded.
18.1.27	Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy	Mentors, please discuss how your student teacher can use oracy more effectively across the curriculum. How do they ensure their children are talking purposefully? Do they children need some explicit oracy teaching to enable them to engage better in learning conversations? What advice would you give your student

	that enables pupils to access all areas of the curriculum? Q5 – How do I plan and teach well-structured lessons that use effective modelling, explanations and questioning techniques?	teacher? Focus weekly meeting and LAF on modelling/explanations/ scaffolds including pupil talk. Student teachers- observe how oracy is taught explicitly and used across the curriculum to facilitate learning. Discuss with your mentor how to plan more explicitly for oracy and how to scaffold any pupils who may need this. Discuss how to scaffold pupil talk where needed and how this will benefit children with less secure language skills in addition to the rest of the class. Explore with your mentor how novices require more structure initially and how talk can allow learners to consolidate and practise without having to write this down enabling younger learners to edit verbally and develop their ideas through sharing with others.
25.1.27	Q1 How do I set high expectations and create a safe and inclusive classroom environment that supports all pupils? Q10 How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating with colleagues, parents and other professionals?	Mentors, please review and discuss the extent to which your student teacher routinely considers the needs of children and ensures that lessons are inclusive by design, maintaining high expectations and appropriate challenge for all pupils, including higher attaining pupils. Explore strategies used and make suggestions re what could be incorporated moving forward. Student teachers- reflect on how inclusive your planning and teaching is. Does it consider the needs of all pupils, including those high-attaining pupils? Do you have high expectations of all pupils, and do you communicate these achievements to both them and their parents/carers? Can you articulate your inclusive practice? Discuss practical ways you could further enhance your inclusive approach and how you could communicate positive news to parents.
1.2.27* As weekly meetings normally take place at the end of a week, this will be the last formal weekly meeting	Q2 – How do I understand and apply evidence about how pupils learn effectively, particularly regarding cognitive load, memory and retrieval practice?	Mentor, please the extent to which your student teacher promotes deep understanding of a concept/area through, for example, the use of discussion, questioning and the use of specialised vocabulary. How does the student teacher facilitate the pupils use of complex terms and vocabulary and allow them to give detailed/elaborate explanations? How easily can they use their SK to make adaptations 'at the point of need'? What advice would you give to further develop their practise? Student teacher- reflect on how you promote deep understanding of a concept or subject - what strategies do you use? Observe other teachers and develop your expertise further by, for example, consistently making explicit links to prior knowledge and building on this.
8.2.27		Review progress across the placement considering ECT expectations and following the triangulation meeting.