

PG Primary Phase 3a Teaching Expectations at a Glance Home Placement

<p>Days 1 and 2 (16/3/26 – 17/3/26)</p>	<p>Student Teacher should:</p> <ul style="list-style-type: none"> • meet with your General Mentor and discuss your training needs following phase 2b. • spend time (re)familiarising yourself with the school and the class. • Revisit key information regarding children with specific learning or behaviour needs; planning and preparing. • Share your POP with your General Mentor – you have a hard copy of this but it can also be found on the ITT Placement website section B – Programme Curriculum information https://www.itt-placement.com/index.php • Share your phase 3a mentor guide with your General Mentor – You will find this on the ITT placement website for the start of placement and on the BEC module under placement information. • Revisit the school's Safeguarding and Health and Safety policies • Discuss your proposed timetable for the rest of the week with school-based staff and for the following week and by the end of the week add it to your placement file. • Share your QTS file and new phase 3 Placement One Drive links with your General Mentor and Lead Mentor.
<p>From Day 3 to 27/3/26</p> <p>Teaching, observing and planning Expectations</p>	<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 General 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 (ideally 1 core subject lesson and one foundation subject lesson or science lesson per day) under the direct supervision of the General Mentor. • Core subjects refers to mathematics and English. Based on student needs General Mentors can discuss the balance of this. This should be a mix of each core subject so English and mathematics are both taught in these early weeks. • 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 on giving clear explanations and how to chunk learning into manageable chunks. • Supporting small groups as directed • All student teachers will be using individual lesson plans (using the LJMU lesson plan pro forma) and all teaching must be evaluated.
<p>From 20/4/26 to 8/5/26</p>	<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 (ideally this would be 1 core subject and 2 foundation subjects or science) • Ideally one core subject should be taught consecutive days in week 5 and other core subject 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. 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.

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.• For phase 3a, all student teachers will be using individual lesson plans and completing the assessment record after every lesson (using the LJMU lesson plan pro forma).• In phase 3b, student teachers may move to weekly plans/units of work once the General Mentor feels they are ready – once this happens, evaluations may take the form of annotations on plans.• Student teachers must plan and assess all lessons they teach.• Although they have experience of planning individual lessons student teachers may need support in planning units of work and/or weekly plans.• Please see the guidance on Canvas with examples of planning and walkthroughs of what to include in planning documents.
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