

## Expectations in Phase 2b

The focus for all trainees in Phase 2b should be to gain experience of and responsibility for **consistent** planning and teaching over time, particularly (but not exclusively) sequences of learning in the core subjects (prime areas if EYFS). Phase 2b should offer the opportunity for greater progress in S2 and S6. Trainee timetables in this Phase should offer a breadth of experience **across the broader curriculum**, with a training and observation focus on the Foundation Subjects. Any absences must be reported through MyLJMU

Trainees remaining in Home schools should resume solo teaching as soon as possible. Those moving schools or key stages should have a 4 day induction/orientation period.

**Planning expectations in Phase 2b.** Trainees are expected to complete an LJMU lesson plan for each lesson. This may often draw on teachers' / school plans but will clearly and concisely structure and capture the intended learning and include a brief post-lesson evaluation of impact. Some trainees will begin writing or adapting Units of Work in some subjects.

**Liaison Tutor support.** In addition to the email support and guidance available to trainees and their mentors, LTs will host fortnightly, informal on-line drop-in group tutorials for their tutees (weeks 1, 3 and 5) Trainees and mentors can also request individual or joint meetings. Those on ASF will have regular monitoring meetings with the LT and their mentor.

### Weekly Breakdown (for guidance)

Activity	Requirement	Notes
<b>Solo Teaching</b>	<b>9-10 hours per week</b>	From resuming placement ( or following a 4 day induction if moving schools or classes ), trainees should begin to solo teach (across a range of subjects) under the direct supervision of the ITT Mentor or a class teacher (minimum of 2 formally recorded observations by the Mentor /trained class teacher– using the LJMU Lesson Analysis form).
Team Teaching	1-3 hours per week	Identify lessons to co-teach with the ITT Mentor (or other teacher) to develop pedagogical skills and share in good practice
Supporting	1-3 hours per week	During Phase 2, identify an <b>individual</b> or <b>group</b> in one class and act as a learning assistant or offer extra support during the whole Phase 2b placement – focusing on <b>inclusion. This may include Covid catch up.</b>
Designated PPA	<b>Minimum</b> 3 hours per week	Trainees should have regular time on their timetable for planning, preparation and assessment (PPA).
Observing	1 hour per week	Formally and informally observe good practice within (or outside) the host class, as determined by personal target setting (minimum of one per week) <b>Seek opportunities to observe phonics in Key Stage 1</b>
Weekly Meeting	1 hour per week	Trainees will meet with the ITT Mentor each week for formal mentoring and coaching.
Whole school	1 hour per week	Contribute to other aspects of school life eg extracurricular etc. where possible.
<b>Phase 2b Timetable</b>	18-22 hrs per week scheduled. Plus non-contact time.	The Phase 2b timetable must include a <u>minimum</u> of 18 hours per week (directed by the Mentor), five days per week, from the above activities.

