# A Week-by-Week Guide to Phase 3

####

It is important that trainees take ownership over their own development and progress across this 8 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 and include 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 3, 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.

You may find it useful to have a discussion around how this expectation can be managed.

* 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 (PPC) and the Professional Behaviours area of the ITE curriculum.

## Expectations for this placement

**Planning**

* To be able to meet the expectations at the end of the placement, you will need to be confidently and consistently planning using the ‘sequence of lessons proforma’, guided by the school’s existing planning.
* Whenever you are observed by your mentor or a tutor, **you must produce an individual lesson plan**. You may want to provide the sequence planning to show where this lesson fits within a sequence of lessons.
* At any point in the placement, if issues about planning or classroom practice arise or are identified, then trainees may be required to use the individual lesson planning format for all lessons.
* Teacher mentors should provide a medium-term plan for the period in which the trainee will be working in school. Learning about how long-term aims and key objectives in medium term plans are used to inform Lesson/Activity Planning forms an important part of trainees’ learning during this block of school experience. Trainees will need to see the documentation the school uses (e.g. National Curriculum, Early Years Foundation Stage Curriculum, long and medium term plans and schemes of work) and how these are used to inform weekly and daily lesson plans.

**Evaluation**

* Evaluation is a key part of the development cycle and supports you in your reflective practice. As part of a sequence of lessons, evaluation helps you to review the impact of you teaching on pupil progress and what adjustments need to be made in the following lesson.
* Across the placement, you are expected to complete evaluations of each lesson taught.
* **Evaluations should focus on:**
	+ How your approach to adaptations impacted on the range of children’s responses and outcomes
	+ The monitoring and analysis of the children’s development and learning.
	+ Your PDF and how this lesson contributes to meeting your weekly targets

###

## 28th April – 2nd May

### Week One: Including, 2 preliminary days, beginning teaching (Up to 20%), observation and evaluation

### Trainees should:

* 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 any directed tasks during the placement. Ensure a copy of this timetable is in your Planning Folder and discussed with the Teacher mentor.

**Observe and deconstruct**

* 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 2 placement. Use the Phase 3 Prompt Cards and Subject Overviews to support your observations.
* Share and discuss the Teacher mentor’s formative assessment (AfL) and summative assessment practices and record keeping systems in preparation for the pupil progress task.

**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
* reading aloud to the whole class
* taking on responsibility for teaching up to 20% of the week’s timetable. 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
* 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 3 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 e-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 been clear around what this target will help you to achieve

**Talk-through**

* Prepare and complete Talk-through (select form the list of Talk-throughs on the SE site and on your weekly review form)
* Reflect on your discussions after the Talk-through and write up your reflection

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

* Provide the trainee with any contextual information.
* At the beginning of the week, plan and timetable with the trainee when they can complete all the directed tasks during the placement.

**Provide opportunities for your trainee to:**

* Observe you teach a range of subjects with the corresponding planning for each lesson which the trainee will be able to deconstruct
* Discuss any adaptations you made to your lessons from the planning and why
* Discuss your formative and summative assessment policies, practices and monitoring
* Observe and deconstruct your behaviour management, transition and assessment for learning strategies and how your lessons flow from start to end
* Reflect on and evaluate their observations during shared PPA time.
* See a model of how to complete planning in line with the expectations for the placement

**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 week’s timetable.
* Reviewing the trainee’s plans for each taught session 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 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 3 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 with clear strengths and areas for development with clear strengths and areas for development

**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-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

## 5th – 9th May

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

### Trainees should:

* 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 teaching, observing and completing directed tasks during the placement. Ensure a copy of this timetable is in your Planning Folder and discussed with the Teacher mentor.

**Observe and deconstruct**

* 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 2 placement. Use the Phase 3 Prompt Cards and Subject Overviews to support your observations.
* Share and discuss the Teacher mentor’s formative assessment (AfL) and summative assessment practices and record keeping systems in preparation for the pupil progress task.

**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
* reading aloud to the whole class
* taking on responsibility for teaching up to 40% of the timetable. 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
* Significant observations you have made both of teaching and learning.

**School Based Directed Tasks**

* File evidence of any 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 3 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 e-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 been clear around what this target will help you to achieve

**Talk-through**

* Prepare and complete Talk-through (select form the list of Talk-throughs on the SE site and on your weekly review form)
* Reflect on your discussions after the Talk-through and write up your reflection

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

* Provide the trainee with any contextual information 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.

**Provide opportunities for your trainee to:**

* Observe you teach a range of subjects with the corresponding planning for each lesson which the trainee will be able to deconstruct
* Discuss any adaptations you made to your lessons from the planning and why
* Discuss your formative and summative assessment policies, practices and monitoring
* Observe and deconstruct your behaviour management, transition and assessment for learning strategies and how your lessons flow from start to end
* Reflect on and evaluate their observations during shared PPA time.
* See a model of how to complete planning in line with the expectations for the placement

**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 40% of the timetable.
* Reviewing the trainee’s plans for each taught session 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 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 3 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 with clear strengths and areas for development with clear strengths and areas for development

**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-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

**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 e-portfolio.

#### **12th – 16th May 2025**

### Week Three: Developing independent teaching skills (up to 50%), Observation and Evaluation

### Trainees should:

* At the beginning of the week, plan and timetable when you teaching, observing and completing directed tasks during the placement. Ensure a copy of this timetable is in your Planning Folder and discussed with the teacher mentor.

**Observe and deconstruct**

* 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 2 placement. Use the Phase 3 Prompt Cards and Subject Overviews to support your observations.
* Share and discuss the Teacher mentor’s formative assessment (AfL) and summative assessment practices and record keeping systems in preparation for the pupil progress task.

**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
* reading aloud to the whole class
* taking on responsibility for teaching up to 40% of the timetable. 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
* 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 3 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 e-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 been clear around what this target will help you to achieve

**Talk-through**

* Prepare and complete Talk-through (select form the list of Talk-throughs on the SE site and on your weekly review form)
* Reflect on your discussions after the Talk-through and write up your reflection

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

* At the beginning of the week, plan and timetable with the trainee when they can complete all the directed tasks during the placement.

**Provide opportunities for your trainee to:**

* Observe you teach a range of subjects with the corresponding planning for each lesson which the trainee will be able to deconstruct
* Discuss any adaptations you made to your lessons from the planning and why
* Discuss your formative and summative assessment policies, practices and monitoring
* Observe and deconstruct your behaviour management, transition and assessment for learning strategies and how your lessons flow from start to end
* Reflect on and evaluate their observations during shared PPA time.
* See a model of how to complete planning in line with the expectations for the placement.

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

* Allowing the trainee to take the register
* Providing opportunities for the trainee to teach up to 40% of the timetable.
* Reviewing the trainee’s plans for each taught session 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 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 3 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 with clear strengths and areas for development with clear strengths and areas for development

**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-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.

**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 e-portfolio.

## 19th – 23rd May

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

### Trainees should:

* At the beginning of the week, plan and timetable when you teaching, observing and completing directed tasks during the placement. Ensure a copy of this timetable is in your Planning Folder and discussed with the teacher mentor.

**Observe and deconstruct**

* 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 2 placement. Use the Phase 3 Prompt Cards and Subject Overviews to support your observations.
* Share and discuss the Teacher mentor’s formative assessment (AfL) and summative assessment practices and record keeping systems in preparation for the pupil progress task.

**Develop your teacher presence by:**

* taking on responsibility for teaching up to 60% of the timetable. 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
* 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 3 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 e-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 been clear around what this target will help you to achieve

**Pupil progress meeting**

* During your weekly meeting, receive feedback on your tracking as part of this task. Be prepared to share evidence with your mentor.

**Talk-through**

* Prepare and complete Talk-through (select form the list of Talk-throughs on the SE site and on your weekly review form)
* Reflect on your discussions after the Talk-through and write up your reflection

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

* At the beginning of the week, plan and timetable with the trainee when they can complete all the directed tasks during the placement.

**Provide opportunities for your trainee to:**

* Observe you teach a range of subjects with the corresponding planning for each lesson which the trainee will be able to deconstruct
* Discuss any adaptations you made to your lessons from the planning and why
* Discuss your formative and summative assessment policies, practices and monitoring
* Observe and deconstruct your behaviour management, transition and assessment for learning strategies and how your lessons flow from start to end
* Reflect on and evaluate their observations during shared PPA time.
* See a model of how to complete planning in line with the expectations for the placement

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

* Providing opportunities for the trainee to teach up to 60% of the timetable.
* Reviewing the trainee’s plans for each taught session 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 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 3 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 with clear strengths and areas for development with clear strengths and areas for development

**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.

**Pupil progress meeting**

* During the weekly meeting, the trainee should present evidence of their tracking within a core subject. Please offer feedback and discuss how this is being used to inform future learning.

**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

**Mid-Phase 3 Moderation Meeting (Tuesday 20th May 1pm - 4pm)**

* Attend Mid-Phase Moderation meeting to review your trainee’s progress. You will need to bring their planning file.
* Feedback to the trainee the review conducted of their progression so far, including where the Phase 3 expectations / minimum expectations are on track to be met. There may be individual, targeted support sessions during half term.
* Complete Phase 3 mid-phase CARD and share with trainee

**Important note: This assessment point is where an assessment of practical teaching will be made that will inform the final decision regarding the recommendation for the award of QTS after the completion of this placement. You will be assessed on whether you are on-track or not to meet the minimum expectations.**

**Where specific action is required as a result of this meeting, both the trainee and teacher mentor will be informed. The visiting tutor and mentor will set clear targets with the trainee to meet in order to meet the minimum expectations for the Teachers’ Standards.**

## 26th – 30th May: Half Term break

* You may be required to attend University sessions during the Tuesday or Wednesday of this week for support sessions or tutorials. Research, prepare and plan for teaching input over the next 4 weeks.

2nd – 6th June

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

### Trainees should:

* At the beginning of the week, plan and timetable when you teaching, observing and completing directed tasks during the placement. Ensure a copy of this timetable is in your Planning Folder and discussed with the teacher mentor.

**Observe and deconstruct**

* 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 2 placement. Use the Phase 3 Prompt Cards and Subject Overviews to support your observations.
* Share and discuss the Teacher mentor’s formative assessment (AfL) and summative assessment practices and record keeping systems in preparation for the pupil progress task.

**Develop your teacher presence by:**

* Taking on responsibility for teaching up to 60% of the timetable. 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
* 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 3 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 e-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 been clear around what this target will help you to achieve

**Talk-through**

* Prepare and complete Talk-through (select form the list of Talk-throughs on the SE site and on your weekly review form)
* Reflect on your discussions after the Talk-through and write up your reflection

**Teacher mentors should:**

* At the beginning of the week, plan and timetable with the trainee and agree when they can complete directed tasks during the placement.

**Provide opportunities for your trainee to:**

* Observe you teach a range of subjects with the corresponding planning for each lesson which the trainee will be able to deconstruct
* Discuss any adaptations you made to your lessons from the planning and why
* Discuss your formative and summative assessment policies, practices and monitoring
* Observe and deconstruct your behaviour management, transition and assessment for learning strategies and how your lessons flow from start to end
* Reflect on and evaluate their observations during shared PPA time.
* See a model of how to complete planning in line with the expectations for the placement.

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

* Providing opportunities for the trainee to teach up to 60% of the timetable.
* Reviewing the trainee’s plans for each taught session 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 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 3 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 with clear strengths and areas for development with clear strengths and areas for development

**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-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

## 9th – 13th June 2025

### Week Six: Developing Independent Teaching Skills (up to 80%)

### Trainees should:

* At the beginning of the week, plan and timetable when you teaching, observing and completing directed tasks during the placement. Ensure a copy of this timetable is in your Planning Folder and discussed with the teacher mentor.

**Observe and deconstruct**

* 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 2 placement. Use the Phase 3 Prompt Cards and Subject Overviews to support your observations.
* Share and discuss the Teacher mentor’s formative assessment (AfL) and summative assessment practices and record keeping systems in preparation for the pupil progress task.

**Develop your teacher presence by:**

* Taking on responsibility for teaching up to 60% of the timetable. 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
* 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 3 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 e-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 been clear around what this target will help you to achieve

**Talk-through**

* Prepare and complete Talk-through (select form the list of Talk-throughs on the SE site and on your weekly review form)
* Reflect on your discussions after the Talk-through and write up your reflection.

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

**Provide opportunities for your trainee to:**

* At the beginning of the week, plan and timetable with the trainee when they can complete all the directed tasks during the placement.

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

* Providing opportunities for the trainee to teach up to 80% of the timetable.
* Reviewing the trainee’s plans for each taught session 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 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 3 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 with clear strengths and areas for development with clear strengths and areas for development

**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-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

**Visiting Tutor**

* In week 6 or 7, your Visiting Tutor (or ITE Co-ordinator for School Direct trainees) will arrange a visit. This will include an observation alongside the Teacher mentor, and a discussion around your Planning file and e-portfolio.

## 16th – 20th June 2025

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

### Trainees should:

* At the beginning of the week, plan and timetable when you teaching, observing and completing directed tasks during the placement. Ensure a copy of this timetable is in your Planning Folder and discussed with the teacher mentor.

**Observe and deconstruct**

* Observe your teacher mentor with different observation focuses. Use the Phase 3 Prompt Cards and Subject Overviews to support your observations.
* Share and discuss the Teacher mentor’s formative assessment (AfL) and summative assessment practices and record keeping systems in preparation for the pupil progress task.

**Develop your teacher presence by:**

* Taking on responsibility for teaching up to 80% of the timetable. 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
* Significant observations you have made both of teaching and learning.

**Lesson observation**

* Arrange a lesson observation by your teacher mentor
* Prepare for your lesson feedback by considering the key questions on the Phase 3 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 e-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 been clear around what this target will help you to achieve

**Pupil progress meeting**

* During the weekly meeting, present your pupil progress report to your mentor (or to a member of SLT)
* You will receive feedback on this and discuss to what extent you’ve met the expectations of CARD 3: TS6.3 Under supervision, use relevant data to monitor progress and set targets; draw on data to plan subsequent lessons.
* If you have not met this standard sufficiently, you will act upon the feedback from your mentor in order to make revisions and present your improved report

**Talk-through**

* Prepare and complete Talk-through (select form the list of Talk-throughs on the SE site and on your weekly review form)
* Reflect on your discussions after the Talk-through and write up your reflection

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

**Provide opportunities for your trainee to:**

* At the beginning of the week, plan and timetable with the trainee when they can complete all the directed tasks during the placement.

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

* Providing opportunities for the trainee to teach up to 80% of the timetable.
* Reviewing the trainee’s plans for each taught session 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 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 3 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 with clear strengths and areas for development with clear strengths and areas for development

**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

**Pupil progress meeting**

* During the weekly meeting, the trainee will present their pupil progress report to you (or to a member of SLT)
* Provide feedback and discuss the extent to which they have met the expectations of CARD 3: *TS6.3 Under supervision, use relevant data to monitor progress and set targets; draw on data to plan subsequent lessons*.
* If they have not met this standard sufficiently, provide feedback to support revisions and agree a date to present the improved report

**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

**Visiting Tutor**

* In week 6 or 7, your Visiting Tutor (or ITE Co-ordinator for School Direct trainees) will arrange a visit. This will include an observation alongside the Teacher mentor, and a discussion around your Planning file and e-portfolio.

**End of Phase 3 Report**

* Complete End of Phase 3 CARD, alongside the trainee where possible. Further information about this report will be available on the SE site.

**Important note: This assessment point will confirm the trainee has fully met the Teachers’ Standards, where applicable. For the majority of trainees, this will be the chance to prepare the trainee for their Early Career induction. This will include detailing where the trainee has exceeded the minimum expectations of the Teachers’ Standards and what their next steps might be.**

## 23rd – 26th June 2025

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

### Trainees should:

* At the beginning of the week, plan and timetable when you teaching, observing and completing directed tasks during the placement. Ensure a copy of this timetable is in your Planning Folder and discussed with the teacher mentor.

**Observe and deconstruct**

* Observe your teacher mentor with different observation focuses. Use the Phase 3 Prompt Cards and Subject Overviews to support your observations.

**Develop your teacher presence by:**

* Taking on responsibility for teaching up to 80% of the timetable. 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
* Significant observations you have made both of teaching and learning.

**Lesson observation**

* Arrange a lesson observation by your teacher mentor
* Prepare for your lesson feedback by considering the key questions on the Phase 3 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 e-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 been clear around what this target will help you to achieve

**Talk-through**

* Prepare and complete Talk-through (select form the list of Talk-throughs on the SE site and on your weekly review form)
* Reflect on your discussions after the Talk-through and write up your reflection

**School Based Directed Tasks**

* Complete the ECDP documentation related to transition to your ECT programme. Use targets from End of Phase 3 CARD and align with ECF statements.
* Carry out any appropriate visits, meetings or observations that might help with identifying or clarifying ECDP targets.
* Upload to your Personal Tutor folder in your OneDrive e-portfolio.

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

**Provide opportunities for your trainee to:**

* At the beginning of the week, plan and timetable with the trainee when they can complete all the directed tasks during the placement.

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

* Providing opportunities for the trainee to teach up to 80% of the timetable.
* Reviewing the trainee’s plans for each taught session 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 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 3 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 with clear strengths and areas for development with clear strengths and areas for development

**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