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| **EY Postgraduate Introductory – Strand Component Tracker** | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** |
| **High Expectations**   * EDI * Behaviour * EAL | All children have a legal and moral right to a high-quality education which values them as unique individuals and enables them to fulfil their potential academically and socially.    Understand how a commitment to equality, diversity and inclusion is embedded within practice in their setting.  Understand that effective relationships is easier when pupils believe their feelings are understood. | Understand how the physical environment is structured and adapted to meet the needs of a diverse range of children, including children with SEND, and its impact on behaviour management and classroom routines. | Understand how to positively engage and work in partnership with parents of children with diverse learning needs.  Understand and begin to recognise adaptive teaching approaches to adult led learning and within continuous provision for all learners including EAL. | Check pupil’s understanding of instructions before a task begins.  Discuss techniques and strategies related to individual learners with expert colleagues. |
| **How Pupils Learn, Classroom Practice and Adaptive Teaching**   * Adaptive Teaching * Planning * How Children Learn | Teachers manage workload and wellbeing by planning efficiently and sharing the load | Understand how children are identified and a graduated approach is implemented in terms of planning and assessment and reflect upon effective strategies used.  Identify the principles behind a good lesson plan, including in the moment planning, annotations and adaptations, through observing expert colleagues.  Know that the environment can support children’s learning so that prior knowledge is accounted for through pre-school experiences and children’s interests. | Understand that regular purposeful and spaced practice can support long term memory. | Plan an activity which caters for a range of diverse needs including children with SEND and reflect upon effectiveness of this activity.  To engage effectively with children during continuous provision to extend their knowledge, skills and understanding. |
| **Professional Behaviours**   * Safeguarding * Professionalism * Mental Health, Wellbeing and Workload | Understand their duties in respect of safeguarding and equalities legislation, follow safeguarding procedures and that promoting the welfare of children is everyone’s responsibility.  Know that positive professional conduct underpins self-development and effective working relationships. | Understand the importance of having high standards of professional conduct and be able to adapt to the needs of the school environment. | Be able to work effectively and competently with peers and colleagues and to be able to contribute to professional discussions.  To 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. | To 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** |  | Be able to use observations and questioning to collate data on children’s knowledge and understanding, recognising all children have individual needs. | Understand the importance of collating accurate assessment data in order to plan for adult led learning and continuous provision experiences. | Know that schools and settings will have different approaches to assessment in an EYFS setting. |