

PG Primary Phase 2b Placement Expectations at a Glance

Alternative Placement

<p>Days 1 and 2</p>	<p>Student Teacher should:</p> <ul style="list-style-type: none"> • meet with your Class Teacher/General Mentor and discuss your training needs. • spend the week familiarising yourself with the school and getting to know the children in the 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 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 phase 2b mentor guide with your General Mentor – You will find this on the ITT placement website for the start of placement. It is also available Canvas BEC module under placement information along with further guidance from the phase briefing. • 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 for the rest of the week with school staff and for the following week and by the end of the week add it to your placement file. • Share your QTS file and new phase 2b Placement One Drive links with your General Mentor and Lead Mentor.
<p>From Day 3</p> <p>Teaching, observing and planning expectations</p>	<p>Assuming a typical class timetable over 5 days (assuming approx. 5 hours lessons per day) student teachers should be:</p> <ul style="list-style-type: none"> • Solo teaching whole class - 1 hour per day - 5 hours per week under the direct supervision of the class teacher/General Mentor. • Team teaching with class teacher for a minimum of 5 hours per week to develop skills and knowledge. • Observation of experienced teachers - student teachers must complete 2 formal observations per week using the proformas identified in planning sessions – upload to section 6 of the QTS file. This is with a view to supporting your weekly targets and own teaching. • Supporting/teaching small groups as directed by the ITT mentor (with a view to supporting your weekly targets and own teaching). • 1-hour PPA per day <p>In addition:</p> <ul style="list-style-type: none"> • Discuss teaching for next week and complete timetable and put it in placement file. • Student teachers will need support with this in the initial stages and be working from teacher's plans. These may be scheme/short/medium term plans, but it is expected that student teachers adapt these to produce their own individual plan. • All student teachers will be using individual lesson plans and assessment records (using the LJMU lesson plan proforma) and all teaching must be assessed. • A full LJMU lesson plan and assessment record must be completed for ALL lessons observed by the mentor. • Lesson Analysis forms should still be completed by mentors.

From week 3 to 6 19/01/26 – 13/01/26	<p>Assuming a typical class timetable over 5 days (assuming 5 hours lessons per day) student teachers should be:</p> <ul style="list-style-type: none"> • Solo teaching whole class - 2 hours per day - 10 hours per week (1 English or mathematics and one foundation subject/science lesson) under the direct supervision of the class teacher/General Mentor.
Teaching, observing and planning Expectations	<ul style="list-style-type: none"> • 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. This is 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. • All student teachers will be using individual lesson plans (using the LJMU lesson plan proforma) and all teaching must be assessed. • 1-hour PPA per day <p>In addition:</p> <ul style="list-style-type: none"> • Discuss teaching for next week and complete timetable and put it in placement file. • Student teachers will need support with this in the initial stages and be working from teacher's plans. These may be scheme/short/medium term plans, but it is expected that student teachers adapt these to produce their own individual plan. • All student teachers will be using individual lesson plans and assessment records (using the LJMU lesson plan proforma) and all teaching must be assessed. • A full LJMU lesson plan and assessment record must be completed for ALL lessons observed by the mentor. • Lesson Analysis forms should still be completed by mentors.