

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

By the end of Phase 3 student teachers must have evidence that they have taught the full breadth of the curriculum. In consultation with their General Mentor 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 their usual 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.

<p>Week 1 to Week 2</p> <p>Teaching, observing and planning expectations</p>	<p>Solo teaching whole class - Equivalent to 80% of a full teaching timetable, as it is typically defined by the school where the experience is taking place. This is usually around 16 hours per week. This would usually include some full days of teaching towards the end of the placement. This includes:</p> <ul style="list-style-type: none"> • One core subject and two foundation subjects or science • One core subject should be taught consecutive days in week 1 • The other core subject should be taught on consecutive days in week 2 • 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.
<p>Week 3 to Week 4</p>	<p>Solo teaching whole class - Equivalent to 80% of a full teaching timetable, as it is typically defined by the school where the experience is taking place. This is usually around 16 hours per week. This would usually include some full days of teaching towards the end of the placement. This includes:</p> <ul style="list-style-type: none"> • Two core subjects and one 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. 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.
<p>Week 5 to Week 6</p>	<p>Solo teaching whole class - Equivalent to 80% of a full teaching timetable, as it is typically defined by the school where the experience is taking place. This is usually around 16 hours per week. This would usually include some full days of teaching towards the end of the placement. This includes:</p> <ul style="list-style-type: none"> • 2 days each week teaching all day in discussion with the General Mentor • Student teachers assume responsibility for both core subjects

	<ul style="list-style-type: none"> • 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.
<p>Planning expectations</p>	<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. ○ In phase 3b, student teachers may move to school planning once the General Mentor feels they are ready – once this happens, evaluations may take the form of annotations on plans. ○ Student teachers must assess all lessons they teach. ○ A full LJMU lesson plan must be completed for ALL observed lessons. Student teachers should continue to receive 2 Lesson Analysis Forms (LAFs) throughout phase 3b (1 for salaried). ○ Please see the guidance on Canvas with examples of planning and walkthroughs of what to include in planning documents.