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| **EY Undergraduate Year 2 Full 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 how a commitment to equality, diversity and inclusion is embedded within practice in their key stage 1 class. | Understand how a consideration of the unique and diverse needs of children within a class and a whole school cohort will shape provision, school policy and practice. including working in partnership with parents. | Understand the diverse range of learners within their class and how to plan effectively for them for at least four subjects.  Be able to set clear and appropriate expectations for children | Understand how to use inclusive teaching resources to meet the needs of a diverse range of children.  Practice support approaches for EAL children – reflections on practice | Understand how assessment is used to identify individual needs and inform planning.    Know where to go for further support for children with specific behaviour. | Plan a lesson which demonstrates a clear consideration of the diverse learners within your cohort of children (outside the remit of SEND) and reflect upon engagement, learning and progress made. | Plan effectively for other adults in the classroom to support children with diverse needs outside the remit of SEND and reflect upon multi agency working.  Be able to plan clearly structured learning opportunities | Be able to use effective communication strategies to engage with parents/carers |
| **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. | 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.  Understand that teachers break down the national curriculum end points into component knowledge in their STP. | Plan effectively for other adults in the classroom to support children with SEND and diverse needs.  How to manage workload and wellbeing by planning efficiently and sharing the load | 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.  Evaluate the effectiveness of lessons they have planned to inform future planning | Understand positive strategies to work in partnership with parents and other agencies.  Understand how to plan inclusive and aspirational lessons by utilising adaptive teaching methods to meet all learners needs | Understand the range of outside agencies likely to be involved in supporting children with Education, Health and Care Plans.  Use assessment to inform planning. | Plan for additional adults  Know the role the teacher plays to support learning and memory. Understand strategies including worked examples and modelling | The impact of targeted questioning on pupils’ retrieval and recall |
| **Professional Behaviours**   * Safeguarding * Professionalism * Mental Health, Wellbeing and Workload | Know it is important to keep up-to-date with current safeguarding legislation, such as: Keeping Children Safe in Education 2023. | Know how to deploy support staff effectively so they have a positive impact on pupil progress. | Understand the legal and moral responsibilities of teachers to provide a high-quality education and respond effectively to children’s needs. | Know how to identify of indicators of abuse and neglect. | 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. | Understand how to liaise and communicate with parents to ensure an integrated approach is adopted in supporting children’s needs. | 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.  Be able to demonstrate professionalism by understanding the wider roles and responsibilities of a teacher. |
| **Assessment** | Know feedback must be high-quality and can be in written 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. |  | Be able to, with expert colleagues, plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding. |