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

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **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** |
| **EYE 1006**  **Session 1** | Reflection upon own experiences and how these affect values and beliefs in relation to SEND and adaptive teaching.  Identifying values around SEND and adaptive teaching in the EYFS and National Curriculum documentation. | 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,  8.4, 8.6 | 1a, 1c, 1d, 1e, 1f  5a, 5d,  7b, 7l, 8j, 8n | Reducing educational disadvantage: a strategic approach in the early years  Book  by Penny Tassoni 2016    Translating human rights principles into classroom practices: inequities in educating about human rights in The Curriculum Journal  Article by Carol Robinson 2017  Children's Rights, Educational Research and the UNCRC: Past, Present and Future  Book  Jenna Gillett-Swan; Vicki Coppock 2016  UN Convention on the Rights of the Child - UNICEF UK  **Send Code of Practice: 0 to 25 Years:** Dept for Education; Dept of Health & Social Care, 2014 | Group discussion  Seminar Tasks |
| **EYE 1006**  **Session 2** | Introduction to the Equality Act and protected characteristics.  Children’s rights and the UNCRC. |
| **EYE 1006**  **Session 3** | Debating around different issues related to SEND and Inclusion. |
| **EYE 1006**  **Session 4** | Introduction to Multi-agency working and the different services related to Education, Health and Social Care.  Introduce the SEND Code of Practice and Early Help Assessment (EHA). |
| **EYE 1008**  **Session 1** | Introducing the central concept of the unique child. Introduction to Adaptive teaching. Responding appropriately to the challenges of individual needs and working in partnership with parents. | LT1.1,  LT 1.2,  LT 1.3,  LT1.4,  LT 1.6  LT2.2  LT3.1  LT4.1  LT5.1,  LT 5.2,  LT 5.3,  LT 5.4  LT7.2,  LT 7.4,  LT 7.5  LT8.2,  LT 8.4,  LT 8.7 | LH1a,  LH 1c,  LH 1d,  LH 1e  LH3c  LH5a,  LH 5b,  LH 5c,  LH5d,  LH 5e,  LH 5o  LH 7b | Beigi, R. (2021) Early Years Pedagogy in practice: a guide for students and practitioners. Abingdon, Oxon ; New York, NY : Routledge, Taylor & Francis Group, 2021.    MacBlain, Sean. Learning Theories for Early Years Practice, SAGE Publications.    Allen, Shirley; Whalley, Mary. Supporting Pedagogy and Practice in Early Years Settings (Achieving EYPS Series) Learning Matters.  **Send Code of Practice: 0 to 25 Years:** Dept for Education; Dept of Health & Social Care, 2014 | Group discussion  Seminar Tasks  Writing workshops |
| **EYE 1008**  **Session 2** | Exploring the centrality of relationships. Attachment issues, related safeguarding issues.  Exploring the role of the key worker. |
| **EYE 1008**  **Session 3** | Enabling environments: adapting environments and play opportunities to support different children. |
| **EYE 1008**  **Session 4** | Ensuing individuality of learning and development. Ensuring access and delivery of the EYFS curriculum for all children.  Linking to SEND Code of Practice. |
| **EYE 1009**  **Physical development session** | Specific focus upon adapting the learning environment to ensure accessibility for all children as part of physical development session. | 5.1, 5.2, 5.3, 5.7 | 5a, 5e | Sharma, A., Cockerill, H. and Okawa, N. (2022) *From birth to five years*. Second edn. Milton Park, Abingdon, Oxon: Routledge.  Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage. Available at: https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf | In session discussions.  Task creating an inclusive outdoor environment |
| **1009 SSP** | Focus upon Phonological Awareness – supporting accurate assessment of children’s awareness in order to be able to adapt the curriculum. | LT 5.1  LT 5.2  LT 5.3  LT 5.4  LT 5.5  LT 5.7 | LH 5a  LH 5b  LH 5c  LH 5e  LH 5k  LH 5o | Neaum, S. (2021) What Comes Before Phonics? Sage Publications | In session discussion  Learning Journey  Group Task |
| **EYE1009 EAD Music** | Consideration of how adapt music activities for different needs. |  |  | See music plan. |  |

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| **School Based Curriculum – Year 1** | | | | |
| **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** |
| **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 policy around Inclusion and SEND is embedded within practice in their setting.  **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 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.  **Understand** the key roles and responsibilities in  supporting all children including working with different agencies from Education, Health and Social Care.  **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 | UNICEF UK. (1989). *The United Nations convention on the rights of the child.* <https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_PRESS200910web.pdf?_ga=2.78590034.795419542.1582474737-1972578648.1582474737>  Sharma, A., Cockerill, H. and Okawa, N. (2022) *From birth to five years*. Second edn. Milton Park, Abingdon, Oxon: Routledge.  Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage. Available at: <https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>  Department for Education (2021) Statutory framework for the early years foundation stage. Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> | 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 |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **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** |
| EYE 2005 | Opportunity to explore their own areas of interest as a fledgling researcher. This may include SEND and adaptive teaching | 1.2, 1.4, 1.6, 5.2, 8 1,8.2, 8.7 | 8c, 8.g, |  | **Research proposal** |
| **EYE2006**  **Session 1** | Historical development of policy around SEND.  Different models of disability. | 1.1, 1.2, 1.3, 1.5, 1.6,  3.8  4.1, 4.2, 4.3, 4.4, 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  7b  8j, 8k, 8l, 8n, 8o | **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  **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  **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  **Then There Was Silence: The Impact of the Pandemic on Disabled Children, Young People and their Families**  Lunt, 2021  **The Deployment of Teaching Assistants in Schools** by Department for Education, 27/06/2019  **The Voices of Teaching Assistants (Are We Value for Money?)** in Research in Education by Jodi Roffey-Barentsen; Mike Watt, 2014 | In-session retrieval activities/questioning  In-session peer discussions and focused tasks    Learning Journey (LJ) – ongoing subject reflections in EYE2008 area of electronic portfolio  Self-assessment against key knowledge  Summative module assessments |
| **EYE2007 Music** | Consideration of how to adapt music lessons in KS1 for children with a range of different needs. |
| **EYE2007 PE** | Specific subject session exploring accessibility in PE and introducing the STEP model |
| **EYE2007 SSP** | Moving beyond Phonological Awareness and focusing on phonemic awareness and adapting SSP for children with a range of different needs |
| **EYE 2008**  **Session 6 &7** | The SEND Code of Practice and current policy.  The role of the SENCO.  Ableism and attitudes around disability.  Multi agency working  Case studies of children with SEND  Adapting the curriculum and the school environment for learners with SEND.  The role of different adults in supporting learners with SEND.  Considering types of assessment used for learners with SEND. |
| **EYE 2008**  **Session 8& 9** | Individual sessions for specific groups of learners including SLCN, ASC, SpLD, SEMH, ADHD.  Focus upon knowledge around each condition, barriers to learning and engagement, support strategies, adaptive teaching and wider issues. |
| **EYE 2008**  **Briefing sessions** | Exploring specialist provision and preparation of SEND placement. |

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| **School Based Curriculum – Year 2** | | | | |
| **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 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.  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 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 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.  To be able to 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.  Understand the range of outside agencies likely to be involved in supporting children with Education, Health and Care Plans. | 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.  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 the module and how this fits with practice they are observing. | Informal daily discussion and reflection with class teacher  Personal reflections in PP booklet |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** | | | | | |
| **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** |
| **EYE 3005** | Continue to build on their research area which may include aspects of SEND and adaptive teaching.  Critically consider how previous research has impacted on current practice and consider what this means for their own research. | 1.2, 1.4, 1.6, 5.2, 8 1,8.2, 8.7 | 8c, 8.g, |  | 4500 small scale research project |
| **EYE 3007: Contemporary debates** | Lead role in promoting Inclusive practice and celebrating difference  Labelling and issues around this  School readiness and issues relating to this | 1.1, 1.2, 1.3  5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7  7.2, 7.5  8.4, 8.6 | 1d | The Multiple Identities of the Reception Teacher: Pedagogy and Purpose by Eleonora Teszeny  ‘What Does “School Ready” Really Mean?’ A Research Report from Professional Association for Childcare and Early Years  Developing school readiness. Creating lifelong learners. Kathryn Peckham  ‘Is the use of labels in Special Education helpful?’  Support for Learning 22 (1):36-42. 2007 . F Lauchlan & C Boyle | Group discussion and seminar tasks. |
| **EYE3009:**  **Pedagogy** | Leadership role- in promoting inclusive practice and adaptive teaching | 1.1, 1.2,.1.3  5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7  8.4, 8.5, 8.7 | 5a | Lindon et al, 2016  Leadership\_in\_Early\_Linking\_Theory\_and\_Practice\_-(Chapter\_1\_The\_role\_of\_the\_leader\_in\_an\_early\_years\_setting)  Garnet S., 2012. Chapter 4: Leadership and Management | Group discussions and seminar tasks.  Summative assessment -presentation around leadership and management of behaviour for learning. |
| **EYE3010 maths** | Exploring the impact of dyscalculia on working and long term memory. Developing a range of ideas to support children with dyscalculia to learn and retain mathematical facts. | LT2.3, LT2.4, | LH2d | Bird, R. (2021) *Dyscalculia Toolkit: supporting learning difficulties in maths*. London: Sage. |  |
| **EYE 3010**  **Reflective Practitioner** | Inclusive physical environment to ensure equality of access for diverse needs  Continuous Provision & play opportunities for a wide range of needs  How summative assessment, reporting and data incorporates children with a range of diverse needs  Importance of early identification and intervention in reception classes and working in partnership with parents to achieve this. | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7  6.1, 6.2, 6.3, 6.4, 6.7  7.1, 7.2, 7.5  8.4, 8.6 | 1c,  5a,5b, 5c,5d, 5e, 5g, 5i  6m  7b, 7l,  8j | Sharma, A., Cockerill, H. and Okawa, N. (2022) *From birth to five years*. Second edn. Milton Park, Abingdon, Oxon: Routledge.  Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage. Available at: <https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>  Department for Education (2021) Statutory framework for the early years foundation stage. Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>  Ephgrave, A. (2018) Planning in the moment with young children : a practical guide for early years practitioners and parents. Milton Park, Abingdon, Oxon: Routledge.  Fisher, J. (2016) Interacting or interfering? : improving interactions in the early years. Maidenhead: Open University Press.  Inclusive Play: Theresa Casey | Group discussions and seminar tasks.  Link to ongoing WDSs during Professional Practice. |

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| **School Based Curriculum – Year 3** | | | | |
| **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:**  Understand how the EY teacher takes a lead role in promoting inclusive provision and adaptive teaching within a reception 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 that they should take a lead role in promoting inclusion within their class/key stage and ensuring their staff team meet professional responsibilities in relation to legislation including The Equality Act, 2010 and SEND Code of Practice, 2014.  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 the importance of an inclusive physical learning environment and plan for this to ensure progress across all the areas of learning.  Understand and use a wide range of inclusive practice and adaptive teaching strategies to support progress for a wide range of learners. Know how to effectively track progress through a range of appropriate and adapted assessment strategies.  Be able to identify a wide range of barriers to learning and plan effectively to address these.  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 | Jamie to complete | 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 |