

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



The student teachers' 3b placement is usually in their home school and follows directly on from their 3a placement. The curriculum in Phase 3 further extends student teachers' critical engagement with research and practice, within the relevant subject(s) and age phase(s). During Phase 3 student teachers should know and successfully demonstrate a range of teaching approaches, appropriate to subject, age and individual needs, and contribute to the development of curriculum thinking, drawing on evidence from research. Most of Phase 3 is school-based, as the student teacher completes their final placement, extending their knowledge and skills in order to achieve a recommendation for Qualified Teacher Status (QTS). By the end of Phase 3 the student teacher is expected to have achieved all of the phase 3 expectations and therefore met all the Teachers' Standards. It is likely that their understanding and experience of working with other adults (including parents), and of assessment and adaptive teaching will need deepening during this final period, supported by expert colleagues. **Student teachers' timetables should be carefully constructed to fill any gaps in experience from previous phases.**

During Phase 3b we expect student teachers to:

- Use their weekly meetings to discuss and set targets for areas of development for the curriculum e.g. subject knowledge to ensure they can meet the expectations for the end of phase 3.
- Maintain their online QTS file with all required elements and share it with their Professional, General and Lead Mentors.

We ask Mentors to:

- Ensure that their student teacher shares the link to their online QTS file.

- Support students in identifying progress made against the phase expectations and make plans for any areas which need further development including subject knowledge. It is most likely that 'assessment' and 'adaptive practice' are key foci for this phase.
- Ensure that their student teacher has experience of teaching across the breath of the National Curriculum.
- Monitor the QTS file online to ensure that all elements are present and that weekly meetings and LAFs are being stored.

In 3a LJMU Core student teachers, in addition to studying their curriculum from September, will have had inputs on (please see Programme on a page for more detail – Section B of <https://itt-placement.com/>)

- Working with parents and carers
- Anti-racist literacies
- Transition
- Assessment
- Oracy
- Primary Languages
- Inclusion
- Get that Job Day
- Adaptive teaching
- Attachment and Trauma-Informed Practice

The LJMU Curriculum is organised around ten questions. These are carefully selected and sequenced to create our curriculum. We ask you to consider the questions 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 student teachers are in blue.

Week beginning	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
11.5.26	Q2 – How do I show understanding of and apply evidence of how pupils learn effectively, including cognitive load, memory and retrieval practice?	<p>This week is key stage 2 SATs week. Discuss with your General Mentor observing the administration of one of the assessments this week. Discuss and observe how class curriculum is planned to encourage discussion, address misconceptions and practise key ideas and concepts. Make notes on how your colleagues link what pupils already know to what is being taught, and how they plan in regular reviews and practise of key ideas/concepts over time.</p> <p>Plan together, providing guidance on balancing exposition, repetition, practice and retrieval, increasing challenge over the sequence of learning. Discuss how you encourage the pupils in your class to share their emerging understanding and points of confusion to address misconceptions, what strategies do you use? How else do you identify misconceptions?</p>
18.5.26	Q3 – How do I develop strong subject knowledge and deliver a coherent, sequenced	After half term, pupils in Year 4 will take the multiplication tables check. Arrange to observe the preparation and administration of this assessment. Discuss with your General Mentor how pupils/ knowledge is sequenced so that learning builds prior to this

	<p>curriculum that builds on pupils' prior knowledge?</p>	<p>assessment. Investigate EAL provision in your school. Arrange to speak the EAL lead about how teaching is adapted in school for different EAL learners across the curriculum. Where possible plan, teach and assess for EAL learners in school. How is learning linked to what is already known for EAL learners? Ask how practice, generation and retrieval tasks are created for different EAL learners. Ask how EAL learners who speak little English are assessed across the curriculum?</p> <p>Discuss the different types of EAL learners in school and how their needs are catered for across the curriculum. Arrange for the student teacher to teach EAL learners. Explain how lessons are adapted and regular reviews over time are planned in for EAL learners. Discuss if all EAL learners follow the same pattern of planned review and practise or if for some pupils their needs are different? Explain how EAL learners are assessed for understanding rather than for language across the curriculum.</p>
25.5.26	Half term: Prepare for Triangulation	
1.6.26	<p>Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?</p>	<p>In readiness for the phonics screening check, observe Phonics Screening Check preparation and discuss approaches used. Assess pupils' success and misconceptions within and across lessons and evaluate how assessment information is used to track progress and adapt teaching in preparation for the screening check. Ensure that in your teaching, you are making explicit links between phonics and independent reading/writing.</p> <p>Discuss how phonics assessment and Phonics Screening Check preparation are approached across the school. Explore how assessment data identifies misconceptions and informs targeted support as well as how SSP fidelity is maintained alongside responsive teaching. Review assessment information over time for selected pupils preparing for the check, focusing on decoding accuracy, application to reading and independence. Support the student teacher to articulate how these insights inform their own phonics teaching and planning.</p>
8.6.26	<p>Q7 – How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?</p>	<p>Observe how assessment is enabled to be specific and helpful when using peer/self-assessment. When working with younger children ask your teacher how to 'set-up' peer/ self-assessment, what should you do? Are all young children reliable when self/peer assessing? What should you consider? Ask your class teacher e.g. could unsure pupils be correct but not confident and thus 'assess' themselves incorrectly or through careful assessment criteria and practise could this be overcome? Look at pupils' books to begin to understand what pupils have learned over time. Consider if this work is independent or scaffolded.</p> <p>Discuss how model work is used shared to support self-assessment and other forms of feedback in addition to written, considering how to make it specific. Share how you would set up peer/self assessment in different year groups across the primary school. What should the student teacher consider and be aware of? What are the common 'pitfalls'? Share and discuss with your student teacher assessment over time of 2 pupils – what do these assessments show? What inferences can you draw from their performance?</p>

15.6.26	Q5 – How do I plan and teach well-structured lessons that use effective modelling, explanations and questioning techniques?	<p>Observe how tasks are broken down. Consider how this is done in a range of subjects – if you are unsure, please discuss at your weekly meeting. Ask your class teacher about which lessons this week it would be beneficial for children's learning to use modelling, explanations and scaffolds – do they recommend any ideas? Practise using modelling, explanations and scaffolds, removing these when pupils are ready. For pupil talk, these strategies should be explicitly planned into your planning.</p> <p>Discuss how to scaffold pupil talk. Explore with your student teacher how novices require more structure initially and how talk can allow learners to consolidate and practise without having to write this down enabling younger learners to edit verbally and develop their ideas through sharing with others.</p> <p>Focus weekly meeting and LAF on modelling/explanations/scaffolds including pupil talk.</p>
22.6.26	Q10 – How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating with colleagues, parents and other professionals?	<p>Personalised to meet your individual needs: review your review and the phase 3 expectations, considering what 'gaps' you need to address this week.</p> <p>Discuss how to seek challenge, feedback, and critique from other colleagues in school, how are these conversations approached? Discuss how a student teacher and ECT might contribute to supporting individual colleagues and work as part of a team.</p>

Please ensure that weekly meeting forms are documented by the student teacher and stored in the QTS file. Targets should regularly focus on subject specific aspects of teaching, including subject knowledge.