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| **Undergraduate Developmental Part Time – Strand Component Tracker** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **High Expectations*** EDI
* Behaviour
* EAL
 | Understand the legal and moral responsibilities of teachers to provide a high quality education and to make reasonable adjustments as required    be able to teach children how to self-regulate and recognise that making mistakes, resilience and perseverance are part of daily routines. | Instil belief and promote the academic potential of all pupils including disadvantaged learners     | Support pupils with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners   Observe and recognise specific adaptive teaching to meet the needs of all learners    | Understand that self-perception and self-belief supports behaviour | Augment their practice with strategies to support the education of children regardless of their gender, ethnicity and socio-economic status   Develop and consider different approaches during planning to meet the needs of all learners  | Be able to establish and reinforce routines, including positive reinforcement, to help create safe and effective learning environments | Use recognised adaptive teaching approaches to specifically target EAL children.   | Know how school staff assess their pupils’ needs and use Pupil Premium funding to improve attainment by drawing on evidence of effective practice    |
| **How Pupils Learn, Classroom Practice and Adaptive Teaching*** Adaptive Teaching
* Planning
* How Children Learn
 |   Code of Practice;  * The four broad areas of need.
* Assess-Plan-Do-Review model as an approach to implementing targeted support and evidence-based interventions
* Children and parents/carer should be at the heart of the process.
* Using one-page profiles as a useful tool for capturing information and the voice of the child.
 | Know that learning is progressive and plans should be flexible and adapted on the basis of pupil progress.    | Know where and how to seek support with their own social, emotional and mental health.   | Know the role the teacher plays to support learning and memory. Understand strategies including worked examples and modelling.  | Understand how to design a sequence of learning (MTP).  | Know how to use approaches to adapt teaching for children with common needs encountered in the classroom.   | Be able to write effective sequences of learning (MTP). The impact of targeted questioning on pupils’ retrieval and recall | Know the role of the teacher and SENCo in provision mapping.    |
| **Professional Behaviours*** Safeguarding
* Professionalism
* Mental Health, Wellbeing and Workload
 | Know how to identify of indicators of abuse and neglect     | Know how to deploy support staff effectively so they have a positive impact on pupil progress and responsibilities of a teacher.    | Understand the legal and moral responsibilities of teachers to provide a high-quality education and respond effectively to children’s needs  | Understand how to liaise and communicate with parents to ensure an integrated approach is adopted in supporting children’s needs. Know it is important to keep up-to-date with current safeguarding legislation, such as: Keeping Children Safe in Education 2023   | Know how individual social, emotional, mental health (SEMH) plans, safe-guarding policies and processes are in place to protect vulnerable children from mental health risk factors | Be able to demonstrate professionalism by understanding the wider role. | Can identify children who may be in need of help or protection.   | Support pupils with a range of additional social and emotional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners . |
| **Assessment** |  | Know feedback must be high-quality and can be in unwritten or verbal form.     |  |  |  | Understand teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. |  | With expert colleagues, can plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding.  |