

The LJMU Mentor Guide to the curriculum in Phase 2b Primary PG



Phase 2b is in a new school. The expectations for teaching and learning for student teachers do not change from phase 2a but are instead applied in a new setting. This is a short placement and student teachers need to settle in quickly. Following an induction period of 2 - 3 days, student teachers should work towards teaching roughly 1 hour a day for the first two weeks, increasing to two hours a day from week 3 onwards. Students should 'solo' plan & teach sequences, drawing on school plans, with a particular focus on Foundation Subjects and Phonics. For some students, but not most, they will complete their ITAP Early Reading: Phonics in this phase. Please see the ITAP booklet which is located on the ITT LJMU Placement website: <https://www.itt-placement.com/pgce-primary-5-11/course-overview.php>

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.

Students should have the equivalent of 1 hr non-contact time per day. Students should continue to observe & team teach.

PRIMARY LTs do not normally visit to during this phase, however if you would like to speak to your school's LT or raise any concerns please do contact them. More information here: <https://itt-placement.com/>

By the end of Phase 2b we expect student teachers, in their new setting, to:

- Establish 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.
- Accurately evaluate their teaching and pupils' learning and progress using this information to adapt and sequence future plans.
- 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, and phase 2a, prior to beginning teaching in Phase 2b; student teachers will have had further inputs on: (please see Programme on a page for more detail – Section B of <https://itt-placement.com/>

- Planning: Sequencing learning & practice (using maths examples)
- Assignment 2 Support: effective teaching and learning in weaker core and Foundation subject
- Computing/Art/Geography/RE and Worldviews
- Effective Questioning (using maths examples)
- Explanations, examples & modelling using science examples
- Assessment & planning
- Cognitive science
- Phase 2b preparation

3-7 trainees have had specialist inputs on:

- Physical Development
- Communication and Language

- The learning environment, planning for continuous provision and learning through play
- Personal, Social and Emotional Development

The Phase 2b ITE Curriculum:

The centre – based curriculum has key themes. These draw on the ITT Core Content Framework. During phase 2b students do not return to centre-based sessions. Instead, we ask you to consider the themes below 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 .
8.1.24	School Policies	Share with student teacher expectations/ procedures for attendance, punctuality and sickness, and other key school policies.. Access school behaviour policy and safeguarding policy.
15.1.24	Behaviour management and safeguarding	Assess student prior experience (transfer document), consider training gaps e.g. EAL, subjects or SEND & share relevant school policies. Identify which subjects can be observed and which can be taught during the alternate placement. Select subjects the student teacher does not have access to/ has not yet been able to engage with in their home school. Discuss and agree trainee timetable – 2hrs a day by week 3 at the latest. Share class curriculum and names of Foundation Subject leaders in school. Observe strategies for managing behaviour & understand safeguarding policy in new context, including: knowing who to contact with any safeguarding concerns and having a clear understanding of behaviours, disclosures and incidents to report. Share tracking document and plan to target your least experienced subjects. Over the course of the placement, discuss and analyse with expert colleagues and subject leaders of the subjects which you have not had chance to observe or teach, the rationale for curriculum choices and how the school has designed the current curriculum.
22.1.24	Curriculum design	Explore the class's long-term planning and what will be the subject-specific knowledge required by or the student teacher. Consider experiences gained and progress made in teaching Early Reading/review ITAP progress. Plan next steps. Discuss and share resources and materials for teaching the class's curriculum with a focus on the student teacher's less secure subjects. Continue to meet with Foundation Subject Leads and observe across the curriculum. Consider how pupils' thinking is focused on key ideas within the subject/s. Explore the school's resources and materials to assist with own teaching. Where possible team -plan/teach weaker subjects which have been identified.
29.1.24	Subject knowledge development	Discuss with the student teacher their LAFs in the relevant subject areas and the progress the student has made in the subjects' essential concepts, knowledge skills and principles. Progress check Subject Knowledge in Foundation Subjects & Early Reading. Identify areas for Development. Access school resources and signposted sources of professional development. Log development in Section 5 QTS folder.

5.2.24	Review and target setting	Discuss phase 2 final review form and targets to address in phase 3a. Prepare for 2b review and Phase 3a. Update QTS file.
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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. Students will retake their audits w/c 19.2.24.