LIVERPOOL JOHN MOORES UNIVERSITY

MENTORING MEMOS

PGCE Primary: Week 11

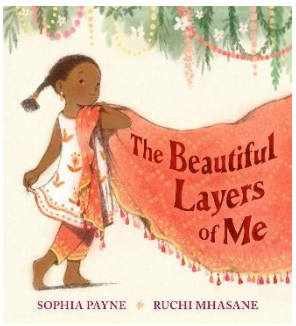
Phase Expectation Focus	**Q6 – How do I adapt teaching to meet the diverse needs of all pupils, working efficiently and maintaining high expectations?**
RESEARCH SPOTLIGHT	This week's focus encourages students to engage in adaptive teaching to meet the needs of all children. A key text that we consider is Education Endowment Foundation (2025) Special Educational Needs in Mainstream School Guidance Report. **Summary**  **Discussion point with student teacher** Thinking about a specific child in your class, how would these recommendations change what you do before, during and after a lesson to help them learn more successfully?

Teaching Expectations	Assuming a typical class timetable over 4 days (assuming 5 hours lessons per day) student teachers should be engaged in classroom or remote activity (as directed by the school mentor). This should include: • Solo teaching whole class - **2 hours per day,** 8 hours per week (one English or mathematics and one foundation subject/science lesson per day) under the direct supervision of the General Mentor. • Team teaching with class teacher for **2-3 hours per week** to develop skills and knowledge. • Observation of experienced teachers - student teachers must complete **at** least 1 formal observation per week. (with a view to supporting your weekly targets and own teaching) • Supporting small groups as directed (with a view to supporting your weekly targets and own teaching. • 1-hour PPA per day. Remember that:

	• LJMU lesson planning should be completed for all lessons, based on assessment information. • Discuss teaching for next week and complete timetable and put it in placement file. Lesson Analysis Forms (LAFs) should be completed by mentors (**2 per week**).
Curriculum Professional Development Activities (CPDAs)	• Discuss how targeted support is delivered in your classrooms including with Teaching Assistants. How are resources adapted to support inclusion. How are questions reframed to provide greater scaffolding or stretch? • 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. Consider breadth of curriculum taught and observed and implications for subsequent phases. • 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.

Reminders for Students	• Tutorial 3 will take place with your Lead Mentor. Please ensure that you complete the Tutorial 3 Record Form prior to the meeting and send this to your Lead Mentor. You can find the record form in the BEC module on Canvas under the 'Placement' tab. • Ensure that if you have missed any of the taught subject sessions, you need to discuss this with your General Mentor so that they are aware of your gaps in subject knowledge and can support with this.
Reminders for Mentors	• The recording of the Phase 2 briefing can be found here. • There is live, **target setting training event on Teams on Tuesday 1st December at 4pm**. This is for all PG General Mentors and Professional Mentors. Students are not required to attend. This contributes to your mentor training hours for this academic year and funding can be claimed for this from the DfE.
Key Dates	**Tuesday 1st December at 4pm – Mentor Training Session: Target Setting** **Join:** https://teams.microsoft.com/meet/3839613218397803?p=zlvAuLKZ6faCD0XLob Meeting ID: 383 961 321 839 780 3 Passcode: vC6PD7K3

Education Updates	**Schools Week: Poor housing 'accounts for 10% of GCSE disadvantage gap'** – link – The quality of children's housing accounts for around 10 per cent of the GCSE disadvantage gap, a new report suggests. The research, carried out by UCL academics for social mobility charity The Sutton Trust, looked at longitudinal data from three UK studies. **Schools Week: Stress a 'structural' issue for the schools workforce, warns report** – link - Stress is a "structural" issue in education, the 10th annual Teacher Wellbeing Index has found, with "no change" in staff wellbeing in a decade. The report, prepared by charity Education Support based on surveys of more than 3,150 school teachers and leaders, found more than three-quarters were experiencing work stress.

Recommended Read	**The Beautiful Layers of Me by Sophia Payne and Ruchi Mhasane** Winner of the Inclusive Books for Children Award and Shortlisted for the Diverse Book Awards, this book celebrates everyone's unique identity. Ameena can't wait for her aunty's wedding. She is wearing a brand-new salwar kameez – the layers of floaty fabric filled with pretty patterns make her feel like a princess. But when someone comments on her "pyjamas", she loses all confidence, fearing that her friends might not accept her traditional clothing. Through courage, family love and self-belief, Ameena discovers what it means to take pride in the beautiful layers of her heritage, especially in the face of difficult comments. 
	 Breathing exercises for beating stress and creating calm Breathing exercises reduce your fight or flights response by lowering stress hormones like cortisol and adrenaline. This allows your rational brain to take charge, so you can respond thoughtfully, rather than react impulsively. Click on the link for some breathing starting points. If you'd like to talk to a Wellbeing Advisor, you can: • **Book an appointment online** • Visit our drop-in sessions: Monday to Friday, 10am until 4pm in the Student Life Building. • Contact us by phone: **0151 231 3664** or email: **studentwellbeing@ljmu.ac.uk**

