## **Professional Practice Expectations – Primary 5-11**

Mentors should ensure that trainees have regular opportunities to observe and collaborate with experts, practice pedagogical approaches, receive regular purposeful feedback, observe, and be observed.

The table below sets out guidance for the number of hours trainees should be engage in teaching activity per week on each of the three phases to ensure they have sufficient opportunity to practise, be observed, and receive feedback. When not engaged in teaching or support activities within their base classroom it is expected that trainees have opportunities to observe or support other experts across the setting and work within their component grids. Time for planning preparation and assessment equivalent to 20% should be built in across the week but should be school based.

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| **Phase** | **Developmental** | | | | | |
| **Minimum** hours in classrooms (including observing, teaching, co-teaching each week.) | A minimum of 15 hours (on average 3 per day) | | | | | |
| Mentoring - **Minimum** hours of mentoring each week | 1.5 hours. (This includes your weekly observation and weekly development meeting) | | PPA Time  (School based) | | 20% | |
| **Subject coverage**  All trainees must have an opportunity to plan, teach and assess | **Systematic synthetic phonics:**  Plan, teach and assess a sequence of 3 SSP sessions | | **Core subjects:**  Plan, teach and assess a sequence of English and maths lessons  Teach a sequence of science lessons | | **Foundation subjects:**  Plan, teach and assess 5 foundation subjects   * where possible teach a sequence of lessons | |
| **Wider opportunities**  (based on opportunity) | Co-deliver an extra-curricular club | Co-deliver an assembly or collective worship. | | Attend pupil progress meetings | | Attend school trip |
| Attend parents evening or event and contribute to report writing | Supervise play times | | Contribute to the setting of homework | | Meet/greet/dismiss children |
| Register children | Attend staff meetings/INSET | |  | |  |