

## **The LJMU Mentor Guide to the curriculum in Phase 1 Primary**



**Phase 1** is primarily an observation phase. Student teachers are not expected to teach full lessons, but should be actively engaged with learners, may teach parts of lessons and team teach or work with groups.

### **At the end of Phase 1 we expect student teachers to:**

- Understand and display the professional requirements of Part 2 of the Teachers' Standards; and have high expectations of themselves and for their learners, and a positive attitude within all learning environments;
- Be aware of all statutory requirements for Safeguarding and know how to follow the school's policies;
- Understand principles of effective classroom management and know how to implement their school behaviour policy;
- Be aware of and be starting to address their own Subject Knowledge development needs and understand the importance and scope of subject knowledge for teaching;
- Be gaining knowledge of how pupils learn and of how this understanding is implemented within their own teaching;
- 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 setting up, sharing and maintaining their QTS file

## **Prior to joining your School for Phase 1; student teachers will have had:**

A welcome lecture and an introduction to the programme  
An introduction to the expectations and values of the LJMU teacher  
An introduction to professionalism, professional expectations, and the Code of Conduct (particularly those pertaining to professionalism)  
A library induction and the clarification of the expectations of the Postgraduate Award and writing at Master's level  
An introduction to safeguarding and to Keeping Children Safe in Education.  
An Introduction to the National Curriculum.  
Guidance on how to get the most from observations.  
An audit of their Mathematics and English Subject Knowledge for teaching.

## **They will also have been taught about:** *(the timing & sequence of these may vary for School Direct students)*

Positive classroom management strategies;  
Spoken Language and quality children's texts;  
Reading Comprehension  
Systematic Synthetic Phonics subject knowledge and planning for the teaching and application of SSP;  
Early Number, Place value and Mental to written calculations  
Inquiry in Science; evolution and plants;  
Child Development.

## **Core students** will also have learnt about:

Foundation Subjects & PSHE  
Anti-racist education  
Sustainability and climate change education  
Education for Equality  
*(these may be scheduled later for School Direct students)*

## **The Phase1 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 18 SEPT	Classroom and Behaviour Management	Introductions and Behaviour Management in context	<p>Discuss prior experience and potential Subject Knowledge Targets. Share School policy on behaviour and clarify staff expectations of children.</p> <p>Read, discuss and analyse the school's behaviour policy with an experienced colleague. Observe and deconstruct how experienced colleagues use targeted and specific praise, both verbal and non-verbal, to acknowledge and reinforce behaviour that meets school expectations. Discuss and analyse with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school. Observe and deconstruct how teachers use intentional and consistent language that promotes positive learning behaviours in line with school policy. Practise providing specific feedback to individual children around positive learning behaviours</p>
Monday 25 <sup>th</sup> September	Child Development	Understanding the phase before (or after if in EYFS)	<p>Identify an opportunity for the trainee to spend time (ideally a full day) observing in the EYFS (Nursery or Reception). If the trainee is currently placed in the EYFS, they should observe in KS1 to see what comes next. Ensure the trainee has access to the teacher's planning for the day that they are observing, so that they can deconstruct what they see. Please share with your student teacher how PSHE is planned, delivered and shared with parents. Read through the teacher's planning for the day and note down any questions. Observe how EYFS teachers in the EYFS support children.</p> <p>Find out how your school develops their PSHE curriculum to support the wider needs of pupils and safeguarding. How does the school deliver the statutory and non-statutory aspects of the PSHE curriculum? How does your school share the PSHE and RSE curriculum with parents?</p>
Monday 2 <sup>nd</sup> October	ITAP: early reading including phonics and English subject knowledge gaps identified in audit 1	SSP and Preparing for teaching as part of ITAP	<p>Look at the student's initial English audit and if you want they can show you the full one (Canvas). Devise targets and appropriate actions to further develop the student's content subject knowledge in school. Discuss with the student what they are planning on teaching for their LJMU ITAP day (see ITAP booklet) Ensure you share the audit summary sheet with your mentor and continue to work on SK gaps, logging evidence in your QTS file. Complete GAP tasks in the ITaP booklet.</p>
Monday 9 <sup>th</sup> October	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

			<p>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.</p> <p>Review the student's science audit and discuss how/what resources are used within your school to assist with subject knowledge development. Identify an opportunity for the trainee to meet with science co-ordinator to discuss what science is planned long term across the school. You should also plan for the student to teacher to observe a lesson where the focus is on 'practical science', with clear links to aspects of 'working scientifically'.</p> <p>Consider what approaches to science teaching and learning your teacher is using and why. If this is not clear to you do ask and have a professional discussion.</p> <p>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.</p> <p>Share your science audit score with your mentor, be honest. Plan to address these gaps in your science knowledge. Agree a date for your mentor to review how you have worked developing your subject knowledge (this will most probably be around the start of phase 3). Plan what questions you would like to ask the science co-ordinator. Make notes of schemes/resources available as this may assist you with your future teaching of science. You should undertake a formal observation of a practical science lesson and put this into section 5 of your QTS file.</p>
Monday 16 <sup>th</sup> October	Planning and Learning outcomes	Curriculum and learning objectives	<p>Share curriculum overviews/ maps and identify how content is sequenced, to ensure pupils know more and remember more of key knowledge. Clarify how the curriculum for the class is planned, with a focus on Learning Objectives</p> <p>Share planning for the two Foundation subjects the student identified as being their most challenging in their audit. Support the student in arranging a time to speak to the subject leaders and observe at least one lesson in each.</p> <p>Observe if and how learning objectives (LOs) are planned, shared and evaluated with the children. Think about how the content of the lesson matches the intended learning and how children are made aware of their progress.</p> <p>Discuss the two subjects you identified as the ones you will find the most challenging with your mentor. Discuss how they are planned in school and arrange a time to speak to the subject leader about this. Where possible, observe a lesson in each and complete an observation form which should be housed in section 5 of your QTS file.</p>
Monday 23 <sup>rd</sup> October	ITAP: early reading and phonics	SSP and Preparing for teaching as part of ITAP	<p>Discuss how the student teacher's planning and delivery of a phonics lesson went. Ask what follow up tasks they now have (see ITAP booklet) and support where necessary.</p>

			<p>Confirm timetabled teaching for after half term and curriculum content in classes to be taught. Complete Phase1 review form. Ensure trainee has experience of SSP.</p> <p>EARLY READING Focus starts (School-based). Use the ITAP booklet to structure observations and mentor conversations this week. Observe and teach SSP. Your focus on Early Reading must continue throughout all placements.</p>
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**In Phase 2a the centre-based Curriculum and school-based tasks will be shared with you by your student teacher. Liaison Tutors will also carry out co-observations.**

