

## **The LJMU Mentor Guide to the curriculum in Phase 2a Primary PG**



**Phase 2a** is the phase when students begin to plan and teach their own lessons, with the support of experienced staff. This is expected to be at least 1 hour a day for the first 2 weeks, rising to 2 hours by week 3, across a range of subjects.

Once they begin teaching, mentors are asked to complete 2 x Lesson Analysis forms (LAFs) a week.

Feedback should be SUBJECT focused and we ask mentors to use the LJMU Guide to support for Subject – focused observations to enhance this.

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

### **By the end of Phase 2a we expect student teachers to:**

- Create a learning environment which reflects high expectations and to manage pupils' behaviour in line with school policies.
- Plan and teach a range of lessons which demonstrate understanding of how pupils learn and develop, and which select and use appropriate teaching strategies for the subject matter and classes taught.
- Demonstrate secure subject knowledge in their daily teaching and be proactive in addressing any areas of need.

- Begin to use a range of assessment strategies to accurately evaluate both their own teaching and pupils' learning and progress
- Become aware of the need to adapt planning and teaching to respond to a range of learning needs, seeking help and advice to support pupils
- Respond constructively to challenge, feedback and critique, and continuously improve their understanding and practice.
- Become increasingly skilled in observing and deconstructing effective planning and teaching, in order to learn effectively from expert practitioners and reflect on their own emerging practice;
- Be proactive and conscientious in completing tasks required of them by LJMU and by ITT Mentors, including sharing and maintaining their QTS file.

**In addition to the curriculum during induction, prior to beginning teaching in Phase 2a; student teachers will have had further inputs on: (please see Programme on a page for more detail <http://www.itt-placement.com/pgce-primary-5-11/course-overview.php> )**

Learning Theory, Cognitive Science and its importance in learning with particular focus on Rosenshine's Principles;  
 Planning lessons - with a particular focus on Objectives and Outcomes;  
 Early reading task booklet expectations  
 Phase 2 expectations, including protective mental health strategies (inc. Silvercloud and Togetherall).  
 Results of their audit of their Mathematics and English Subject Knowledge for teaching.  
 Teaching reading comprehension  
 Fractions, percentages and decimals  
 Science focus on 'The focus is physics and will cover all physical science topics such as 'forces', 'electricity', 'Earth and Space', 'light' and 'sound'.  
 These will have been adapted for the 3-7 group, including a focus on 'plants' and 'seasonal changes'.

**During Phase 2a the taught curriculum has a focus on the foundation subjects. In addition to the morning professional focus, trainees will receive a 3 hour input in EACH foundation subject (except PE).**

**Please could mentors ensure that trainees have the opportunity to observe across the curriculum and to teach some Foundation Subjects (in addition to CORE subjects). ALL trainees should be involved with the teaching of Phonics.**

## The Phase 2a ITE Curriculum:

**The centre – based curriculum has key themes. These draw on the ITT Core Content Framework. We ask you to support students in exploring these further in schools.**

The focus of weekly discussions is in black. **Professional Development Activities for STUDENTS are in blue.**

Date (LJMU)	Theme of taught LJMU session	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
Monday 6 <sup>th</sup> Nov	Planning with a focus on sequencing and practice  (PM will be experience of 1 x Foundation Subject)	Preparing for planning and teaching	Discuss and agree trainee timetable – 1 hour a day rising to 2 hours a day by week 3. Discuss progress with lesson planning and sources of help in school.  Observe a lesson and subsequently reverse engineer the planning on an LJMU lesson plan. Focus carefully on learning intentions and sequencing of modelling, guiding and practice. Discuss any of your own planning for teaching as needed.
Monday 13 <sup>th</sup> Nov	Explanations, examples & modelling  (PM will be experience of 1 x Foundation Subject)	Focus on explanations and modelling	Feedback on teaching and discuss areas to develop, with a specific focus on Science. Share strategies for using Science resources to develop conceptual understanding  Note modelling strategies used by staff in teaching Science (and other subjects). How is learning scaffolded and how are resources used to aid understanding? Discuss with your mentor.
Monday 20 <sup>th</sup> Nov (Online)	Preparing for Assignment 2  (PM will be experience of 1 x Foundation Subject)	Support for selected Assignment focus	Feedback on teaching and discuss areas to develop. Support trainee in the selected focus for their assignment. Ensure they have access to Foundation Subject curriculum plans for the class.  Consider focus for Assignment 2. Discuss the assignment with your mentor and how they can support you, including with access to any observation and teaching opportunities you will need.
Monday 20 <sup>th</sup> Nov	Effective Questioning	Developing use of questioning	Focus your feedback on the trainee use of questioning. Discuss ways in which questioning could be further developed.

	(PM will be experience of 1 x Foundation Subject)		Note & categorise the type and range of questions used by staff & how children respond. Note what happens in light of responses and how children are encouraged to participate, to think, and to articulate their thinking.
Monday 27 <sup>th</sup> Nov	Assessment  (PM will be experience of 1 x Foundation Subject)	School Assessment policy	Feedback on teaching and discuss areas to develop. Share school assessment policy and discuss how staff use formative assessment in class to evaluate children's progress  In your observations, note AfL strategies used by staff & how findings are used to inform next steps. Discuss observations with your mentor.
Monday 4 <sup>th</sup> Dec	Cognitive science and learning	Cognitive overload	Share how you give pupils instructions for tasks being mindful that there is not cognitive overload from the instructions. Share how different approaches are taken at different time e.g. when organising rules and routines you may adopt a behaviourist approach with external rewards. But when encouraging children to take care in their work you may look at using cognitivist approaches for self regulation.  When you are working with groups, this week, explicitly plan your instructions to ensure these are as clear and concise as possible as to not overload the children but to also ensure that they know what it is that they should be doing.
Monday 11 <sup>th</sup> Dec	SEND and Adaptive Teaching  +  Phase 2 briefing  (PM will be EYFS focus)	Meeting a range of needs (Gedge, 2016)	Feedback on pupils with additional learning needs within your class, with a specific focus on the 4 strands from the SEND Code of Practice: Linguistic, Social and Emotional, Physical and Cognitive. What areas may these pupils need adaptive teaching in? E.g. EAL pupils generally need linguistic adaptations rather than cognitive. Check on-line QTS file and complete Phase 2a review, including setting targets for the alternate placement in phase 2b. Consider breadth of curriculum taught and observed and implications for subsequent phases. <b>Preparing for Phase 2a review</b>  Pay particular attention in your observations and planning to any pupils with SEND or specific needs. How are these addressed by experienced staff. Ask any questions you may have about the school policy and practice in this area. Prepare fully for Phase 2a review, ensuring QTS file is up to date.  Shadow your mentor as they input summative assessment of pupils from this term or half term in their school systems and their own tracking of learning. Speak to your mentor about how they will use this information to inform planning after Christmas. As you arrive in ph2b, ask your new mentor about their data.

Monday 18 <sup>th</sup> Dec	AM & PM will be EYFS focus)	Foundation subjects and looking ahead to phase 2b	<p>Check coverage of FS experience e.g. number of observations of experienced teachers teaching across the subjects. What subjects has the student not seen. Plan to target these in phase 2b. Review SK audits by looking at section 5 of the QTS file – what developments and learning has taken place?</p> <p>Start to populate the parts of the weekly meeting that you can ready for your phase 2b placement. Consider what elements of teaching and also subjects you need to observe being taught and teach yourself in your next placement.</p>

Please ensure that weekly meeting forms are documented by the trainee and stored in the QTS file.

Targets should regularly focus on Subject specific aspects of teaching, including subject knowledge.