

Placement Overview: PGDE/PGCE Secondary 11-16 (with enhancement Post 16 OR 14-19) 2020-21

During the placement experience, the Personal/Liaison Tutor (P/LT) for your placement institution will make contact with the ITT Mentor and trainee. The typical pattern of visits is:

Phase	Placement	Type of visit
1	Home School	Mentor Training Visit undertaken by the Personal/Liaison Tutor for the school with the Professional Mentor, ITT Mentor(s) and Trainee(s), to establish expectations, ensure all mentors are clear in their role and to identify and resolve any early issues. In school Direct Partnerships or schools with a limited number of trainees, this may involve bringing schools and trainees together across a cluster and the training to be hosted in one school. (2 hours)
2a	Home School	Co-observation visit undertaken by the Personal/Liaison Tutor with the ITT Mentor including observation of the mentor's feedback to the trainee. The visit will also include monitoring of target setting and scrutiny of trainee files (school experience and the QTS Training and Development file), progress to date, etc. (2 hours). Note: where there is an issue with a trainee's subject knowledge that requires additional input from a subject specialist at LJMU, this may be agreed between the ITT Mentor and Liaison Tutor.
2b	Alternate	Email/phone contact with Professional Mentor and trainees to ensure expectations are clear and an appropriate training experience is being provided, which meets the trainees' needs.
3a 3b	Home School	Co-observation visit undertaken by the Personal/Liaison Tutor with the ITT Mentor including observation of the ITT mentor feedback to the trainee. The visit will also include monitoring of target setting and scrutiny of trainee files (school experience and the QTS Training and Development file), progress to date, etc. (2 hours)
3b cont'd	Home School	Triangulation Meeting: to discuss progress against the Teachers' Standards, focusing on the LJMU ITT Tracker and sampling evidence to confirm that all standards have been met for recommendation for QTS. (2 hours)
N/A	Home School	Review Meeting undertaken by the school Liaison Tutor with Professional Mentor to evaluate school-based training and forward planning for the subsequent year. (1 hour)

Note: Additional visits may be required where a trainee is placed on the Additional Support Framework and/or where there is an identified training issue in the school.

Teaching expectations in Phase 1 (Home school)

Please note these are guidelines only and should be adapted. For instance within some School Direct consortia, where training also takes place in school and the number of teaching days is thus reduced.

Trainees are expected to arrive *at least* 30 minutes before the start and remain on site until *at least* 30 minutes after the end of the school day – under the direction of the Professional and ITT Mentor. They should shadow their ITT Mentor for at least the first two weeks of the phase and agree a Phase 2 timetable by the end of Week 4. Where appropriate, trainees should attend all staff meetings during the phase, including briefings, staff meetings and departmental meetings.

Classroom based activity (weekly)

Activity	Requirement	Notes
Observing	3-5 hours per week	Formally recorded lesson observations within the host department (subject).
Supporting	2-4 hours per week	When a trainee is not undertaking team teaching or formal observation, they should focus on supporting individuals and groups under the direction of the classroom teacher
Team Teaching	3-5 hours per week	Under the direction of the ITT Mentor, trainees should expect to begin to deliver elements of lessons (e.g. demonstrations, starter and/or plenary activities, etc.).
Solo Teaching	1 hour per week	Trainees' timetables should not include regular solo teaching during Phase 1. However, by the end of the Phase trainees should have taught at least 2 full lessons.
Pastoral	2-4 hours per week	During Phase 1 trainees should be attached to a form (usually that of the ITT Mentor) and participate in all form activities, including form periods, assemblies, PSHE lessons, etc.
PPA	2-3 hours per week	Trainees should have regular time on their timetable for planning, preparation and assessment (PPA).
Weekly Meeting	1 hour per week	Trainees will meet with the ITT Mentor each week for formal mentoring and coaching.
Training	1 hour per week	School-based training programme coordinated by the Professional Mentor.
Phase 1 Timetable	15-18 hours per week	The Phase 1 timetable must include a <u>minimum</u> of 15 hours per week (directed by the Mentor), four days per week, from the above activities.

During the times where a trainee is not formally timetable for classroom-based activities, they should divide their time between:

- Working on their Essential Experience Log and/or SKD Journal (focusing on prioritised knowledge for teaching for solo lessons in Phase 2).
- Gathering resources and preparing for teaching the school's schemes/units of work in Phase 2, including simulation and practice of learning activities for the classes that they will teach.
- Participating in activities directed by the Professional Mentor, such as the observation visit to a feeder primary school.
- During Phase 1, trainees should shadow a KS3 learner for a full day (following their timetable for period 1/registration to the end of the day), on at least one occasion during Phase 1.

Teaching expectations in Phase 2a (Home School)

Trainees are expected to arrive *at least* 30 minutes before the start and remain on site until *at least* 30 minutes after the end of the school day – under the direction of the Professional and ITT Mentor. By the end of Week one of Phase 2, trainees should be following the timetable set with the ITT Mentor during Phase 1. Trainees should fully participate in the school life and culture, including attending events outside of the normal school day.

Classroom based activity (weekly)

Activity	Requirement	Notes
Solo Teaching	7-9 hours per week	Trainees should begin to solo teach (across the key stages) under the direct supervision of the ITT Mentor or a suitably qualified and trained class teacher (minimum of 2 formally recorded observations by the ITT Mentor – using the LJMU Lesson Analysis form). Note: ITT Mentors should phase teaching up to the maximum hours, using their professional judgement as to the capability and readiness of the trainee. The full solo teaching timetable should normally be taken up by the third week of Phase 2a.
Team Teaching	1-3 hours per week	Continue to team teach with the ITT Mentor (or suitably qualified and trained class teacher) to develop pedagogical skills and share in good practice.
Supporting	1-3 hours per week	During Phase 2, identify an individual or group in one class and act as a learning assistant or offer technical support during the whole Phase 2a (Home School) placement – focusing on inclusion .
Pastoral	2-4 hours per week	Continue to participate in the form assigned during Phase 1 throughout the whole placement in the Home School, taking a lead in form activities under the direction of the form tutor.
PPA	1-2 hours per week	Trainees should have regular time on their timetable for planning, preparation and assessment (PPA).
Observing	1 hour per week	Continue to formally and informally observe good practice within (or outside) the host department/faculty, as determined by personal target setting or as directed by the ITT Mentor (minimum of one per week)
Weekly Meeting	1 hour per week	Trainees will meet with the ITT Mentor each week for formal mentoring and coaching.
Training	1 hour per week	School-based training programme coordinated by the Professional Mentor.
Phase 2a Timetable	15-18 hours per week	The Phase 2a timetable must include a <u>minimum</u> of 15 hours per week (directed by the Mentor), four days per week, from the above activities.

During the times where a trainee is not formally timetable for classroom-based activities, they should divide their time between:

- Participating in activities directed by the Professional Mentor.
- Seek opportunities to visit a feeder primary school (through the Professional Mentor), participate with a school trip (including sports events) and after-school activities.

Teaching expectations in Phase 2b (Alternate Placement)

The Alternate Placement (in Phase 2b) is within a new placement institution that complements the experiences offered by the Home School. There is scope for flexibility in arrangements for this placement as the main purpose is for trainees to ensure that trainees gain experiences, which are not available to them in their home school. Timetables should be personalised in response to individual needs. Trainees are expected to arrive *at least* 30 minutes before the start and remain on site until *at least* 30 minutes after the end of the school day – under the direction of the Professional and ITT Mentor. By the end of Week 1, trainees should have begun solo teaching. Trainees should fully participate in the school life and culture, including attending events outside of the normal school day. The placement experience week steps up to five days per week in Phase 2b.

Classroom based activity (weekly)

Activity	Requirement	Notes
Solo Teaching	7-9 hours per week	Following an induction period (max. 5 days), trainees should begin to solo teach (across the key stages) under the direct supervision of the ITT Mentor or a suitably qualified and trained class teacher (minimum of 2 formally recorded observations by the ITT Mentor – using the LJMU Lesson Analysis form). At this stage, trainees will begin writing or adapting Units of Work for the classes that they teach.
Team Teaching	1-3 hours per week	Identify lesson to team teach with the ITT Mentor (or suitably qualified and trained class teacher) to develop pedagogical skills and share in good practice
Supporting	1-3 hours per week	During Phase 2, identify an individual or group in one class and act as a learning assistant or offer technical support during the whole Phase 2b placement – focusing on inclusion .
Project	3-5 hours per week	During the Phase 2 Alternate Placement, all trainees must identify and agree a project equivalent to 3-5 hours per week, which has the potential to have impact learners. This project can be undertaken as an individual or part of a group; and could have a subject or whole-school focus.
Pastoral	2-4 hours per week	Engage with a form group during the Alternate Placement, taking a lead in form activities under the direction of the form tutor.
PPA	1-2 hours per week	Trainees should have regular time on their timetable for planning, preparation and assessment (PPA).
Observing	1 hour per week	Formally and informally observe good practice within (or outside) the host department/faculty, as determined by personal target setting or as directed by the ITT Mentor (minimum of one per week)
Weekly Meeting	1 hour per week	Trainees will meet with the ITT Mentor each week for formal mentoring and coaching.
Training	1 hour per week	School-based training programme coordinated by the Professional Mentor.
Phase 2b Timetable	18-22 hours per week	The Phase 2b timetable must include a <u>minimum</u> of 18 hours per week (directed by the Mentor), five days per week, from the above activities.

Teaching expectations in Phase 3 (Home School)

Trainees are expected to arrive at least 30 minutes before the start and remain on site until at least 30 minutes after the end of the school day – under the direction of the Professional and ITT Mentor. By the end of Week 1, trainees should have begun solo teaching. Trainees should fully participate in the school life and culture, including attending events outside of the normal school day. In Phase 3 trainees will be expected to use data effectively to inform teaching and maintain assessment records for all of the class that they solo teach. **The trainee's Phase 3 timetable should be constructed to complement and supplement prior experiences. Trainees are required to teach key stages 3 and 4 (note: 'teaching' at key stage 4, includes team teaching and supporting in the 14-16 age range).**

Classroom based activity (weekly)

Activity	Requirement	Notes
Solo Teaching	11-13 hours per week	By the second week of Phase 3, trainees must be solo teaching between 11 and 13 hours per week of lessons (across the key stages) under the direct supervision of the ITT Mentor or a suitably qualified and trained class teacher (minimum of 2 formally recorded observations by the ITT Mentor – using the LJMU Lesson Analysis form).
Team Teaching	1-2 hours per week	During Phase 3, appropriate team teaching opportunities with the ITT Mentor (or suitably qualified and trained class teacher) will be identified to respond to target setting and develop specific aspects of a trainee's practice.
Supporting	1-2 hours per week	During Phase 3, identify an individual or group in one class and act as a learning assistant or offer technical support during the whole Phase 3 (Home School) placement – focusing on inclusion.
Pastoral	2-4 hours per week	Continue to participate in the form assigned during Phase 1 throughout the whole placement in the Home School, taking a lead in form activities under the direction of the form tutor.
PPA	1-2 hours per week	Trainees should have regular time on their timetable for planning, preparation and assessment (PPA).
Observing	1 hour per week	Formally and informally observe good practice within (or outside) the host department/faculty, as determined by personal target setting or as directed by the ITT Mentor (as appropriate).
Weekly Meeting	1 hour per week	Trainees will meet with the ITT Mentor each week for formal mentoring and coaching.
Training	1 hour per week	School-based training programme coordinated by the Professional Mentor.
Phase 3 Timetable	19-23 hours per week	The Phase 3 timetable must include a <u>minimum</u> of 18 hours per week (directed by the ITT Mentor), five days per week, from the above activities.

During the times where a trainee is not formally timetable for classroom-based activities, they should divide their time between:

- Participating in activities directed by the Professional Mentor.
- Seek opportunities to engage with (and lead) learning outside the classroom.

- Contributing to department life (e.g. developing learning resources).

Expectation for the Triangulation and Final Focus period (Home School)

During the 'Triangulation and Final Focus' period, at the end of Phase 3 (), trainees may negotiate an alternative timetable and programme with their ITT Mentor (approved by the Professional Mentor) in order to ensure that all Teachers' Standards are met

Trainees who are on the Additional Support Framework (ASF) procedures must continue to teach their normal Phase 3 timetable until their targets have been met and they have been 'signed off' by their ITT Mentor and Personal/Liaison Tutor. Trainees who have not fully met the minimum expectation benchmark descriptors from the LJMU ITT Tracker, should retain a solo teaching timetable of at least 10 hours per week; in order to provide the opportunity to achieve a recommendation for QTS at Triangulation and the successful completion of the Phase 3 Final Review.

Enrichment activities

In addition to this trainees may use the opportunity to gain experiences that they have had limited opportunity during Phase 1 to 3, such as:

- Working with SEN learners and the SENCO;
- Engaging with primary/secondary transition;
- Working with EAL learners;
- Developing resources to enhance and support the Home School and host department/faculty, etc.

External placements

Where appropriate enrichment experiences (linked to target setting and the *Phase 3 Final Review Form*) cannot be delivered within the Home School setting, trainees may arrange *up to a maximum* of 5 days of experience in another institution/organisation. Permission must be gained from the Professional Mentor (Home School) *prior* to negotiating external enrichment placements and a rationale clear, evidence-based, rationale must be presented; and the Personal Tutor and Liaison Tutor should be informed (or consulted where appropriate) once an action plan has been agreed with ITT Mentors. It is expected that *only* trainees who have successfully met the minimum expectation benchmark descriptors from the LJMU ITT Tracker will be given permission to undertake enrichment activities outside of the Home School.

Note: it is the responsibility of the trainee to identify enrichment needs, and to explore and organise activities for themselves.

Trainee Files

During every school placement trainees are required to keep two professional files:

1. A **Placement Experience File**, which will contain lesson plans, evaluations, units of work, assessment records and other documentation related to day-to-day teaching in school
2. A **QTS Training and Development File**.

In addition to this, trainees must use the **LJMU ITT Tracker audit pages** to record evidence that they are meeting the Teachers' Standards. Trainees can expect ITT Mentors and Liaison Tutors to formatively review files and to provide support in the selection of evidence to demonstrate that the Teachers' Standards have been met (for recommendation for QTS). In addition files will peer assessment between Phases 2 and 3, are examined as part of Liaison Tutor visits and in tutorials with the Personal/Liaison Tutor.

The QTS Training and Development File (see Section A)

The Placement Experience File (see also Section A)

Trainees are expected to manage their planning, resources and records for all of their solo lesson. The following points outline the contents and structure, which they can choose to maintain as physical or electronic file(s), and should include:

- The current teaching timetable
- Planning, resources and assessment
- Class lists (identifying key learner data – Pupil Premium, FSM, SEND, high attainers, EAL pupils, etc.)
- Photos sheets (where available through school data systems – e.g. SIMS)
- Education, Health and Care (EHC) plans, where appropriate, for learners with Special Educational Needs and/or Disabilities (SEND), etc.
- Seating plan(s)
- Assessment Records (including key data, such as baseline assessments, targets, attendance, attitude to learning, achievement, attainment, etc.)
- The Unit/Scheme of Work (your own and/or the school's)
- Lesson plans, with evaluations
- Teaching and learning resources (including assessment)

Note: trainees must handle all confidential school data, such as class lists and photographs, in accordance to school policy.

Mentoring activity and documentation

Frequency	Activity	Responsibility	Document
Beginning of Phase	Agree timetable for teaching	ITT Mentor: identify suitable lessons and commencement. Trainee: complete a timetable pro forma indicating lessons, PPA and mentoring.	LJMU timetable pro forma
Every lesson	Lesson planning and evaluation	Trainee: planning and sharing ITT Mentor: monitoring and providing feedback	Lesson plan and evaluation pro forma
Twice per week	Formal observations leading to completion of a Lesson Analysis form	ITT Mentor: feeding back after each formal observation and completing the form	Lesson Analysis Form
Once a week	Mentor meeting	ITT Mentor: lead and facilitate reflection and target setting Trainee: agree the meeting agenda/priorities and record the meeting	Weekly Meeting Record
Mid-Phase	Interim review of trainee <i>progress</i> – this is an important process to identify concerns or potential issues so that they can be dealt with quick.	ITT Mentor and Trainee: discuss progress against the Teachers' Standards, using the LJMU ITT Tracker against the minimum expectation benchmark descriptors to complete the Phase Review forms	LJMU ITT Tracker
Mid-Phase	Interim review of trainee <i>performance</i> – this data is used by the LJMU Programme team to monitor progress and make early interventions.	ITT Mentor: identify progress and areas for development from the previous Phase Review.	Phase Interim Review ⁴ (Phase 2 and 3)
End-of-Phase	Summative review of trainee <i>progress</i> at the end of a Phase – this is a milestone activity as trainees make the transition from one phase of their training to the next.	ITT Mentor and Trainee: discuss progress against the Teachers' Standards, using the LJMU ITT Tracker against the minimum expectation benchmark descriptors to complete the Phase Review forms	LJMU ITT Tracker
End-of-Phase	End of Phase review of trainee <i>performance</i> – this data is used by the LJMU Programme team to monitor progress and make early interventions.	ITT Mentor: identify progress and areas for development from the previous Phase Review using the LJMU ITT Tracker and the minimum expectation benchmark descriptors to inform the Phase Review forms	Phase Final Review ⁵ (Phase 1, 2 and 3)

Note: where a trainee is following an **Intervention Action Plan** as part of the Partnership's **Additional Support Framework**, see Section A.

⁴ Available at: <http://www.itt-placement.com/pgce-secondary/placement-review-forms.php>

⁵ Ibid.

Recommended Training Plan: Postgraduate Secondary Programmes model

The Recommended Training Plan provides suggestions for training activities for mentors and trainees, linked to each Phase of training:

Postgraduate Secondary Programmes Phase 1 (Home School): Baseline Training Programme guide for weekly training sessions			
Phase/Wk.	Focus for placement activities	Focus for weekly meetings	Focus for Mentor review
Phase 1 Week 1 / 2	<ul style="list-style-type: none"> Placement induction, training timetable (for focused observation, support and team-teaching). Developing an understanding of the professional roles and responsibilities of a teacher. Begin observation/shadowing (pupils and teachers), one-to-one support and team-teaching. Consider the provision of safe effective learning environments. The school within the context of the community. Organise a meeting with the SENCO. 	<ul style="list-style-type: none"> Discuss the LJMU ITT Tracker and develop shared understanding of the Teachers' Standards. Discussion of teacher's roles and responsibilities within the whole school and department. Discussion of whole school (inc. Safeguarding, behaviour, inclusion, etc.) and department (inc. H&S, etc.) policies and practices. Discuss and review facility/departmental facilities resources and safety procedures. Investigate KS2/3 transition, baseline data, health and safety, inclusion and SEN provision. Use the Essential Experience Log to support placement induction and engagement with school policy and practice. 	<ul style="list-style-type: none"> Review training targets and discuss training schedule. Discuss the Subject Knowledge Audit – strengths and areas for development. Check trainee's placement experience files (QTS Training and Development File and Teaching File). Discuss progress with targets at the end of the second week.
Phase 1 Week 3 / 4	<ul style="list-style-type: none"> Continued observation of quality teaching and learning, team teaching and small group teaching. Develop an understanding of the secondary curriculum and the place of the trainee's subject within the National Curriculum and the school curriculum. Reflect on the effective management and organisation of lessons and the teaching activity to meet individual pupil's needs. Evaluate and reflect upon the provision of good quality teaching and learning environment. Observe and discuss at the use of questioning to progress pupils' learning. Observe and discuss communications and relationships in the classroom. Observe and discuss how the teacher provides opportunities to promote learning. 	<ul style="list-style-type: none"> Facilitate (and reflect on) opportunities for trainees to observe a variety of teaching and learning approaches and strategies. Review the department's Key Stage 3 Scheme of Work to meet the requirements of the National Curriculum. Discuss that planning of safe, quality learning activities with clear objectives, outcomes and teaching points. Review the use of ICT in the department. Review the department's Key Stage 4 Scheme of Work to meet the requirements of Level 2 qualification specifications (GCSE, BTEC, etc.). Gather resources, discuss and prepare for teaching in Phase 2 Discuss and review lesson planning and lesson plan pro forms (see the LJMU Guide to the Lesson Plan). 	<ul style="list-style-type: none"> Review Phase 2a timetable. Week 3: discuss and feedback on opportunities to engage with team-teaching, through the delivery of parts of lessons (e.g. starter, demonstration, plenary, etc.). Week 3: discuss the progress towards the Review Form. Review the trainee's placement file. Week 4: discuss and review trainee's planning for solo teaching in Phase 2. Week 4: discuss the progress with targets and negotiate the completion of the Review Form.

Postgraduate Secondary Programmes Phase 2a (Home School): Baseline Training Programme guide for weekly training sessions			
Phase/Wk.	Focus for placement activities	Focus for weekly meetings	Focus for Mentor review
Phase 2a Week 1	<ul style="list-style-type: none"> • Planning and preparation for, and evaluation of, solo and team-teaching. • Management and delivering the KS3 Curriculum. • Transition between Years / Key Stages and pupil progress. • Extending and developing trainee's subject knowledge and skills. 	<ul style="list-style-type: none"> • Discuss department's curriculum mapping for KS3, planned programme and units. Key Stage 2 to 3 transition. • Discuss planning for different age ranges with in the subject curriculum 	<ul style="list-style-type: none"> • Meeting to set the training focus, set targets and action plan. • Review suitability of Phase 2a timetable.
Phase 2a Week 2	<ul style="list-style-type: none"> • Planning for learning: developing effective learning objectives and outcomes • Inclusive policy and practice • General and subject specific teaching and learning approaches and strategies 	<ul style="list-style-type: none"> • Refine lesson planning with concise learning objectives, focused learning activities and defined learning outcomes. • Support trainees in planning and implementing strategies that assist pupils to acquire and consolidate knowledge, skill and understanding. 	<ul style="list-style-type: none"> • Discuss lesson planning and design, evaluating learning objectives and outcomes. • Discuss LJMU ITT Tracker and identify progress and standards to be focused on in Phase 2a.
Phase 2a Week 3	<ul style="list-style-type: none"> • Planning, expectations and target setting for pupil progress • Classroom management 	<ul style="list-style-type: none"> • Discuss resource implications and support material to enhance learning. • Observe and discuss good management and organisational strategies. 	<ul style="list-style-type: none"> • Check files and review planning. • Review clarity of objectives and outcomes and teaching points.
Phase 2a Week 4	<ul style="list-style-type: none"> • Planning for Learning: assessment for learning • Differentiation and responding to the needs and Special Educational Needs. 	<ul style="list-style-type: none"> • Encourage evaluation and reflection on pupils' learning. • The use of feedback and target setting. • Discuss equal opportunities, differentiation and Special Educational Needs. 	<ul style="list-style-type: none"> • Review quality of trainee lesson evaluations. • Review the planning for and use of questioning and dialogue.
Phase 2a Week 5	<ul style="list-style-type: none"> • Develop Subject Knowledge and Understanding and Teaching and Class Management 	<ul style="list-style-type: none"> • Discuss strategies that provide an environment conducive to learning. 	<ul style="list-style-type: none"> • Review progress with LJMU ITT Tracker in preparation for Phase 2 Interim Review Form.
Phase 2a Week 6	<ul style="list-style-type: none"> • Planning for Learning. • Monitoring progress, using baseline/target data and recording assessment. 	<ul style="list-style-type: none"> • Discuss the use of classroom interactions (questioning and dialogue) to support pupil progress. • Role and function of formative assessment to monitor and evaluate learning. 	<ul style="list-style-type: none"> • Discuss the Phase 2 Interim Review Form. • Identify developmental areas for Phase 2b (Alternate Placement).

Postgraduate Secondary Programmes Phase 2b (Alternate): Baseline Training Programme guide for weekly training sessions			
LJMU Wk.	Focus for placement activities	Focus for weekly meetings	Focus for Mentor review
Phase 2b Week 1	<ul style="list-style-type: none"> Academic and vocational curriculum models and management 	<ul style="list-style-type: none"> Develop an awareness of the Level 2 academic and vocation qualifications. 	<ul style="list-style-type: none"> Review progress and trainee documentation.
Phase 2b Week 2	<ul style="list-style-type: none"> Induction programme, review targets and action plan, set the training focus. Responding to diversity and equality in the classroom: gender, ethnicity, socioeconomic, language, etc. Reviewing inclusive policy and practice (whole school and departmental) 	<ul style="list-style-type: none"> Discuss how data used to set targets and monitor progress. Reflect on how learning is influenced by pupil diversity and how the trainee's subject can provide effective learning opportunities for all pupils. 	<ul style="list-style-type: none"> Discuss and agree Phase 2b timetable for teaching no later than the second week of the placement. Check trainee's understanding of the issues affecting planning.
Phase 2b Week 3	<ul style="list-style-type: none"> Learning from effective practice: focussed observation and review of teaching and learning, based on the trainee's target setting 	<ul style="list-style-type: none"> Curriculum design and writing effective Units of Work 	<ul style="list-style-type: none"> Check files and planning. Discuss and review the trainee's understanding of differentiation and medium planning issues.
Phase 2b Week 4	<ul style="list-style-type: none"> Planning for differentiation: challenging able learners, including pupils with SEN, including disability, EAL, etc. Stretch and challenge for gifted and talented pupils. 	<ul style="list-style-type: none"> Discuss the issues of responding to pupils' prior achievements and setting further targets in learning. Choosing suitable material to match age, ability and individual need. 	<ul style="list-style-type: none"> Work with a Form. Discuss issues with Form Tutor and Pastoral Head.
Phase 2b Week 5	<ul style="list-style-type: none"> Using adults other than teacher (e.g. technicians, teaching assistants, etc.) to support individuals and groups of learners. 	<ul style="list-style-type: none"> Discuss a lesson where the support of adults other than teachers will be used to support individual and/or groups of learners. Evaluate the impact of planning and deployment of support on pupil progress. 	<ul style="list-style-type: none"> Review progress with planning and delivery of medium term planning (Units of Work)

Postgraduate Secondary Programmes Phase 3 (Home School): Baseline Training Programme guide for weekly training sessions			
LJMU Wk.	Focus for placement activities	Focus for weekly meetings	Focus for Mentor review
Phase 3 Week 1	<ul style="list-style-type: none"> The pastoral system 	<ul style="list-style-type: none"> Discuss the Pastoral System and the role of the Form Tutor and the links with other professionals within the school. 	<ul style="list-style-type: none"> Discuss LJMU ITT Tracker and prepare Final review form.
Phase 3 Week 2	<ul style="list-style-type: none"> Learning for life: PSHE, Citizenship, SMSC, etc. 	<ul style="list-style-type: none"> Discuss how the trainee's subject contributes to the wider curriculum (inc. PSHE, Citizenship and SMSC). 	<ul style="list-style-type: none"> Identify developmental areas for Phase 3 (Home School).
Phase 3 Week 3	<ul style="list-style-type: none"> Welcome back and review of Phase 2b (Alternative Placement) experience. 	<ul style="list-style-type: none"> Preparation and gathering resources for teaching. Discussion of Units of Work for the trainee to develop during Phase 3. Discuss plans university-based (academic) and school-based (teaching) assessment commitments. 	<ul style="list-style-type: none"> Review Audit and targets. Discuss training plan. Set the timetable for solo teaching by the second week of Phase 3.
Phase 3 Week 4	<ul style="list-style-type: none"> Commencing solo teaching and Phase 3 expectations. Setting, marking and feeding back on homework. 	<ul style="list-style-type: none"> Planning for effective learning and recording pupil progress. Ensure trainees are aware of SEN issues, Equal Opportunities and differentiation of learning activities. Discuss the need for precise learning objectives and outcomes to plan for and evaluate effective learning. 	<ul style="list-style-type: none"> Review trainee's files and planning of the Units of Work. Encourage deepening reflection on teaching and learning to inform future planning.
Phase 3 Week 5	<ul style="list-style-type: none"> Assessment of pupils' developmental needs: before, during and following lessons. Assessing attainment at KS3, moderation and work scrutiny. 	<ul style="list-style-type: none"> Discuss and assist trainees to recognise and assess pupils' individual/group needs and the importance of baseline data. Discuss involvement of pupils in their own learning & in providing opportunities for self and peer assessment 	<ul style="list-style-type: none"> Discuss issues relating to inclusive teaching practice and pupil progress Discuss Phase 3 Interim Review Form
Phase 3 Week 6	<ul style="list-style-type: none"> Assessment and moderation of Level 2 (GCSE, BTEC, etc.) summative assessments – coursework (where appropriate). 	<ul style="list-style-type: none"> Discuss the need to consider assessment criteria and techniques when undertaking medium and long term planning at KS4. Discuss Level 2 assessment frameworks and criteria for appropriate qualifications taught within the subject. 	<ul style="list-style-type: none"> Discuss issues and monitor lesson evaluations.
Phase 3 Week 7	<ul style="list-style-type: none"> Types of assessment at KS4 (and beyond): preparing pupils for terminal examinations. Engage with revision and exam preparation activities. 	<ul style="list-style-type: none"> Identify areas of strength and those for development on the next part of the attachment. Discuss summative assessment to inform progress and attainment 	<ul style="list-style-type: none"> Discuss issues Review planning. Discuss progress to date with personal development tasks
Phase 3 Week 8	<ul style="list-style-type: none"> Methods of Recording Pupils' progress. Analysing data 	<ul style="list-style-type: none"> Support the trainees with adopting concise recording systems and feedback of individual pupil's progress and attainment. Discuss the school's Key Stage 3 assessment framework and policy. 	<ul style="list-style-type: none"> Review planning, ensuring that Units of Work (at KS3 and 4) incorporate appropriate formative and summative assessments.

Postgraduate Secondary Programmes Phase 3 (Home School): Baseline Training Programme guide for weekly training sessions

LJMU Wk.	Focus for placement activities	Focus for weekly meetings	Focus for Mentor review
Phase 3 Week 9	<ul style="list-style-type: none"> Key Stage 4 and Post 16 assessment: examination, coursework, etc. 	<ul style="list-style-type: none"> Enable trainees to engage with Key Stage 4 requirements and qualifications. Facilitate teaching and moderation of KS4 and Post 16 examination classes. 	<ul style="list-style-type: none"> Monitor marking, assessment records and use of data.
Phase 3 Week 10	<ul style="list-style-type: none"> Using national data to improve teaching and learning. 	<ul style="list-style-type: none"> Discuss and provide opportunities to use data to analyse assess, record and report on pupils' progress over a period of learning. 	<ul style="list-style-type: none"> Review and discuss the Phase 3 Final Review Form
Phase 3 Week 11	<ul style="list-style-type: none"> Reporting procedures: writing reports, communicating with parents and carers, etc. 	<ul style="list-style-type: none"> Facilitate the writing of reports and attending parents' evening under guidance. 	<ul style="list-style-type: none"> Discuss targets for the NQT Year. Discuss outline plan for the Enrichment Phase