

PGCE Primary Phase One Teaching Expectations

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 In phase 1 student teachers should observe all ages and subjects, including phonics and work with small groups. Documented weekly meetings start. Share audits and assignments. Student Teachers should: • meet with your class teacher (General Mentor) and discuss training needs • spend the week familiarising yourself with the school and class • gather information regarding children with specific learning or behaviour needs; planning and preparing; teaching small groups in a supportive role using the class teacher's plans • Share your PoP with your General Mentor – you have a hard copy of this but it can also be found on the ITT Placement website section B – Programme Curriculum information https://www.itt-placement.com/index.php • Share your mentor guide with your General Mentor – You will find this on the ITT placement website and on the 7118BEC module under placement information along with further guidance from the phase briefing • Make your General Mentor aware of ITaP 1: Behaviour for Learning next week (information on ITT placement website) • Be introduced to key staff and school policies • Have an induction to the school's safeguarding and Health and Safety policies • Discuss your proposed timetable with school staff for the following week and by the end of the week add it to your placement file • Share your QTS file and Placement One Drive links with your General Mentor and Lead Mentor (LM)	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	Assuming a typical school timetable of approximately 25 hours of lessons per week, (5 days) Student teachers should spend a <u>minimum</u> of 15 hours per week (3 hours per day) (directed by the GeneralMentor) of <i>classroom-based activity</i>, including: • By the end of phase 1, team teaching with class teacher approx. 3 lessons overall to develop skills and knowledge. (Lesson plan required for the part of the lesson being taught) • Observation of experienced teachers. Student teachers must complete 1 formal observation per day using the LJM observation proformas – one should be a focus foundation subject.	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	• Time to complete tasks in mentor guide • Supporting small groups, as directed by the teacher (no plan required) • Time out of the classroom for PPA 1 hr per day Planning • Student teachers will need support with this in the initial stages and be working from teacher's plans	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				