

Primary PGCE 2025/26 Programme on a Page (PoP)

	Mon		Tues		Wed		Thurs		Fri	
08/09/2025	Intro to the programme expectations & QTS	What makes a good teacher? Professional Expectations, pastoral care and wellbeing	Child protection & KCSIE + prevent	Library induction / observation/ Abyasa Training	Children's mental health and wellbeing	Children's learning in the classroom	Introduction to the national curriculum.	Intro to Foundation Subjects & PSHE	AS1 and writing at M level	Phase 1 briefing. Professional conversations
15/09/2025 Tutorial 1: Workload and wellbeing	Cognitive science and Rosenshine	Child Development	Core 1	Core 2	Core 3	Core 4	Core 5	Core 6	Core 7	Core 8
Phase 1 begins here for all students. School-led students will have been in school prior to this.			Phase overview ↓ Use this in conjunction with the phase expectations document on the ITT website			School-based focus aligned with curriculum questions (see phase expectations for criteria) ↓			To be included in weekly mentor training meetings (see mentor guide for tasks and actions) ↓	
22/09/2025 Phase 1 and ITaP 1 Briefing 23/09	Explanations, examples and modelling	Foundation	Phase 1: Student teachers should observe all ages & subjects, including phonics and work with small groups. Documented weekly meetings start. Share audits and assignments.			Q8 – How do I establish and maintain positive behaviours for learning that result in a productive learning environment?			Key policies inc. safeguarding & behaviour management. Review audit results and identify subject knowledge priorities. Complete pre-ITaP task. Assignment 1; Core and foundation subject school planning.	
29/09/2025	ITAP 1 - Behaviours for Learning					Q8 – How do I establish and maintain positive behaviours for learning that result in a productive learning environment?			Complete school-based ITaP tasks. Student teachers will be in school on Wed & Thurs and should be focused solely on ITaP tasks. ITaP assessment to be completed.	
06/10/2025	PP and disadvantage	Foundation				Q1 – How do I set high expectations and create a safe and inclusive classroom environment that supports all pupils, such as those with SEND?			SEND needs of the pupils within the class and how this impacts on their learning. Professionalism check to be submitted.	
13/10/2025 Tutorial 2: ITaP 1 and subject knowledge	Phase 2 briefing & Principles of Assessment	Foundation				Q2 – How do I show understanding of and apply evidence of how pupils learn effectively, including cognitive load, memory and retrieval practice?			How spaced practice and retrieval practice are used in lessons. Simple questioning techniques. Identifying pupil misconceptions.	
20/10/2025	Equity in Education	Foundation				Q3 – How do I develop strong subject knowledge and deliver a coherent, sequenced curriculum that builds on pupils' prior knowledge?			Understanding how lessons fit within a broader sequence. How knowledge builds over a sequence of lessons. Identify extra-curricular activity (such as after-school club) to take part in. End of phase 1 review to be submitted.	
27/10/2025	Half Term									
03/11/2025 ITaP 2 Briefing 4/11	Phonics Day		Foundation	Core 9	Foundation	Core 10	Foundation	Core 11	Foundation	Core 12
10/11/2025	ITAP 2 - Reflection, Observation, Planning					Q5 – How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?			Complete school-based ITaP tasks. Student teachers will be in school on Wed & Thurs and should be focused solely on ITaP tasks. ITaP assessment to be completed.	
17/11/2025 Phase 2 Briefing 18/11	Core 13	Foundation/EYs	Phase 2a Home School: Student teachers should carry out 'solo' teaching, drawing on school plans but using the LIMU lesson planning proforma. They should be teaching 2 hours a day by the end of week 2, particularly core subjects but including some foundation subjects too. It is important that all have experience of phonics and Early Reading, even if based in Key Stage 2. Lesson Analysis Forms (LAFs) should be completed by mentors twice a week in a range of subjects & weekly meetings must be documented. Links to QTS files must be shared with mentors. Student teachers should have the equivalent of 1 hour PPA per day and continue to observe and team teach with experienced staff.			Q7 – How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?			Assessment policy & role of AFL strategies in planning. Planning formative assessment opportunities linked to lesson objectives. Confirm solo teaching timetable.	
24/11/2025 Tutorial 3: ITaP 2 and target setting	Core 14	Foundation/EYs				Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?			Phonics scheme in school. Planning and teaching phonics lessons using school's scheme of work. Identifying specific targets for phonics and Early Reading teaching.	
01/12/2025	Core 15	Foundation/EYs				Q6 – How do I adapt teaching to meet the diverse needs of all pupils, working efficiently and maintaining high expectations?			Delivering targeted support including Teaching Assistants. Adapting resources to support inclusion. Reframing questions to provide greater scaffolding or stretch. Role of the SENDCo.	
08/12/2025	Core 16	Foundation/EYs				Q9 – How do I develop as an evidence-informed reflective practitioner and act on feedback?			Managing wellbeing and workload, developing structured reflection on lessons and proactively seeking feedback/advice.	
15/12/2025	Core 17	Alternative placement briefing, AS1 & Homophobic Bullying				Q10 – How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating with colleagues, parents and other professionals?			Planning for the deployment of additional adults in the classroom. Identify strengths and areas for development for next placement. End of phase 2a review to be submitted.	
22/12/2025	Winter Break									
29/12/2025										
05/01/2026 Phase 2b Briefing 06/01			Phase 2b Alternative School: Students should 'solo' plan & teach sequences, drawing on school plans, 2 hours a day by the end of week 2, particularly foundation subjects & phonics. 2 LAFs should be completed each week in a range of subjects & weekly training meetings documented. Student teachers should have the equivalent of 1 hr PPA per day & observe & team teach. By the end of Phase 2, students should accurately evaluate their teaching and pupils' learning & progress using this information to adapt & sequence future plans. They should respond constructively to challenge, feedback & critique, continuously improving their understanding & practice.			Q1 – How do I set high expectations and create a safe and inclusive classroom environment that supports all pupils, such as those with SEND?			Transfer document, address training gaps e.g. EAL, subjects or SEND & share key school policies. Identify extra-curricular activity (such as after-school club) to take part in.	
12/01/2026						Q8 – How do I establish and maintain positive behaviours for learning that result in a productive learning environment?			Using positive strategies to promote good behaviour. Curriculum expectations and timetable, with a focus on foundation subjects	
19/01/2026						Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?			Planning, teaching and assessing phonics lessons following the school's phonics scheme. Using reading assessment data to make adaptations across the curriculum. Review Early Reading progress. Plan next steps.	
26/01/2026						Q5 – How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?			Using a range of question types to extend and challenge all pupils. Adjusting explanations based on pupil responses. Review teaching of FS subjects.	
02/02/2026						Q3 – How do I develop strong subject knowledge and deliver a coherent, sequenced curriculum that builds on pupils' prior knowledge?			Anticipating common misconceptions effectively assessing pupils' starting points. Sequences of lessons that logically build on previous learning. Discuss SK development areas in the foundation subjects.	
09/02/2026						Q2 – How do I show understanding of and apply evidence of how pupils learn effectively, including cognitive load, memory and retrieval practice?			The use of worked examples to support pupils. Breaking complex tasks into manageable steps and providing scaffolding. End of phase 2b review to be submitted. Discuss targets for Phase 3.	
16/02/2026	Half Term									
23/02/2026 Tutorial 4: Preparing for Phase 3	Phase 3 briefing /Teacher Standards and AS2	Working with parents/carers, anti-racist education and transition	Foundation/ EYs	Foundation/ EYs	Foundation/ EYs	Foundation/ EYs	Assessment		PSHE/Oracy	

02/03/2026 ITaP 3 Briefing 03/03	Climate Change and Sustainability Day		Languages Day: Inc. EAL & PFL		Inclusion		Inclusion (inc CF)		Get the job day	
09/03/2026	ITAP 3 - Adaptive Teaching					Q6 – How do I adapt teaching to meet the diverse needs of all pupils, working efficiently and maintaining high expectations?			Complete school-based ITaP tasks. Student teachers will be in school on Wed & Thurs and should be focused solely on ITaP tasks. ITaP assessment to be completed.	
16/03/2026 Phase 3 Briefing 17/03			Phase 3a Home school: Student teachers should 'solo' plan & teach sequences, including a focus on Early Reading, drawing on school plans, 3 hours a day by Spring Break. 2 LAFs per week in range of subjects & weekly meetings documented. Schools can consider moving trainees to weekly/unit plans with individual plans for observed lessons.			Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?			Student teachers to ensure they have planned and taught phonics lessons, demonstrating accurate content and subject knowledge, teaching the scheme with fidelity. Revisit key policies. Phase 3 training priorities. Identify extra-curricular activity to lead. Plan appropriate timetable.	
23/03/2026 ITaP 4 Briefing 24/03						Q6 – How do I adapt teaching to meet the diverse needs of all pupils, working efficiently and maintaining high expectations?			Language demands and scaffolds for pupils with EAL. Balancing support with challenge to ensure high expectations for pupils with EAL.	
30/03/2026	Spring Break									
06/04/2026	Bank Holiday		Distance Learning/Academic Support for Assignment 2							
13/04/2026	ITAP 4 - Attachment and Trauma-Informed Practice					Q1 – How do I set high expectations and create a safe and inclusive classroom environment that supports all pupils, such as those with SEND?			Complete school-based ITaP tasks. Student teachers will be in school on Wed & Thurs and should be focused solely on ITaP tasks. ITaP assessment to be completed.	
20/04/2026						Q7 – How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?			Scrutinise a range of pupil books to identify pupil learning and progress. Summative assessments and the preparations for these.	
27/04/2026 Tutorial 5: ITaPs 3 and 4						Q10 – How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating with colleagues, parents and other professionals?			Parents evenings, communicating with parents and reporting outcomes to parents.	
04/05/2026	Bank Holiday					Q9 – How do I develop as an evidence-informed reflective practitioner and act on feedback?			Managing workload and wellbeing during phase 3b. End of phase 3a review to be submitted, drawing on progress across curriculum.	
11/05/2026 Triangulation Briefing 12/05			Phase 3b Home School: the last 6 weeks of placement are 80% contact ratio teaching. The 80% refers to a full teaching timetable, as it is typically defined by the school where the experience is taking place, rather than 80% of a full pupil or school timetable			Q2 – How do I show understanding of and apply evidence of how pupils learn effectively, including cognitive load, memory and retrieval practice?			Balancing balance complexity and clarity in explanations. Tracking pupil progress and using this information to adapt lesson planning and delivery.	
18/05/2026						Q3 – How do I develop strong subject knowledge and deliver a coherent, sequenced curriculum that builds on pupils' prior knowledge?			Sequencing the curriculum to ensure pupils develop secure understanding of key concepts. Create coherent learning journeys that build on secure foundations of knowledge.	
25/05/2026	Half Term									
01/06/2026						Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?			Modelling and scaffolding specific oracy skills and facilitating the use of vocabulary across a range of subjects.	
08/06/2026						Q7 – How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?			Feedback through peer and self-assessment. A variety of approaches to providing feedback. Providing time to respond to feedback.	
15/06/2026						Q5 – How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?			Review progress against the ITE curriculum. Personalised to meet individual trainee needs. End of phase 3b review to be submitted.	
22/06/2026						Q10 – How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating with colleagues, parents and other professionals?			Review progress against the ITE curriculum. Personalised to meet individual trainee needs.	
29/06/2026	Available to make up days missed if any needed									
06/07/2026	Available to make up days missed if any needed									
13/07/2026										

Assignment 1 Submitted on 12/1/26 at 9am

Assignment 2 Submitted on 13/4/26 at 9am

KEY

	University Days (9am to 4pm)
	Home Placement
	Alternative Placement
	Home Placement (80% teaching)
	ITaPs - Mondays, Tuesday and Fridays will be in university with Wednesdays and Thursdays in your placement school