## **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.

|  |  |
| --- | --- |
| **Phase** | **Introductory** |
| **Minimum** hours in classrooms (including observing, teaching, co-teaching each week.) | A minimum of 15 hours pro rata (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 and teach  | **Systematic synthetic phonics:**Plan and teach a minimum of 1 SSP lesson within placement | **Core subjects:**Plan and teach a minimum of 3 Maths and English lessons per week Plan and teach a minimum of 1 Science lesson per week or equivalent. | **Foundation subjects:**Plan and teach a minimum of 4 foundation subjects (at least 1 lesson each)  |
| **Wider opportunities** (based on opportunity) | Support an extra-curricular club | Support an assembly or collective worship.  | Attend staff meetings/INSET | Attend school trip  |
| Attend parents evening or event and contribute to report writing  | Supervise play times  | Register children | Meet/greet/dismiss children |
| Whole class reading | Engage with education professionals |  |  |

\*Teaching to build up gradually across placement, beginning with team teaching/teaching parts of lessons progressing to whole class teaching