

## **The LJMU Mentor Guide to the curriculum in Phase 3b Primary PG**



**Phase 3b** The student teachers' 3b placement is usually in their home school and follows directly on from their 3a placement. The Curriculum in Phase 3 further extends student teachers' critical engagement with research and practice, within the relevant subject(s) and age phase(s). During Phase 3 student teachers should know and successfully demonstrate a range of teaching approaches, appropriate to subject, age and individual needs, and contribute to the development of curriculum thinking, drawing on evidence from research. Most of Phase 3 is school based, as the student teacher completes their final placement, extending their knowledge and skills in order to achieve a recommendation for Qualified Teacher Status (QTS). By the end of Phase 3 the student teacher must have achieved and evidenced ALL of the Teachers' Standards. It is likely that their understanding and experience of working with other adults (including parents), and of assessment and adaptive teaching will need deepening during this final period, supported by expert colleagues.

**Student teachers' timetables should be carefully constructed to fill any gaps in experience from previous phases** ahead of the final triangulation process.

**Solo Teaching:** (these are guidelines)

After Spring Break - equivalent of 3 hours of solo teaching per day.

**If mentors agree**, in Phase 3b, lessons can be planned in line with school policy, rather than using the LJMU lesson plan proforma. However, **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 2 times a week **in a range of subjects** & weekly training meetings documented. **Please target the LAFs in subjects 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 and linking to aspects of practice that are the focus of the phase: assessment, adaptive practice and progress.

Students should have the equivalent of 1 hr non-contact time per day. Students should continue to observe & to team teach in line with their targets and new areas of learning and refinement.

PRIMARY LTs will visit during this phase, to conduct a co-observation visit. More information here: <https://itt-placement.com/>

### **During Phase 3 student teachers, in their home school setting, are assessed against the Teacher Standards:**

#### **During Phase 3b we expect student teachers to:**

- Use their weekly meetings to discuss and set targets for areas of development for the curriculum e.g. adaptive practice, assessment, progress
- Maintain their on-line QTS file with all required elements and share it with their LT and Mentor

#### **We ask Mentors to:**

- Ensure that their trainee shares the link to their on-line QTS file;
- Ensure that student teacher have opportunities to practise 'assessment' and 'adaptive practice' are key foci for this phase.
- Monitor the QTS file on-line to ensure that all elements are present and that weekly meetings and LAFs are being stored.
- Offer consistent feedback and support on planning and assessment keeping

**By the end of Phase 3 – ALL standards (and part 2) must be evidenced by meeting the Teacher Standards.**

**In 3a LJMU Core student teachers, in addition to studying their curriculum from Sept, will have had inputs on: (please see Programme on a page for more detail – Section B of <https://itt-placement.com/>)**

- Working with the children of prisoners
- Thrive in the forest
- Targeted subject input as per need (e.g. maths, primary foreign languages, English, science, music, D&T, RE & world views
- Being an anti-racist educator
- Mental Health and Well-being - living in the now

- Tackling homo/bi/trans bullying in schools
- Transition: Primary to secondary school
- Classroom and behaviour management revisited.
- Primary classroom: ALN
- Additional Learning Needs: Pupils as Individuals
- Adapting Classroom Practice: Social, Physical, Cognitive and Linguistic Adjustments
- Introduction to the Instrumental Case Study Approach
- Assignment Preparation Workshops inc. Presentation Skills Workshop

## The Phase 3b ITE Curriculum:

**The centre – based curriculum has key themes (see CCF). These are carefully selected and sequenced to create our curriculum. We ask you to consider the themes below in weekly meetings, and to support and develop students in exploring these further in schools.**

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

Week beginning	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
15.04.24 *Core students are in university this week	Assessment	<p>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.</p> <p>Discuss how model work is used shared to support self-assessment and other forms of feedback in addition to written, considering how to make it specific. Share how you would set up peer/self assessment in different year groups across the primary school. What should the student teacher consider and be aware of? What are the common 'pit falls'? 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?</p>
22.04.24	Classroom practice & adaptive teaching	<p>Review key school policies with student teacher, including behaviour management and safeguarding. Share date of parents evening. Discuss + observe how class curriculum is planned to encourage discussion, address misconceptions and practise key ideas and concepts. Make notes on how your colleagues link what pupils already know to what is being taught, and how they plan in regular reviews and practise of key ideas/concepts over time.</p> <p>Clarify any questions about school policies inc. safeguarding and behaviour. Block in diary when to attend parents evening. Plan 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?</p>

29.04.24	Classroom practice & adaptive teaching  Assessment	<p>Investigate EAL provision in your school. Arrange to speak the EAL lead about how teaching is adapted in school for different EAL learners. Where possible plan, teach and assess for EAL learners in school. How is learning linked to what is already known for EAL learners? Ask how practice, generation and retrieval tasks are created for different EAL learners. Ask how EAL learners who speak little English are assessed? Share dates of transition days with student teacher ( e.g. EYFS-KS1, KS2-K3), plan for student teacher to participate.</p> <p>Discuss the different types of EAL learners in school and how their needs are catered for. Arrange for the student teacher to teach EAL learners. 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. Block transition dates into your diary, ask what role you will play.</p>
06.05.24	Classroom practice & adaptive teaching  Assessment	<p>Discuss how pupils are supported to move from extrinsically motivated to intrinsically TO ACHIEVE BEHAVIOURS FOR LEARNING, RATHER THAN A FOCUS ON BEHAVIOUR. Ask how your mentor balances high expectations and achieving success. Discuss the role of the TA with reference to motivation and overreliance / lack of confidence from some children if 'overused'. Finally, explore with your mentor how do they know at what level to pitch the work?</p> <p>Discuss with your student teacher how you use assessment to first decide where to 'pitch' the lesson. Explain to them how to ensure through careful assessment, high expectations, good subject knowledge and adaptive teaching pupils can be guided into being intrinsically motivated. Explore the role of extrinsic motivation, so that student teachers do not think one is better than the other, but more a case of selecting the right 'tool' / type of motivation for the learning, for that child. E.g. ch with ASC may respond better to extrinsic motivation.</p>
13.05.24	Classroom Practice and Adaptive Teaching	<p>Take a range of pupil books to the weekly meeting. Guide the student teacher to identify progress and areas of difficulty. Can they provide next steps for these target pupils? How could they plan to use scaffolding?</p> <p>Scrutinise a range of pupil books to identify progress made and areas of difficulty. Discuss with mentor. Focus on planning on scaffolding to meet individual needs. Reflect on children's progress</p>
20.05.24		<p>Look at the final phase review form together in weekly meeting. Consider what areas to target for final four weeks. Set targets and plan weekly timetable to deliver these experiences to facilitate progress.</p> <p>Share latest audit scores - ask for support with those subjects you are still needing to make progress in. Look at final review form with your mentor – which areas do you feel less confident in and why? What experiences do you need to make progress in these areas?</p>
27.5.24	Half term: Prepare for Triangulation	
03.06.24	Classroom Practice and Adaptive Teaching	<p>Observe how tasks are broken down. Consider how this is done in a range of subjects – if you are unsure, please discuss at your weekly meeting. Ask your class teacher about which lessons this week it would be beneficial for children's learning to use modelling, explanations and scaffolds – do they recommend any ideas? Practise using modelling, explanations and scaffolds, removing these when pupils are ready. Inc. for pupil talk, these strategies should be explicitly planned into your planning.</p> <p>Discuss how to scaffold pupil talk. Explore with your student teacher 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.</p>

		Focus weekly meeting and LAF on modelling/explanations/scaffolds including pupil talk. Draft Phase 3 final review
10.06.24	Personalised to meet your individual needs	<a href="#">Personalised to meet your individual needs: consider what 'gaps' you need to address this week ready for triangulation.</a>  Discuss how to seek challenge, feedback, and critique from other colleagues in school, how are these conversations approached? Discuss how a student teacher and ECT might contribute to supporting individual colleagues and work as part of a team.
17.06.24	Above the min entitlement.	<a href="#">Personalised to meet your individual needs: consider what 'gaps' you need to address this week ready for triangulation.</a>  Discuss how to seek challenge, feedback, and critique from other colleagues in school, how are these conversations approached? Discuss how a student teacher and ECT might contribute to supporting individual colleagues and work as part of a team. Complete Phase 3 final review. Recommend for QTS
24.06.24	Above the min entitlement.	<a href="#">Personalised to meet your individual needs: consider what 'gaps' you need to address this week ready for triangulation.</a>  Discuss how to seek challenge, feedback, and critique from other colleagues in school, how are these conversations approached? Discuss how a student teacher and ECT might contribute to supporting individual colleagues and work as part of a team.

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.