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| **EY Postgraduate Consolidation – Strand Component Tracker** | | | | | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
| **High Expectations**   * EDI * Behaviour * EAL | Understand that they should take a lead role in promoting inclusion and equality and celebrating difference within their class/key stage and ensuring their staff team meet professional responsibilities in relation to legislation including The Equality Act, 2010. | Review the government documentation on behaviour in schools.  Students know the professional responsibilities in relations to inclusion (e.g. The Equality Act, 2010). | Understand the importance of an inclusive physical learning environment and plan for this to ensure equality of access and learning experiences for a diverse range of learners across all the areas of learning. | Know whole school approaches to bullying, recognise different types of bullying and implement strategies to support individuals and the whole class.  Understand which activities that are context embedded and cognitively demanding for children with EAL. | Understand and use a wide range of inclusive practice and resources to support progress for a wide range of learners.  Can identify groups of children (EAL) and employ strategies to support outcomes for disadvantaged pupils. | Be able to demonstrate high behavioural expectations and create a culture of respect and trust in the classroom that supports all children to succeed. | Know how to effectively track progress for a diverse cohort of learners through a range of appropriate and adapted assessment strategies. | Know how to make effective use of teaching assistants and other adults to support effective classroom and behaviour management. | Be able to identify a wide range of barriers to learning and impact factors and reflect upon how to identify children who may need individualised planning to effectively address these and how to work in partnership with internal and external agencies to achieve this. | Apply knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory. | Engage parents/carers in supporting whole school behaviour strategies. |
| **How Pupils Learn, Classroom Practice and Adaptive Teaching**   * Adaptive Teaching * Planning * How Children Learn | 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.  Know how to lead the team in order to promote an environment that can support children’s learning so that prior knowledge is accounted for through pre-school experiences and children’s interests. | 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. | Manage and be responsible for areas of learning during continuous provision.  Teachers annotate schemes of work. | 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. | Plan a sequence of learning (MTP) which takes into account prior knowledge.  Be able to work with parents on utilising children’s interests as part of the longer term planning process. | Understand the importance of an inclusive physical learning environment and plan for this to ensure progress across all the areas of learning. | Plan a sequence of lessons in school across a range of areas of learning or subjects (scaffolded to progress from group to whole with support initially) in the NC.  Understand that regular purposeful and spaced practice can support long term memory and practice can utilise the indoor and outdoor environment. | Understand Know how to effectively track progress through a range of appropriate and adapted assessment strategies.  Understand the benefits of outdoor learning environments and the positive impact that this can have on children with individual learning needs. | Subject leaders go about designing their long-term plan.  Teachers manage workload and wellbeing by planning efficiently and sharing the load. | 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. | Schools plan for homework.  Understand the potential impact of children playing with concepts that are actively taught later in the curriculum, and the impact this may have on them developing misconceptions. |
| **Professional Behaviours**   * Safeguarding * Professionalism * Mental Health, Wellbeing and Workload | Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  To know about school documentation and processes available for referring children in need to outside organisations | Understand their duties in respect of safeguarding and equalities legislation.  Know the importance of parental engagement. | Know that teachers may be required to support other agencies and professionals in child protection.  Information sharing is essential for the identification of patterns of behaviour.  To understand how to tailor support for individual pupils, implement and evaluate | Know the importance of working with external colleagues.  To understand how to collaborate in multi-agency working with internal and external colleagues (e.g., the role of CAMHS and other agencies in supporting mental health needs. | Understand the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner. | Understand the Teachers’ Standards underpin a teacher’s professionalism throughout their career. | Understand how to record responses, observations and concerns accurately.  How to effectively engage parents | How to effectively communicate with external colleagues  To investigate, evaluate and challenge mental health and wellbeing practices in schools (children and staff). | Be able to follow the school safeguarding policy and processes.  How to manage their workload effectively | Be able to effectively engage parents.  To be able to develop processes that foster positive engagement with families/carers of children displaying mental health needs. | Be able to respond to a child’s disclosure without asking leading questions (if applicable).  Effectively communicate with external colleagues |
| **Assessment** |  |  |  |  |  | Know the value of tracking and reporting in relation to their practice and key developments to reflect workload. |  | Understand how schools use data to set targets and monitor progress and communicate data for accountability to stakeholders. |  | Be able to independently analyse, interpret and relate a school’s assessment policy to their own teaching practice. |  |