

The LJMU Mentor Guide to the curriculum in Phase 3a Primary PG



Phase 3a On return to their home school, student teachers should settle in quickly. By the end of Week 1, student teachers should have begun solo teaching. **Student teachers' timetables should be carefully constructed to fill any gaps in experience from previous phases.** This should include age range and curriculum breadth. In Phase 3 student teachers will be expected to use assessment information effectively to inform teaching and to maintain assessment records for the classes that they solo teach, in line with school policy.

Solo Teaching: (these are guidelines)

Solo teaching hours in Early Years placements: "Teaching hours in the EYFS encompasses all the interactions and play based learning opportunities you engage with and provide for, in addition to more formal inputs. Solo teaching is likely to be a combination of small inputs, such as phonics for example, and daily engagement with children, for example in continuous provision."

Before Spring Break - equivalent of 2 hours of solo teaching per day;
After Spring Break - equivalent of 3 hours of solo teaching per day.

If mentors agree, in Phase 3, 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 areas of learning** & weekly training meetings documented. **Please target the LAFs in areas of learning that students may not already have been observed in, and those areas of learning that may need Subject Knowledge development whenever possible.** Please ensure that Feedback is appropriately SUBJECT / Early Years focused.

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

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

During Phase 3a we expect student teachers to:

- Maintain their on-line QTS file with all required elements and share it with their LT and Mentor
- To engage with the ITAP High Quality Feedback: Task, Subject, Self-regulation

We ask Mentors to:

- Ensure that their trainee shares the link to their on-line QTS file;
- Look at the High Quality Feedback: Task, Subject, Self-regulation
- ITAP booklet and support students in identifying progress made and make plans for any gaps which need further development;
- Monitor the QTS file on-line to ensure that all elements are present and that weekly meetings and LAFs are being stored this includes section 4 where all ITAP documentation will be housed.

In addition to the curriculum during induction, and phase 2a & b, prior to beginning teaching in Phase 3a; student teachers will have had further inputs on: (please see Programme on a page for more detail – Section B of <https://itt-placement.com/>)

- Each of the Foundation Subjects, including a PE day
- Mathematics, English and Science
- Oracy and dialogic teaching: Voice 21
- Working with TAs, parents, and carers
- Trauma informed practice
- Adaptive teaching and Flexible groupings
- Supporting EAL learners
- Get That Job Day: inc. mock interviews, letters of application, Head Teacher talks

Through LJMU or their School Direct lead school. Sessions will also have been provided on:

- Additional learning needs
- Social, Physical, Cognitive and Linguistic Adjustments
- PGDE students will also have been prepared for an assignment, which involves a presentation on an aspect of inclusive practice.

The Phase 3a ITE Curriculum:

The centre – based curriculum has key themes. These draw on the ITT Core Content Framework. 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.
13.3.23	School Policies	Revisit key policies inc. Behaviour Management to create a supportive and inclusive environment. Access class planned curriculum and progress data. Find out when Parents meetings are scheduled and arrange to attend Use alternative placement experiences to identify Phase 3 training priorities. Plan appropriate timetable to ensure that the breadth of the curriculum will be taught. Discuss attending Parents meeting this term.
20.3.23	Professional Behaviours	Prepare TAs for sessions under supervision of colleagues. Meet with SENDCo re. adaptive teaching and interventions for your class Discuss how to share intended LOs with TAs ahead of lessons & how their support is additional to, rather than a replacement for, support from the teacher. Share how you work with the SENDCo to meet your children's needs.
27.3.23	Assessment	Scrutinise children's assessment information (including, but not restricted to, observations) to identify progress made and areas of difficulty. Discuss with mentor. Focus planning on scaffolding to meet individual needs. Reflect on children's progress Discuss ways in which children are formatively assessed in the Early Years. Discuss this assessment, linked to pupil progress and expected outcomes. Discuss ways in which individual needs are/are not being successfully met & how to improve, ensuring unnecessary workload is limited
17.4.23	Enrichment week (DE Students only)	DE Students are in university learning about tackling homophobic bullying, thrive in the forest, anti-racist curriculum, mental health and wellbeing. CE students are in school and should look to explore the school's enrichment offer by discussing with expert colleagues, initiatives available to them in their school setting, and how to learn from and contribute to them.
24.4.23	Assessment	Consider ways in which enrichment opportunities can be used in school. Discuss SATs and other statutory assessments with mentor and how you can participate in them to gain experience. Discuss and identify ways in which enrichment opportunities could be used to provide learning opportunities for the trainee and children. Discuss purpose and role of SATs and other statutory assessments. Plan for participation
1.5.23	Assessment	Investigate the current groupings in your class for all areas of learning, where this takes place. Find out why and how these have changed and how high expectations are maintained for all children. Discuss the concept of a mastery curriculum, and high expectations for all groups. Complete Phase 3a review drawing on evidence listed in the Tracker. On track or not in each Standard?

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.