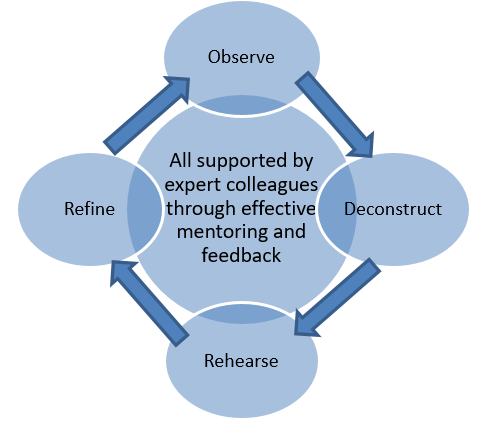
# A Week-by-Week Guide to Phase 2

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It is important that trainees take ownership over their own development and progress across this 9-week placement. The teacher mentor can offer feedback, direction and advice in order to improve the trainee’s practice. As part of the weekly discussion during the Weekly Review meeting, it is important to identify targets including how to achieve these targets. There are a number of strategies that can be utilised to achieve these targets. It is important to acknowledge that the trainee will not be able to work independently and will need to rely on the support and guidance of the teacher mentor and other expert colleagues. When setting targets and discussing progress, keep the following model in mind:



To make progress towards a target, it is important to ensure there is opportunity to observe, deconstruct, rehearse and refine the necessary skills to improve practice.

#### Throughout Phase 2, in addition to the detailed guidance on the following pages trainees should:

* Get to know the children in the playground and around the school to demonstrate that you are taking part in school life
* Attend any staff meetings deemed appropriate by the teacher mentor and/or headteacher
* Ensure that all plans for taught sessions are sent to the teacher mentor for review in the agreed time frame. Typically, this is at least 24 hours in advance or one working day so that trainees can act upon any advice and feedback given prior to teaching the session.
* Take advantage of any opportunities e.g. trips, courses and INSET training that are available and appropriate to them. Although the main focus of teaching experience is classroom practice and this should be prioritised in general, where opportunities arise trainees should be prepared to take them. These can often show further dimensions of professional practice and may be used as evidence for Part 2 and the Professional Behaviours area of the ITE curriculum.

## 20th January – 24th February 2025

### Week One: Beginning of Teaching (Up to 20%) and Observation and Evaluation

### Trainees should:

* Obtain any contextual information you were unable to gather during your preliminary days
* Ensure Key Policies and Procedures online survey has been completed by the member of staff who completed the induction
* At the beginning of the week, plan and timetable when you will be completing all the directed tasks during the placement and when you will observe and be observed by expert teacher s in English, phonics and mathematics. Ensure a copy of this timetable is in your Planning Folder and discussed with the teacher mentor.

**Observe and deconstruct**

* Observe your teacher mentor teaching a range of subjects (complete the relevant form).
* Observe your teacher mentor with different observation focuses: questioning, behaviour management, transitions, assessment for learning, sequences within a lesson etc. Link this with the progress you want to make from your Phase 1 placement. Use the Phase 2 Prompt Cards and Subject Overviews to support your observations. Observe at least 3 full lessons.
* Share and discuss the teacher mentor’s formative assessment (AfL) and summative assessment practices and record keeping systems
* Formally observe your focus children and begin to build up your portfolio of evidence and observations for these children.

**Develop your teacher presence by:**

* establishing whole-class relationships through tasks such as taking the register, story time, giving introductions to lessons, transitions to and from the classroom
* working with groups and individual children
* reading aloud to the whole class
* taking on responsibility for teaching up to 20% of the timetable focussing on the core subjects. For each of your sessions you must **plan**, **assess** children’s learning and **evaluate** teaching and learning. The relevant documentation will be completed

**Discuss with your teacher mentor:**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week (including time for you to complete directed tasks)
* Significant observations you have made both of teaching and learning.

**School Based Directed Tasks**

* File evidence of completed directed tasks in your evidence folder
* Review timetable of directed tasks at the end of the week with your teacher mentor by highlighting and amending where appropriate

**Lesson observation**

* Arrange a lesson observation by your teacher mentor
* Prepare for your lesson feedback by considering the key questions on the Phase 2 Prompt Cards.
* Incorporate the feedback and targets from this observation into your practice. Ensure a copy of the feedback form is signed by the mentor and uploaded to your OneDrive portfolio

**Weekly Review meeting**

* Prepare and complete Weekly Review Form and upload to the e-portfolio after the meeting.
* Ensure targets are SMART and you have thought about how you will improve your practice.

**Talk-through**

* Prepare and complete Talk-through
* Reflect on your discussions after the Talk-through and write your follow-up reflection.

#### **Teacher mentors should:**

* Provide trainee with any contextual information that was not covered on the preliminary days
* At the beginning of the week plan and timetable with the trainee when they can complete all the directed tasks during the placement and when they will observe and be observed by expert teachers in English and mathematics (remember to allow contingency time just in case)

**Provide opportunities for your trainee to:**

* Observe you teach a range of subjects with the corresponding planning for each lesson
* Discuss any adaptations you made to your lessons from the planning and why
* Discuss your formative and summative assessment policies, practices and monitoring
* Observe your behaviour management, transition and assessment for learning strategies and how your lessons flow from start to end
* Observe their focus children
* Work with small groups of children
* Reflect on and evaluate their observations during shared PPA time.

**Support your trainee to develop their teacher presence by:**

* Allowing the trainee to take the register
* Providing opportunities for the trainee to read aloud to the class
* Providing opportunities for the trainee to teach up to 20% of the timetable focusing on core subjects.
* Reviewing the trainee’s plans for each taught session, at least 24 hours in advance and provide feedback.

**Discuss with your trainee**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Significant observations the trainee has made of your or other expert colleagues’ teaching and learning

**Lesson observation**

* Conduct a lesson observation of your trainee using the Mentor Formative Feedback form
* Provide feedback to the trainee both verbally and written as soon as possible after the lesson. Use the Phase 2 Prompt Cards to support you with this feedback
* During the feedback ask the trainee to reflect and evaluate the children’s learning using the key questions from the Prompt Cards. You may need to ask additional questions to support the trainee to develop depth to their answers.

**School Based Directed Tasks**

* Review with your trainee the timetable of directed tasks at the end of the week

**Weekly Review meeting**

* Conduct Weekly Review Meeting - discuss, redraft, add comments and sign Weekly Review Form. The trainee should come to meeting with much of their form completed including ideas for targets.
* Ensure targets set are SMART targets and the trainee has a good understanding of how they are going to observe, deconstruct, rehearse and refine their practice across the week.

**Talk-through**

* Complete Talk-through discussion with the trainee. You will need to ask further questions to deepen their understanding and their reflective practice. The trainee will come to the discussion fully prepared. The teacher mentor should do more listening than talking to ensure the trainee develops their own practice.
* Use the weekly email sent from the university to help the trainees to make links between theory and practice
* Reflect on your discussions after the Talk-through and write your follow-up reflection.

## 27th – 31st January 2025 (Friday 31st January is a day back at University)

### Week Two: Beginning of Teaching (up to 40%), Observation and Evaluation

#### **Trainees should:**

**Observe and deconstruct**

* + Continue to observe your teacher mentor teaching a range of subjects in line with your targets for development set in the weekly review. Observe at least 3 full lessons.
  + Continue to observe your focus children as required to develop your knowledge and understanding of how they learn and to build up your evidence for the Pupil Progress task.
  + Observe teacher s identified with a strength in teaching English, phonics and mathematics
  + Work with small groups and monitor their learning using a tracking grid and evaluate their learning
  + Use your PD time to reflect on your observations and teaching and use to inform your planning for next week

**Continue to develop your teacher presence (teaching up to 40%) by:**

* Managing the class routines, including taking the register.
* Taking on responsibility for teaching up to 40% of the timetable focussing on the core subjects. For each of your sessions you must **plan**, **assess** children’s learning and **evaluate** teaching and learning. The relevant documentation will be completed
* Marking all work completed by the children in your taught sessions with appropriate feedback in line with the school policy before the next taught lesson in that subject.

**Discuss with the teacher mentor:**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Significant observations you have made both of your own teaching and learning and that of your teacher mentor

**School Based Directed Tasks**

* File evidence of completed directed tasks in your evidence folder
* Review timetable of directed tasks by highlighting and amending where appropriate

**Lesson observation**

* Arrange a lesson observation by your teacher mentor
* Prepare for your lesson feedback by considering the key questions on the Phase 2 Prompt Cards.
* Incorporate the feedback and targets from this observation into your practice. Ensure a copy of the feedback form is uploaded to your OneDrive portfolio

**Weekly Review meeting**

* Prepare and complete Weekly Review Form and upload to the OneDrive portfolio after the meeting.
* Ensure targets are SMART and you have thought about how you will improve your practice.

**Talk-through**

* Prepare and complete Talk-through
* Reflect on your discussions after the Talk-through and write your follow-up reflection.

**Visiting Tutor**

* In week 2 or 3, your Visiting Tutor will arrange a visit. This will include an observation alongside the teacher mentor and a discussion around your Planning file and OneDrive portfolio. Across this placement and Phase 1, ensure you have been observed teaching English and mathematics by your visiting tutor, at least once.

#### **Teacher mentors should:**

**Provide opportunities for your trainee to:**

* Observe you teach a range of subjects (trainees must observe at least 3 modelled lessons)
* Observe your behaviour management, transition and assessment for learning strategies and how your lessons flow from start to end
* Observe their seven focus children
* Work with small groups of children
* Observe teachers with a strength in teaching English and mathematics
* Reflect on and evaluate with you their observations during shared PPA time.

**Continue to support your trainee to develop their teacher presence (teaching up to 40%) by:**

* Allowing the trainee to take the register
* Providing opportunities for the trainee to read aloud to the class
* Providing opportunities for the trainee to teach core subjects
* Reviewing the trainee’s plans for each taught session 24 hours in advance and providing feedback
* Supporting the trainee to mark work produced in their taught sessions in line with the school’s policy

**Discuss with your trainee**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Significant observations the trainee has made of your teaching and learning

**Lesson observation**

* Conduct a lesson observation of your trainee using the Mentor Formative Feedback form
* Provide feedback to the trainee both verbally and written as soon as possible after the lesson. Use the Phase 2 Prompt Cards to support you with this feedback
* During the feedback ask the trainee to reflect and evaluate the children’s learning using the key questions from the Prompt Cards. You may need to ask additional questions to support the trainee to develop depth to their answers.

**School Based Directed Tasks**

* Review with trainee timetable of directed tasks

**Weekly Review meeting**

* Conduct Weekly Review Meeting - discuss, redraft, add comments and sign Weekly Review form. The trainee should come to meeting with much of their form completed including ideas for targets.
* Ensure targets set are SMART targets and the trainee has a good understanding of how they are going to observe, deconstruct, rehearse and refine their practice across the week.

**Talk-through**

* Complete Talk-through discussion with the trainee. You will need to ask further questions to deepen their understanding and their reflective practice. The trainee will come to the discussion fully prepared. The teacher mentor should do more listening than talking to ensure the trainee develops their own practice.
* Use the weekly email sent from the university to help the trainees to make links between theory and practice.

## 3rd – 7th February 2025

### Week Three: Developing independent teaching skills (up to 40%), Observation and Evaluation

#### **Trainees should:**

**Observe and deconstruct**

* + Continue to observe your teacher mentor teaching in line with your targets for development set in the weekly review.
  + Continue to observe your focus children as required to develop your knowledge and understanding of how they learn and to build up your evidence for the Pupil Progress task.
  + Reflect on your observations and use to inform your planning for next week

**Teach up to 40% by:**

* Managing the class routines, including taking the register.
* Taking on responsibility for teaching up to 40% of the timetable focussing on the core subjects. For each of your sessions you must **plan**, **assess** children’s learning and **evaluate** teaching and learning. The relevant documentation will be completed
* Marking all work completed by the children in your taught sessions with appropriate feedback in line with the school policy before the next taught lesson in that subject.

**Discuss with the teacher mentor:**

* + Roles, responsibilities and timetable for the week
  + Lesson plans and timetable for the following week
  + Significant observations you have made both of your own teaching and learning and that of your teacher mentor

**School Based Directed Tasks**

* File evidence of completed directed tasks in your evidence folder
* Complete the target setting part of your Pupil Progress task with your teacher mentor
* Review timetable of directed tasks by highlighting and amending where appropriate

**Lesson observation**

* Arrange a lesson observation by your teacher mentor
* Prepare for your lesson feedback by considering the key questions on the Phase 2 Prompt Cards.
* Incorporate the feedback and targets from this observation into your practice. Ensure a copy of the feedback form is signed by the mentor and uploaded to your OneDrive portfolio

**Weekly Review meeting**

* Prepare and complete Weekly Review Form and upload to the One Drive portfolio after the meeting.
* Ensure targets are SMART and you have thought about how you will improve your practice.
* During the meeting complete the Phase 2 Mid-Point Review with your teacher mentor

**Talk-Through**

* Prepare and complete Talk-through
* Reflect on your discussions after the Talk-through and write your follow-up reflection.

**Visiting Tutor**

* In week 2 or 3, your Visiting Tutor will arrange a visit. This will include an observation alongside the teacher mentor, an additional Talk-through and a discussion around your Planning file and OneDrive portfolio. Across this placement and Phase 1, ensure you have been observed teaching English and mathematics by your visiting tutor, at least once.

#### **Teacher mentors should:**

**Provide opportunities for your trainee to:**

* Observe you teach a range of subjects to support them with identified targets from the weekly review
* Observe their seven focus children
* Work with small groups of children when not teaching
* Reflect on and evaluate with you their observations during shared PPA time.

**Support your trainee to take on an increase in teaching responsibility by:**

* Allowing the trainee to manage the class routines, including taking the register.
* Supporting the trainee to teach up to 40% across the curriculum including teaching sequences of lessons.
* Reviewing the trainee’s plans for each taught session 24 hours in advance and provide feedback
* Supporting the trainee to mark work produced in their taught sessions in line with the school’s policy

**Discuss with your trainee**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Significant observations trainee has made of your teaching and learning

**Lesson observation**

* Conduct a lesson observation of your trainee using the Mentor Formative Feedback Form
* Provide feedback to the trainee both verbally and written as soon as possible after the lesson. Use the Phase 2 Prompt Cards to support you with this feedback
* During the feedback ask the trainee to reflect and evaluate the children’s learning using the key questions from the Prompt Cards. You may need to ask additional questions to support the trainee to develop depth to their answers.

**School Based Directed Tasks**

* Review with the trainee their timetable of directed tasks

**Weekly Review meeting**

* Conduct Weekly Review Meeting - discuss, redraft, add comments and sign Weekly Review form. The trainee should come to meeting with much of their form completed including ideas for targets.
* Ensure targets set are SMART targets and the trainee has a good understanding of how they are going to observe, deconstruct, rehearse and refine their practice across the week.

**Talk-throughs**

* Complete Talk-through discussion with the trainee. You will need to ask further questions to deepen their understanding and their reflective practice. The trainee will come to the discussion fully prepared. The teacher mentor should do more listening than talking to ensure the trainee develops their own practice.
* Use the weekly email sent from the university to help the trainees to make links between theory and practice.

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## 10th – 14th February 2025

### Week Four: Developing Independent Teaching Skills (up to 50%)

#### **Trainees should:**

**Observe and deconstruct**

* + Continue to observe your teacher mentor teaching in line with your targets for development set in the weekly review.
  + Continue to observe your focus children as required to develop your knowledge and understanding of how they learn and to build up your evidence for the Pupil Progress task.
* Reflect on your observations and use to inform your planning for next week

**Teach up to 50% by:**

* Managing the class routines, including taking the register.
* Taking on responsibility for teaching up to 50% of the timetable across the full range of the curriculum subjects. You must plan and teach a sequence of lessons in English and mathematics. For each of your sessions you must **plan**, **assess** children’s learning and **evaluate** teaching and learning. You will be informed by your mentor if this can be completed on the sequence of planning proforma.
* Marking all work completed by the children in your taught sessions with appropriate feedback in line with the school policy before the next taught lesson in that subject

**Discuss with the teacher mentor:**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Significant observations you have made both of your own teaching and learning and that of your teacher mentor

**School Based Directed Tasks**

* File evidence of completed directed tasks in your evidence folder
* Review timetable of directed tasks by highlighting and amending where appropriate

**Lesson observation**

* Arrange a lesson observation by your teacher mentor and expert practitioner in English and mathematics
* Prepare for your lesson feedback by considering the key questions on the Phase 2 Prompt Cards.
* Incorporate the feedback and targets from this observation into your practice. Ensure a copy of the feedback form is signed by the mentor and uploaded to your OneDrive portfolio

**Weekly Review meeting**

* Prepare and complete Weekly Review Form and upload to the OneDrive portfolio after the meeting.
* Ensure targets are SMART and you have thought about how you will improve your practice.

**Talk-through**

* Prepare for and complete a Talk-through
* Reflect on your discussions after the Talk-through and write your follow-up reflection.

#### Teacher mentors should:

**Provide opportunities for your trainee to:**

* Observe you teach to support them with identified targets from the weekly review
* Observe their seven focus children
* Reflect on and evaluate with you their observations during shared PPA time.

**Support your trainee to take on an increase in teaching responsibility by:**

* Allowing the trainee to manage the class routines, including taking the register.
* Supporting the trainee to teach up to 50% across the curriculum
* Reviewing the trainee’s plans for each taught session 24 hours in advance and provide feedback
* Supporting the trainee to mark work produced in their taught sessions in line with the school’s policy

**Discuss with your trainee**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Arrangements for teaching PE
* Significant observations the trainee has made of your teaching and learning

**Lesson observation**

* Conduct a lesson observation of your trainee using the Mentor Formative Feedback form
* Provide feedback to the trainee both verbally and written as soon as possible after the lesson. Use the Phase 2 Prompt Cards to support you with this feedback
* During the feedback ask the trainee to reflect and evaluate the children’s learning using the key questions from the Prompt Cards. You may need to ask additional questions to support the trainee to develop depth to their answers.

**School Based Directed Tasks**

* Review with the trainee the timetable of directed tasks

**Weekly Review meeting**

* Conduct Weekly Review Meeting - discuss, redraft, add comments and sign Weekly Review Form. The trainee should come to meeting with much of their form completed including ideas for targets.
* Ensure targets set are SMART targets and the trainee has a good understanding of how they are going to observe, deconstruct, rehearse and refine their practice across the week.

**Talk-through**

* Complete Talk-through discussion with the trainee. You will need to ask further questions to deepen their understanding and their reflective practice. The trainee will come to the discussion fully prepared. The teacher mentor should do more listening than talking to ensure the trainee develops their own practice.
* Use the weekly email sent from the university to help the trainees to make links between theory and practice.

**Mid-Phase Moderation Meeting (Wednesday 12th February: 1pm – 4pm)**

* Attend Mid-Phase Moderation meeting to review your trainee’s progress and complete the Phase 2 CARD mid-phase review. You will need to bring their Planning file to the meeting.
* Feedback to the trainee the review conducted of their progression so far, and areas for development. This will include support sessions that they should attend during the half term break.

**Important note: Where specific action is required as a result of this meeting, both the trainee and teacher mentor will be informed. The Visiting Tutor will set clear targets with the trainee to meet during the next visit.**

## 17th – 21st February 2025 - Half Term week

**Trainees may be invited to:**

* Attend University sessions (support clinics, tutorials, etc). Research, prepare and plan for teaching input over the next 5 weeks.

## 24th – 28th February **2025**

### Week Five: Developing Independent Teaching Skills (up to 60%)

#### **Trainees should:**

**Observe and deconstruct**

* + Continue to observe your teacher mentor teaching in line with your targets for development set in the weekly review.
  + Continue to observe your focus children as required to develop your knowledge and understanding of how they have progressed from your Pupil Progress task discussion
* Reflect on your observations and use to inform your planning for next week

**Teach up to 60% by:**

* Managing the class routines, including taking the register.
* Taking on responsibility for teaching up to 60% of the timetable across the full range of the curriculum subjects. You must plan and teach a sequence of lessons in English and Mathematics. For each of your sessions, you must **plan**, **assess** children’s learning and **evaluate** teaching and learning. The relevant documentation will be completed.
* Marking all work completed by the children in your taught sessions with appropriate feedback in line with the school policy before the next taught lesson in that subject.

**Discuss with the teacher mentor:**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Significant observations you have made both of your own teaching and learning and that of your teacher mentor

**School Based Directed Tasks**

* File evidence of completed directed tasks in your evidence folder
* Review timetable of directed tasks by highlighting and amending where appropriate
* Pupil Progress Meeting - discuss the evidence collated for each focus child’s strengths and areas of development and with support from your mentor, identify targets which the children should achieve, or work towards, over the remaining weeks.
* Agree targets for each focus child and identify how the children might be supported to achieve these targets over the next four weeks

**Lesson observation**

* Arrange a lesson observation by your teacher mentor
* If you have not been observed by an expert practitioner in English and mathematics, you need to arrange this
* Prepare for your lesson feedback by considering the key questions on the Phase 2 Prompt Cards.
* Incorporate the feedback and targets from this observation into your practice. Ensure a copy of the feedback form is signed by the mentor and uploaded to your OneDrive portfolio

**Weekly Review meeting**

* Prepare and complete Weekly Review Form and upload to the One Drive portfolio after the meeting.
* Ensure targets are SMART and you have thought about how you will improve your practice.

**Talk-Through**

* Prepare and complete Talk-through
* Reflect on your discussions after the Talk-through and write your follow-up reflection.

**Teacher mentors should:**

**Provide opportunities for your trainee to:**

* Observe you teach to support them with identified targets from the weekly review
* Observe their seven focus children
* Reflect on and evaluate with you their observations during shared PPA time.

**Support your trainee to take on an increase in teaching responsibility by:**

* Allowing the trainee to manage the class routines, including taking the register.
* Supporting the trainee to teach up to 60% across the curriculum
* Reviewing the trainee’s plans for each taught session 24 hours in advance and provide feedback
* Supporting the trainee to mark work produced in their taught sessions in line with the school’s policy

**Discuss with your trainee**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Significant observations the trainee has made of your teaching and learning

**Lesson observation**

* Conduct a lesson observation of your trainee using the Mentor Formative Feedback Form
* Provide feedback to the trainee both verbally and written as soon as possible after the lesson. Use the Phase 2 Prompt Cards to support you with this feedback
* During the feedback ask the trainee to reflect and evaluate the children’s learning using the key questions from the Prompt Cards. You may need to ask additional questions to support the trainee to develop depth to their answers.

**School Based Directed Tasks**

* Review with the trainee the timetable of directed tasks
  + Pupil Progress Meeting - discuss the evidence that the trainee has collated and their justification for each focus child’s strengths and areas of development
  + Agree targets for each focus child and identify how the trainee can support the children to achieve these targets over the next three weeks.

**Weekly Review meeting**

* Conduct Weekly Review Meeting - discuss, redraft, add comments and sign Weekly Review Form. The trainee should come to meeting with much of their form completed including ideas for targets.
* Ensure targets set are SMART targets and the trainee has a good understanding of how they are going to observe, deconstruct, rehearse and refine their practice across the week.

**Talk-throughs**

* Complete Talk-through discussion with the trainee. You will need to ask further questions to deepen their understanding and their reflective practice. The trainee will come to the discussion fully prepared. The teacher mentor should do more listening than talking to ensure the trainee develops their own practice.
* Use the weekly email sent from the university to help the trainees to make links between theory and practice.

## 3rd – 7th March 2025

### Week Six: Developing Independent Teaching Skills (up to 60%)

#### **Trainees should:**

**Observe, reflect and evaluate**

* + Continue to observe your teacher mentor teaching in line with your targets for development set in the weekly review.
  + Continue to observe your focus children as required to develop your knowledge and understanding of how they have progressed from your Pupil Progress task discussion
* Reflect on your observations and use to inform your planning for next week

**Teach up to 60% by:**

* Managing the class routines, including taking the register.
* Taking on responsibility for teaching up to 60% of the timetable across the full range of the curriculum subjects. You must plan and teach a sequence of lessons in English and Mathematics. For each of your sessions you must **plan**, **assess** children’s learning and **evaluate** teaching and learning. The relevant documentation will be completed.
* Marking all work completed by the children in your taught sessions with appropriate feedback in line with the school policy before the next taught lesson in that subject.

**Discuss with the teacher mentor:**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Significant observations you have made both of your own teaching and learning and that of your teacher mentor

**School Based Directed Tasks**

* File evidence of completed directed tasks in your evidence folder
* Review timetable of directed tasks by highlighting and amending where appropriate
* Review the targets set for each of the focus children and identify your role in this progress.

**Lesson observation**

* Arrange a lesson observation by your teacher mentor
* If you have not been observed by an expert practitioner in English and mathematics, you need to arrange this
* Prepare for your lesson feedback by considering the key questions on the Phase 2 Prompt Cards.
* Incorporate the feedback and targets from this observation into your practice. Ensure a copy of the feedback form is signed by the mentor and uploaded to your OneDrive portfolio

**Weekly Review meeting**

* Prepare and complete Weekly Review Form and upload to the One Drive portfolio after the meeting.
* Ensure targets are SMART and you have thought about how you will improve your practice.

**Talk-through**

* Prepare and complete Talk-through
* Reflect on your discussions after the Talk-through and write your follow-up reflection.

**Visiting Tutor**

* In week 6 or 7, your Visiting Tutor (or ITE Co-ordinator for Lead Partner trainees) will arrange a visit. This will include an observation alongside the teacher mentor and a discussion around your Planning file and OneDrive portfolio. Across this placement and Phase 1, ensure you have been observed teaching English and mathematics by your visiting tutor, at least once.

**Teacher mentors should:**

**Provide opportunities for your trainee to:**

* Observe you teach to support them with identified targets from the weekly review
* Observe their seven focus children
* Reflect on and evaluate with you their observations during shared PPA time.

**Support your trainee to take on an increase in teaching responsibility by:**

* Allowing the trainee to manage the class routines, including taking the register.
* Supporting the trainee to teach up to 60% across the curriculum
* Reviewing the trainee’s plans for each taught session 24 hours in advance and provide feedback
* Supporting the trainee to mark work produced in their taught sessions in line with the school’s policy

**Discuss with your trainee**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Significant observations the trainee has made of your teaching and learning

**Lesson observation**

* Conduct a lesson observation of your trainee using the Mentor Formative Feedback Form
* Provide feedback to the trainee both verbally and written as soon as possible after the lesson. Use the Phase 2 Prompt Cards to support you with this feedback
* During the feedback ask the trainee to reflect and evaluate the children’s learning using the key questions from the Prompt Cards. You may need to ask additional questions to support the trainee to develop depth to their answers.
* Ensure that the form is signed by you and the trainee

**School Based Directed Tasks**

* Review with the trainee the timetable of directed tasks

**Weekly Review meeting**

* Conduct Weekly Review Meeting - discuss, redraft, add comments and sign Weekly Review Form. The trainee should come to meeting with much of their form completed including ideas for targets.
* Ensure targets set are SMART targets and the trainee has a good understanding of how they are going to observe, deconstruct, rehearse and refine their practice across the week.

**Talk-through**

* Complete Talk-through discussion with the trainee. You will need to ask further questions to deepen their understanding and their reflective practice. The trainee will come to the discussion fully prepared. The teacher mentor should do more listening than talking to ensure the trainee develops their own practice.
* Use the weekly email sent from the university to help the trainees to make links between theory and practice.

## 10th – 14th March 2025

**Week Seven: Developing Independent Teaching Skills (up to 80%)**

**Trainees should:**

**Observe, reflect and evaluate**

* + Continue to observe your teacher mentor teaching in line with your targets for development set in the weekly review.
  + Continue to observe your focus children as required to develop your knowledge and understanding of how they have progressed from your Pupil Progress task discussion
* Reflect on your observations and use to inform your planning for next week

**Teach up to 80% by:**

* Managing the class routines, including taking the register.
* Taking on responsibility for teaching up to 80% of the timetable across the full range of the curriculum subjects. You must plan and teach a sequence of lessons in English and Mathematics. For each of your sessions you must **plan**, **assess** children’s learning and **evaluate** teaching and learning. The relevant documentation will be completed.
* Marking all work completed by the children in your taught sessions with appropriate feedback in line with the school policy before the next taught lesson in that subject.

**Discuss with the teacher mentor:**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Significant observations you have made both of your own teaching and learning and that of your teacher mentor

**School Based Directed Tasks**

* File evidence of completed directed tasks in your evidence folder
* Review timetable of directed tasks by highlighting and amending where appropriate

**Lesson observation**

* Arrange a lesson observation by your teacher mentor
* If you have not been observed by an expert practitioner in English and mathematics, you need to arrange this
* Prepare for your lesson feedback by considering the key questions on the Phase 2 Prompt Cards.
* Incorporate the feedback and targets from this observation into your practice. Ensure a copy of the feedback form is signed by the mentor and uploaded to your OneDrive portfolio

**Weekly Review meeting**

* Prepare and complete Weekly Review Form and upload to the One Drive portfolio after the meeting.
* Ensure targets are SMART and you have thought about how you will improve your practice.

**Talk-through**

* Prepare and complete Talk-through
* Reflect on your discussions after the Talk-through and write your follow-up reflection.

**Visiting Tutor**

* In week 6 or 7, your Visiting Tutor (or ITE Co-ordinator for Lead Partner trainees) will arrange a visit. This will include an observation alongside the teacher mentor and a discussion around your Planning file and OneDrive portfolio. Across this placement and Phase 1, ensure you have been observed teaching English and mathematics by your visiting tutor, at least once.

**Teacher mentors should:**

**Provide opportunities for your trainee to:**

* Observe you teach to support them with identified targets from the weekly review
* Observe their seven focus children
* Reflect on and evaluate with you their observations during shared PPA time

**Support your trainee to take on an increase in teaching responsibility by:**

* Allowing the trainee to manage the class routines, including taking the register
* Supporting the trainee to teach up to 80% across the curriculum
* Reviewing the trainee’s plans for each taught session 24 hours in advance and provide feedback
* Supporting the trainee to mark work produced in their taught sessions in line with the school’s policy

**Discuss with your trainee**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Significant observations the trainee has made of your teaching and learning

**Lesson observation**

* Conduct a lesson observation of your trainee using the Mentor Formative Feedback Form
* Provide feedback to the trainee both verbally and written as soon as possible after the lesson. Use the Phase 2 Prompt Cards to support you with this feedback
* During the feedback ask the trainee to reflect and evaluate the children’s learning using the key questions from the Prompt Cards. You may need to ask additional questions to support the trainee to develop depth to their answers.
* Ensure that the form is signed by you and the trainee

**School Based Directed Tasks**

* Review with the trainee the timetable of directed tasks

**Weekly Review meeting**

* Conduct Weekly Review Meeting - discuss, redraft, add comments and sign Weekly Review Form. The trainee should come to meeting with much of their form completed including ideas for targets.
* Ensure targets set are SMART targets and the trainee has a good understanding of how they are going to observe, deconstruct, rehearse and refine their practice across the week.

**Talk-through**

* Complete Talk-through discussion with the trainee. You will need to ask further questions to deepen their understanding and their reflective practice. The trainee will come to the discussion fully prepared. The teacher mentor should do more listening than talking to ensure the trainee develops their own practice.
* Use the weekly email sent from the university to help the trainees to make links between theory and practice.

**End of Phase 2 CARD**

* Consider trainee’s progress against the end of Phase 2 CARD, alongside the trainee where possible, note where there are gaps in terms of opportunity or attainment. Further information about this assessment will be available on the School Experience website.

## 17th – 21st March 2025

**Week Eight: Developing Independent Teaching Skills (up to 80%)**

**Trainees should:**

**Observe, reflect and evaluate**

* + Continue to observe your teacher mentor teaching in line with your targets for development set in the weekly review.
  + Continue to observe your focus children as required to develop your knowledge and understanding of how they have progressed from your Pupil Progress task discussion
* Reflect on your observations and use to inform your planning for next week

**Teach up to 80% by:**

* Managing the class routines, including taking the register.
* Taking on responsibility for teaching up to 80% of the timetable across the full range of the curriculum subjects. You must plan and teach a sequence of lessons in English and Mathematics. For each of your sessions you must **plan**, **assess** children’s learning and **evaluate** teaching and learning. The relevant documentation will be completed.
* Marking all work completed by the children in your taught sessions with appropriate feedback in line with the school policy before the next taught lesson in that subject.

**Discuss with the teacher mentor:**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Significant observations you have made both of your own teaching and learning and that of your teacher mentor

**School Based Directed Tasks**

* File evidence of completed directed tasks in your evidence folder
* Review timetable of directed tasks by highlighting and amending where appropriate

**Lesson observation**

* Arrange a lesson observation by your teacher mentor
* If you have not been observed by an expert practitioner in English and mathematics, you need to arrange this
* Prepare for your lesson feedback by considering the key questions on the Phase 2 Prompt Cards.
* Incorporate the feedback and targets from this observation into your practice. Ensure a copy of the feedback form is signed by the mentor and uploaded to your OneDrive portfolio

**Weekly Review meeting**

* Prepare and complete Weekly Review Form and upload to the One Drive portfolio after the meeting.
* Ensure targets are SMART and you have thought about how you will improve your practice.

**Talk-through**

* Prepare and complete Talk-through
* Reflect on your discussions after the Talk-through and write your follow-up reflection.

**Teacher mentors should:**

**Provide opportunities for your trainee to:**

* Observe you teach to support them with identified targets from the weekly review
* Observe their seven focus children
* Reflect on and evaluate with you their observations during shared PPA time

**Support your trainee to take on an increase in teaching responsibility by:**

* Allowing the trainee to manage the class routines, including taking the register
* Supporting the trainee to teach up to 80% across the curriculum
* Reviewing the trainee’s plans for each taught session 24 hours in advance and provide feedback
* Supporting the trainee to mark work produced in their taught sessions in line with the school’s policy

**Discuss with your trainee**

* Roles, responsibilities and timetable for the week
* Lesson plans and timetable for the following week
* Significant observations the trainee has made of your teaching and learning

**Lesson observation**

* Conduct a lesson observation of your trainee using the Mentor Formative Feedback Form
* Provide feedback to the trainee both verbally and written as soon as possible after the lesson. Use the Phase 2 Prompt Cards to support you with this feedback
* During the feedback ask the trainee to reflect and evaluate the children’s learning using the key questions from the Prompt Cards. You may need to ask additional questions to support the trainee to develop depth to their answers.
* Ensure that the form is signed by you and the trainee

**School Based Directed Tasks**

* Review with the trainee the timetable of directed tasks

**Weekly Review meeting**

* Conduct Weekly Review Meeting - discuss, redraft, add comments and sign Weekly Review Form. The trainee should come to meeting with much of their form completed including ideas for targets.
* Ensure targets set are SMART targets and the trainee has a good understanding of how they are going to observe, deconstruct, rehearse and refine their practice across the week.

**Talk-through**

* Complete Talk-through discussion with the trainee. You will need to ask further questions to deepen their understanding and their reflective practice. The trainee will come to the discussion fully prepared. The teacher mentor should do more listening than talking to ensure the trainee develops their own practice.
* Use the weekly email sent from the university to help the trainees to make links between theory and practice.

## 24th – 28th March 2025

**Week Nine: Developing Independent Teaching Skills (up to 80%)**

**Trainees should:**

**Observe, reflect and evaluate**

* + Continue to observe your teacher mentor teaching in line with your targets for development set in the weekly review.
  + Continue to observe your focus children as required to develop your knowledge and understanding of how they have progressed from your Pupil Progress task discussion
* Reflect on your observations and use to inform your planning for next week

**Teach up to 80% by:**

* Managing the class routines, including taking the register.
* Taking on responsibility for teaching up to 80% of the timetable across the full range of the curriculum subjects. You must plan and teach a sequence of lessons in English and Mathematics. For each of your sessions you must **plan**, **assess** children’s learning and **evaluate** teaching and learning. The relevant documentation will be completed.
* Marking all work completed by the children in your taught sessions with appropriate feedback in line with the school policy before the next taught lesson in that subject.

**Discuss with the teacher mentor:**

* Roles, responsibilities and timetable for the week
* Significant observations you have made both of your own teaching and learning and that of your teacher mentor

**School Based Directed Tasks**

* File evidence of completed directed tasks in your evidence folder
* Review timetable of directed tasks by highlighting and amending where appropriate

**Lesson observation**

* Arrange a lesson observation by your teacher mentor
* If you have not been observed by an expert practitioner in English and mathematics, you need to arrange this
* Prepare for your lesson feedback by considering the key questions on the Phase 2 Prompt Cards.
* Incorporate the feedback and targets from this observation into your practice. Ensure a copy of the feedback form is signed by the mentor and uploaded to your OneDrive portfolio

**Weekly Review meeting**

* Prepare and complete Weekly Review Form and upload to the One Drive portfolio after the meeting.
* Ensure targets are SMART and you have thought about how you will improve your practice.

**Talk-through**

* Prepare and complete Talk-through
* Reflect on your discussions after the Talk-through and write your follow-up reflection.

**Teacher mentors should:**

**Provide opportunities for your trainee to:**

* Observe you teach to support them with identified targets from the weekly review
* Observe their seven focus children
* Reflect on and evaluate with you their observations during shared PPA time

**Support your trainee to take on an increase in teaching responsibility by:**

* Allowing the trainee to manage the class routines, including taking the register
* Supporting the trainee to teach up to 80% across the curriculum
* Reviewing the trainee’s plans for each taught session 24 hours in advance and provide feedback
* Supporting the trainee to mark work produced in their taught sessions in line with the school’s policy

**Discuss with your trainee**

* Roles, responsibilities and timetable for the week
* Significant observations the trainee has made of your teaching and learning

**Lesson observation**

* Conduct a lesson observation of your trainee using the Mentor Formative Feedback Form
* Provide feedback to the trainee both verbally and written as soon as possible after the lesson. Use the Phase 2 Prompt Cards to support you with this feedback
* During the feedback ask the trainee to reflect and evaluate the children’s learning using the key questions from the Prompt Cards. You may need to ask additional questions to support the trainee to develop depth to their answers.
* Ensure that the form is signed by you and the trainee

**School Based Directed Tasks**

* Review with the trainee the timetable of directed tasks

**Weekly Review meeting**

* Conduct Weekly Review Meeting - discuss, redraft, add comments and sign Weekly Review Form. The trainee should come to meeting with much of their form completed including ideas for targets.
* Ensure targets set are SMART targets and the trainee has a good understanding of how they are going to observe, deconstruct, rehearse and refine their practice across the week.

**Talk-through**

* Complete Talk-through discussion with the trainee. You will need to ask further questions to deepen their understanding and their reflective practice. The trainee will come to the discussion fully prepared. The teacher mentor should do more listening than talking to ensure the trainee develops their own practice.
* Use the weekly email sent from the university to help the trainees to make links between theory and practice.

**End of Phase 2 CARD**

* Complete End of Phase 2 CARD alongside the trainee where possible. Further information about this assessment will be available on the School Experience website.