



Mentor Information Sheet

ROP ITaP: Small Steps of Learning

- Students are being asked to teach a thirty-minute lesson on Thursday 13th November as part of our granular curriculum focus on small steps of learning.
- Students will work with a group tutor for the first two days at university within one of the following areas of learning. There will be exposure to the focus through KS1, LKS2 and UpKS2 levels to ensure student teachers develop some subject knowledge to support them with the school-based days.

Sentence structure

Addition and subtraction

Multiplication and division

- Please discuss and decide on a focus within one of these areas that would be most appropriate as a stand-alone lesson for your cohort at this point in the autumn term.
- Student teachers will have to sign up to one focus by Thursday 6th November on our Canvas site.
- On Wednesday 12th November and Thursday 13th November, student teachers will be in school but not following a typical phase timetable. PTO for specific details.
- Your student teacher will be able to access further information about the ITaP on the relevant page on Canvas Community Site should you need it. We are happy for mentors to view anything they may need!
- Students will compile naturally generated documentation including a lesson analysis form from your observation of their lesson into a reflective portfolio that will form part of the final day at university and support them with target setting into their first solo teaching week.

**There will be an online ITaP briefing on Teams on 4th November.
More details will be sent.**

What happens on the school-based days when student teachers are not on regular timetable? **mentor required*

School Based Day 1		School Based Day 2	
Suggested time frame	Task	Suggested time frame	Task
30 mins RETRIEVAL	- Students will watch feedback from tutors around their approximation/practice teach. - Students can explore support materials for school based days.	Max 30 mins LESSON TEACH*	Student teacher will teach the prepared lesson that is to be observed by mentor
45 mins EXPLORATION	Students to explore existing school planning* using provided prompts to identify small steps, misconceptions, alignment and attention in line with learning at university	Min 20 mins DEBRIEF*	Mentor will share LAF with agreed focus of feedback to be on small steps and misconceptions only.
1 hour OBSERVATION*	- Students will observe a lesson taught by mentor in the chosen target subject with a focus on small steps. - Mentor* to give small steps of the lesson ahead of time. Students will focus on arising misconceptions. - Students may prepare questions for the mentor during co-planning.	1 hour ASSESSMENT	Student teacher will review outputs from lesson to reflect on small steps, misconceptions and resources.
1 hour ASSESSMENT	Students will review resulting pupil work in books, posters and other sources to identify misconceptions and prior knowledge as close to the target learning as possible. This may be from a different point in time. Mentors may need to signpost*.	1 hour REFLECTION	Student teacher will reflect on experiences using guided reflection video to start compiling reflective portfolio.
1 hour COPLAN*	- Students will share worked examples of small steps developed across day one and two at university. - Ask questions arising from observation - Co-construct* small steps, with support for aligning resources, script and task	30 mins REFLECTION	Student teacher will set targets from reflection linked to a lesson for next week and start drafting planning ideas for consideration.
30 mins OPTIONAL CALL FOR STUDENTS	Students can join online optional drop in call on Teams to iron out any issues with group leader at 4pm. Any other time can be sent preparing and rehearsing and engaging with virtual support group of peers.	45 mins REFLECTION	Student teacher has time to compile and record portfolio and upload to Canvas by 8.30am on Friday morning.

What is meant by small steps of learning?

The smaller steps of learning within an objective that underpin the choice of tasks, explanation, model and become the focus of checking for understanding.

They should not contain task or context as these can mislead student teachers and disguise learning. e.g.

Small steps	Not small steps (tasks!)
Retrieve prior knowledge	Complete quick quiz
Identify key information	Use highlighters
Generate ideas	Talk to your talk partner



Resources to organise ahead of school-based days:

Previous evidence of pupil learning in the agreed focus area around sentences or calculating.

School or scheme planning in the target subject

Regularly used resources in target subject

Timetable for teaching lesson and debrief

What can I expect from my student teacher?

Student teachers should be able to contribute to professional planning discussion around small steps

Once small steps are agreed, student teachers should work with some agency to prepare resources and lesson script for later approval

There is a range of support through Canvas, university tutors and LJMU IT throughout the week should it be needed.