**Primary Early Years 3-7 Curriculum Map Adaptive teaching and SEND**

***Postgraduate Programme***

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| **University Curriculum** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Adaptive Teaching** | Develop understanding what is meant by the term ‘adaptive teaching’ and how to apply its various techniques in the classroom for pupils to engage with  Recognise why it is important for teachers to implement adaptive teaching to support pupils’ strengths and needs, including the benefits of stretch and challenge | 1.1, 1.3, 1.6  3.2  4.2  5.1, 5.2, 5.3, 5.5, 5.6, 5.7 | 5e, 5f, 5g, 5h, 5o | Darling-Hammond, L. et al. (2020) “Implications for Educational Practice of the Science of Learning and Development,” Applied developmental science, 24(2), pp. 97–140  .• DfE (2019) ITT Core Content Framework.https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/974307/ITT\_core\_content\_framework\_.pdf  Stern, E (2017) Individual Differences in the Learning Potential of Human Beings, npj science of learning 2(1), pp. 1–7.  Glazzard, J. and Green, M. (2022) Learning to be a primary teacher : core knowledge and understanding. Second edn. St Albans: CriticalPublishing (Critical Teaching).  Glazzard, J. and Stones, S. (2020) The itt core content framework : what trainee primary school teachers need to know. 1st edn. LosAngeles: Learning Matters (Ready to teach)  Magwick, H (2021). EEF Blog: ECF – Exploring the Evidence: ‘Adaptive Teaching’ and Effective Diagnostic Assessment.https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1  Noon, M (2023) Adaptive Teaching: A Practical Step-by-Step Guide. Available from:https://thirdspacelearning.com/blog/adaptive-teaching/#:~:text=Adaptive%20teaching%20is%20focused%20on,overly%20focused%20on%20task%20design.  Wiliam, D. (2018) Embedded formative assessment. Second edn. Bloomington, Indiana: Solution Tree Press. | Discussion during session.  Application of understanding in other sessions and on Professional Practice. Evidenced through WDS. |
| **Working with EY children on the Autism Spectrum** | Introduction to characteristics of Autism Spectrum.  Diagnosis pathway  Early Years children with Autism  Supporting children in schools and nurseries  Resources and further information | 1.1, 1.2, 1.5  4.1  5.1, 5.2, 5.3, 5.5, 5.6, 5.7  6.1  7.2,7.5  8.2, 8.4, 8.5, 8.6, 8.7 | 1.d, 1.e  5.a, 5.b, 5.c, 5.d, 5.g  8.j | National Autistic Society website  [ttps://www.autism.org.uk/](https://www.autism.org.uk/)  Autism Education Trust website <https://www.autismeducationtrust.org.uk/>  **Autism and Eary Years Practice**: Kate Wall  **Neurotribes**: Steve Silberman | Reflection at beginning and end of session around what they know about Autism. |
| **The role of the SENCO** | To understand the role of the SENCo in meeting children’s specific educational needs.  To understand the range of stakeholders involved in supporting children with SEND.  To consider a range of strategies to support children with SEND | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9  3.1, 3.2, 3.3, 3.4  4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8  5.1, 5.2, 5.3, 5.4, 5.7  6.1, 6.2, 6.3, 6.4, 6.7  7.2, 7.3, 7.4, 7.5  8.1, 8.2, 8.4, 8.6, 8.7 | 1a, c, d, e  2a, c, d, e, h, I  3c, d  5a, b, c, d, g, h  6c, e, h  7b, e, l  8a, j, p | NHS, 2022https://www.england.nhs.uk/learning-disabilities/care/children-young-people/send/    SEND Code of Practice, 2015https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/398815/SEND\_Code\_of\_Practice\_January\_2015.pdf  NASEN, 2017https://www.nasen.org.uk/resources/costed-provision-map-template-inclusive-practice  Summary of SEND Review, May 2022https://www.gov.uk/government/publications/send-and-ap-green-paper-responding-to-the-consultation/summary-of-the-send-review-right-support-right-place-right-time | Reflection at beginning and end of session related to what trainees know about the role of the SENCO. |
| **Parental perspectives on SEND** | To introduce trainees to the parental perspective on the SEND agenda for mainstream children.  To ensure trainees know and understand the process between parents and school in identifying, assessing and meeting the needs of children with SEND.  That trainees understand the process for referring SEND children to the Local Authority for appropriate alternative provision and the challenges involved. | 5.7 | 1d  7l, o  8i | CHAE, S., PARK, E. Y., & SHIN, M., 2019. School-based Interventions for Improving Disability Awareness and Attitudes Towards Disability of Students Without Disabilities: A Meta-analysis. International Journal of Disability Development and Education  GWERNAN-JONES, R., MOORE, D. A., GARSIDE, R., RICHARDSON, M., THOMPSON-COON, J.,ROGERS, M., COOPER, P., STEIN, K., FORD, T., 2015. ADHD, parent perspectives and parent-teacher relationships: Grounds for conflict. British Journal of Special Education, 42(3).  VAN POORTVLIET, M., AXFORD, N., LLOYD, J. (No date). Working with parents to support children's learning. Guidance report. London: Education Endowment Foundation | Reflection, discussion and analysis at beginning, regularly throughout and at the end of session related to what trainees know, understand and can articulate when parents identify potential difficulties and problems with their child and their learning. |
| **Provision mapping for children with SEND** | Understand what is meant by the term Provision Mapping and how this is part of the graduated response.  Understand how Provision Mapping works on a whole school level and as individual class level.  Understand the roles of class teacher and SENCo in relation to this.  Explore practical examples to develop understanding. | 1.1, 1.2, 1.5  4.1  5.1, 5.2, 5.3, 5.5, 5.6, 5.7  6.1  7.2,7.5  8.2, 8.4, 8.5, 8.6, 8.7 | 1.d, 1.e  5.a, 5.b, 5.c, 5.d, 5.g  8.j | **Send Code of Practice: 0 to 25 Years:** Dept for Education; Dept of Health & Social Care, 2014  **SEND Review: Right support, right place, right time.**  <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>  **SEND: Old Issues, New Issues, Next Steps**  Ofsted, 6/06/2021  **SEND and Alternative Provision Improvement Plan**, 2023.  <https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf>  **Supporting SEND**  Ofsted, 13/05/2021 | Reflection at beginning and end of session related to what trainees know about Provision Mapping. Reflection on observations in schools and setting targets to observe/discuss this on further Professional Practices. |
| **The SEND Code of practice and SEND legislation**  Rach S-J | Develop an understanding of theoretical issues relating to Inclusion and the use of language and terminology related to disability and SEND  Begin to be aware of historical context of SEND provision and development of legislation.  Develop knowledge and understanding of the new Code of Practice for SEND.  Develop knowledge of processes used in schools to meet a range of needs.  Consider what Inclusion and provision for children with SEND looks like in practice in an Early Years setting/ Key Stage 1 class. | 1.1, 1.2, 1.5  4.1  5.1, 5.2, 5.3, 5.5, 5.6, 5.7  6.1  7.2,7.5  8.2, 8.4, 8.5, 8.6, 8.7 | 1.d, 1.e  5.a, 5.b, 5.c, 5.d, 5.g  8.j | **Send Code of Practice: 0 to 25 Years:** Dept for Education; Dept of Health & Social Care, 2014  **Equality Act**  by Equality and Human Rights Commission  2010  **SEND Review: Right support, right place, right time.**  <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>  **SEND: Old Issues, New Issues, Next Steps**  Ofsted, 6/06/2021  **Supporting SEND**  Ofsted, 13/05/2021  **Inclusion in the Early Years,** Cathy Nutbrown; Peter Clough; Frances Atherton, 2013  **Special Needs & Early Years: A Practitioner's Guide** by Kate Wall, 2011  **Key Issues in Special Educational Needs, Disability & Inclusion**  Alan Hodkinson, 2019  **Equality and Inclusion in Early Childhood: Linking Theory and Practice**  Jennie Lindon, 2012  **Special Needs in the Early Years: Partnership and Participation**  Rebecca Crutchley, 2018 | Reflection at beginning and end of session around personal knowledge.  Setting targets to find out about processes in mainstream and specialist schools during Professional Practice. |
| **Supporting learners with dyslexia** | Understand what is meant by the terms ‘specific learning difficulty’ (SpLD) and ‘dyslexia’  Know about the co-occurring nature of SpLD;  Have an understanding of the key indicators of dyslexia and know a range of strategies for supporting these in the classroom  know how and when to use an Early Years ‘At Risk’ Checklist  Know how and when to signpost for further action | 1.1, 1.2, 1.5  4.1  5.1, 5.2, 5.3, 5.5, 5.6, 5.7  6.1  7.2,7.5  8.2, 8.4, 8.5, 8.6, 8.7 | 1.d, 1.e  5.a, 5.b, 5.c, 5.d, 5.g  8.j | British Dyslexia Association  <https://www.bdadyslexia.org.uk/>  Information around dyslexia  <https://www.nhs.uk/conditions/dyslexia/>  ‘Dyslexia’ Journal of International Research and Practice  <https://onlinelibrary-wiley-com.edgehill.idm.oclc.org/loi/10990909> | Reflection at beginning and end of session around personal knowledge.  Setting targets to find out about processes in mainstream and specialist schools during Professional Practice. |
| **Introduction to Makaton signing** | That trainees know, understand and learn that:  Makaton uses signs, symbols & speech.  Makaton is a complete language programme to encourage communication skills.  Makaton is a visual and stimulating way to develop early communication skills. It helps stimulate sounds and words, this in turn helps to encourage language development.  Makaton signs help convey meaning, because they give an extra clue when speaking.  Makaton symbols help learning by conveying meaning and having permanence. | 1.1, 1.2, 1.5, 1.6  3.1  4.1, 4.3, 4.7  5.1, 5.2, 5.3, 5.4, 5.7  7.1, 7.2, 7.3, 7.4, 7.5  8.5, 8.6, 8.7 | 1c, h  2c  3d, t, u  4h, o  5b, d, e, g  7d, e, f  8j | <http://www.inclusiveteachingmatters/>  <http://www.makaton.org/> | Reflection at beginning and end of session related to what trainees now know and understand about principles of Makaton teaching and learning |
| **Exploring specialist provisions and behaviour management for children with SEND**  **Preparation session for Specialist school placement** | To ensure that trainees fully understand the requirements of the specialist PPP.  To ensure that trainees have every opportunity to experience and learn from the specialist provision and key staff about SEND teaching and learning.  To ensure trainees learn about the observation, assessment and planning cycle within the specialist provision.  To ensure that trainees begin to make links between specialist provision teaching and learning, and the needs of children within mainstream education. | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9  3.1, 3.3, 3.4, 3.5, 3.8  4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8  5.1, 5.2, 5.3, 5.4, 5.7  6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7  7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7  8.4, 8.5, 8.6 | 1a, b, c, e, g  2a, b, c, d, e, f, g, h, i  3c, d  4a, b, c, d, e  5a, b, c, d, e, f, g, i  6a, c, e  7b, c, d, e, f, l, o  8a, i, j, l, p | CHAE, S., PARK, E. Y., & SHIN, M., 2019. School-based Interventions for Improving Disability Awareness and Attitudes Towards Disability of Students Without Disabilities: A Meta-analysis. International Journal of Disability Development and Education.  Ekins, A., 2016. Reconsidering Inclusion: Sustaining and building inclusive practices in schools. Oxon: Routledge  Pearson, S. 2016. Rethinking Children and Inclusive Education. London: Bloomsbury | A Professional Practice Placement (PPP) Booklet will be completed during the placement which will assess the following areas at final VIVA:  Roles and responsibilities  Communication  Behaviour  Planning and assessment  Working in partnership  Child profile  Research, policy and legislation |

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| **School Based Curriculum – Introductory Phase** | | | | |
| **Observing:**  Observe how expert colleagues plan for the needs of all learners while maintaining high expectations, providing targeted support and promote an inclusive and equitable learning environment.  **Planning:**  Observe how expert colleagues adapt content, approaches, and environments to support all learners especially those with an additional need, for at least one lesson.  **Teaching:**  Rehearse and refine approaches to adaptive teaching to meet the needs of all learners. Deliver an activity to meet the diverse needs of a group of learners.  **Assessment:**  Rehearse and refine how to adapt assessment to enable and support children to demonstrate what they know, remember, and understand using a range of assessment strategies.  **Subject Knowledge:**  Demonstrate the ability to work within the key legislation and policies that underpin adaptive teaching and inclusive practice for all children including those with Special Educational Needs/Disability.  Discuss and analyse specific components with expert colleagues including planning, the physical environment and working in partnership with parents and other agencies | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To know that 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 the physical environment is structured and adapted to meet the needs of a diverse range of children including those with SEND.  Understand how children are identified and a graduated approach is implemented in terms of planning and assessment and reflect upon effective strategies used.  Understand how to positively engage and work in partnership with parents of children with SEND or diverse learning needs.  To be able to plan an activity which caters for a range of diverse needs including children with SEND and reflect upon effectiveness of this activity. | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  4.1, 4.6, 4.10  5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7  7.2, 7.5  8.6 | 1d  5a, 5b, 5c, 5d, 5e, 5f, 5o  7b,7l  8j, 8n | **Inclusion in the Early Years,** Cathy Nutbrown; Peter Clough; Frances Atherton, 2013  **Special Needs & Early Years: A Practitioner's Guide** by Kate Wall, 2011 | Informal daily discussion and reflection with mentor and/or class teacher  Weekly Development Summary meetings for progress– subject specific feedback  Lesson observation - subject specific feedback.  Reflections in blue book  Progress report |

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| **School Based Curriculum – Development Phase** | | | | |
| **Observing:**  Observe how expert colleagues use adaptive teaching strategies in at least four subjects.  Observe how expert practitioners use motivation and build self-esteem of all learners.  Observe how expert practitioners use flexible groupings within different subjects.  Observe how inclusive provision and adaptive teaching strategies are implemented for one particular child with SEND and reflect upon effectiveness of these.  **Planning:**  Plan for the effective use of additional adults to support different learners.  Discuss with expert practitioners how they embed adaptive approaches into planning.  **Teaching:**  Plan, teach and evaluate a series of lessons incorporating **adaptive** approaches to enable all children to access a rich curriculum and reflect upon effectiveness of these.  **Assessment:**  Use a rage of assessment strategies across different subjects to Use peer and self-assessment to aid and support independent learning.  **Subject Knowledge:**  Discuss with expert colleagues how they work in partnership with parents and other agencies.  Discuss and analyse with expert practitioners how to implement and review adaptive teaching and flexible groupings to support learning and promote inclusion. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Understand how policy around Inclusion and SEND is embedded within practice in their school.  Understand the diverse range of learners within their class and how to plan effectively for them including adapting teaching and the learning environment for at least four subjects.  Plan effectively for other adults in the classroom to support children with SEND and diverse needs.  Understand in more detail the needs of one specific learner with SEND and reflect upon the effectiveness of their planning and assessment strategies for this child across at least four subjects.  Understand positive strategies to work in partnership with parents and other agencies. | 1.1, 1.2, 1.3, 1.5, 1.6,  3.8  4.1, 4.2, 4.3, 4.4, 4.5, 4.9, 4.10  5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7  6.3, 6.4  7.2, 7.3, 7.4, 7.5, 7.7  8.2, 8.4, 8.5, 8.6, 8.7 | 1c, 1d,  2a, 2c, 2d,  4a, 4b, 4g  5a, 5b, 5c, 5d, 5e, 5f, 5g, 5o  6a, 6m  7b  8j, 8k, 8l, 8n, 8o | **Send Code of Practice: 0 to 25 Years:** Dept for Education; Dept of Health & Social Care, 2014  Specific reading around specific SEND for selected child in class | Informal daily discussion and reflection with mentor and/or class teacher  Weekly Development Summary meetings for progress– subject specific feedback  Lesson observation - subject specific feedback.  Reflections in blue book  Progress report |

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| **School Based Curriculum – Year 2 enhancement- five days in a specialist SEND provision** | | | | |
| **Observing:**  Observe how expert colleagues plan and deliver provision within a specialist teaching environment.  Observe how a range of school staff are involved in provision for different learners.  Observe and reflect upon differences in the physical environment and the learning experiences for children within a specialist provision.  Observe how inclusive practice and adapted teaching is embedded within all elements of their class and the wider school environment.  Observe strategies and adapted teaching approaches for communication, behaviour and incorporating the voice of the child into their learning.  **Planning:**  Discuss with expert practitioners how they plan for their own class of learners and effectively meet a range of complex and diverse needs.  Discuss with colleagues how learning is organised for the diverse range of learners across the school eg. Organisation of classes and staff.  **Teaching:**  Take part in the planning, teaching and evaluating of lessons/provision for a range of learners within their class and reflect upon effectiveness of these.  **Assessment:**  Reflect upon the range of assessment strategies used for different children within their class.  **Subject Knowledge:**  Discuss with expert colleagues how provision is planned and delivered within their class and the wider school environment.  Discuss with expert colleagues how they work in partnership with parents and other agencies.  Develop their knowledge around the needs and provision of a more complex cohort of learners.  Reflect upon differences between mainstream and specialist provision and how elements of best practice from specialist provision can be transferred over into mainstream schools. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Understand why it might be appropriate for some children to be placed within specialist provision.  Understand key differences between a mainstream and specialist environment in terms of physical environment, staffing and organisation of learning.  To be able to identify a range of communication and behaviour strategies used within a specialist provision.  To be able to reflect upon learning experiences for children within a specialist provision and how these meet a diversity of complex needs.  Understand the roles of different professionals within a specialist environment.  To be able to identify best practice from a specialist environment that could be transferred to a mainstream teaching class. | 1.1, 1.2, 1.3, 1.5, 1.6,  3.8  4.1, 4.2, 4.3, 4.4, 4.5, 4.10  5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7  6.3,  7.2, 7.3, 7.4, 7.5, 7.7  8.2, 8.4, 8.5, 8.6, 8.7 | 1c, 1d,  2a, 2c, 2d,  4a, 4b, 4g  5a, 5b, 5c, 5d, 5e, 5f, 5g, 5o  6a,  7b  8j, 8n, | **Send Code of Practice: 0 to 25 Years:** Dept for Education; Dept of Health & Social Care, 2014  Reflections on readings from their teaching sessions and how these fit with practice they are observing. | Informal daily discussion and reflection with class teacher  Personal reflections in PP booklet |

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| **School Based Curriculum – Consolidation** | | | | |
| **Observing:**  Observe how expert colleagues identify a diverse range of needs including SEND and implement early identification and intervention strategies to promote engagement and progress across all areas of learning.  Understand how teachers plan for inclusive provision and adapted teaching through their physical learning environment.  **Planning:**  Work closely with other teachers, SENCo and members of the staff team to implement inclusive provision and adaptive teaching within and beyond the classroom.  Plan to create and maintain an inclusive learning environment through continuous provision and adult led activities.  Plan for /with your staff team to effectively implement inclusive provision and adapted teaching approaches.  **Teaching:**  Reflect upon how adaptive teaching strategies are used within teacher led learning and child led learning in continuous provision.  Reflect upon how to plan for progress in learning for a range of learners with SEND across both teacher led learning and continuous provision.  Plan a series of lessons/provision to support progress in learning for one child with SEND across all the areas of learning  **Assessment:**  Discuss with expert colleague how summative assessment, reporting and data is used and how children with SEND are incorporated within this.  Reflect upon how adapted assessments strategies may be used for some children with SEND and the effectiveness of these.  **Subject Knowledge:**  Discuss with expert colleagues including the SENCO how provision mapping and SEND support (as detailed in the SEND Code of Practice) is organised within their school and how this promotes an inclusive environment.  Understand how the EY teacher takes a lead role in promoting inclusive provision and adaptive teaching within their class.  Understand the importance of the physical environment and continuous provision to enable inclusive provision.  Understand the importance of early identification and intervention to support all learners and how to work in partnership with parents to **achieve this.**  Acknowledge and identify when their own social, emotional and mental health needs to be supported.  Identify and access sources of support for their own wellbeing where appropriate. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Understand how the SEND Code of Practice and provision mapping is implemented within their school and the role of the SENCO and the class teacher in this.  Understand the roles and responsibilities of different professionals working with children with Special Educational Needs and the importance of working collaboratively with other professionals and agencies and parents, especially at the early stages of identification of needs and early intervention.  Understand that they should take a lead role in promoting inclusion within their class/key stage and use a wide range of inclusive practice and adaptive teaching strategies to support progress for a wide range of learners.  Understand the importance of an inclusive physical learning environment and plan for this to ensure progress across all the areas of learning.  Understand Know how to effectively track progress through a range of appropriate and adapted assessment strategies.  Know the effective deployment of support staff is key to maintaining high expectations of all children and promoting inclusion and plan effectively to achieve this. | 1.1, 1.2, 1.3, 1.5, 1.6  2.1, 2.2,  3.8  4.1, 4.2, 4.3, 4.4, 4.5, 4.9, 4.10  5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7  6.1, 6.3, 6.4  7.2, 7.5,  8.2, 8.4, 8.5, 8.6, 8.7 | 1c, 1d,  2a, 2c, 2d,  3f  4a, 4b, 4g  5a, 5b, 5c, 5d, 5e, 5f, 5g, 5o  6a, 6m  7b  8j, 8k, 8l, 8n, 8o | **Send Code of Practice: 0 to 25 Years:** Dept for Education; Dept of Health & Social Care, 2014  Reflections on readings from their teaching sessions and how these fit with practice they are observing.  **SEND Review: Right support, right place, right time.**  <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time> | Informal daily discussion and reflection with mentor and/or class teacher  Weekly Development Summary meetings for progress– subject specific feedback  Lesson observation - subject specific feedback.  Reflections in blue book  Progress report |