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| **Postgraduate Developmental – 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 the legal and moral responsibilities of teachers to provide a high quality education and to make reasonable adjustments as required.Be able to support children to be productive and feel safe in the classroomUnderstand the importance of effective and focused observations of professionals and pupils.   | Instil belief and promote the academic potential of all pupils including disadvantaged learners  Develop strategies to manage challenging behaviours | Know that there are attainment gaps between different groups of children and their peers, and what can be done to address inequalities  Be able to establish and reinforce routines, including positive reinforcement, to help create safe and effective learning environments.Know and recognise specific adaptive teaching strategies to meet the needs of all learners.  | Support pupils with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners.Be able to apply the ‘PACE’ model as a supportive tool for individuals | To know the socially constructed and contested nature of the categories of gender, race, and socio-economic status, and the historic and current impact of these on children’s education; Be able to teach children how to self-regulate and recognise that making mistakes, resilience and perseverance are part of daily routines | Augment their practice with strategies to support the education of children regardless of their gender, ethnicity and socio-economic status    | To understand the evidence which suggests that disadvantaged pupils face additional challenges in reaching their potential in school Understand that self-perception and self-belief supports behaviour Recognise and develop an understanding of the importance of assessment and assessment tools.  | Know how school staff assess their pupils’ needs and use Pupil Premium funding to improve attainment by drawing on evidence of effective practice   Be able to understand and be consider different approaches when planning to meet the needs of all learners. |
| **How Pupils Learn, Classroom Practice and Adaptive Teaching*** Adaptive Teaching
* Planning
* How Children Learn
 | Be able to provide targeted support to increase pupil success using well designed resources.Understand that adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular groups. | Understand the need to work with SENDCO, and other expert colleagues and the designated safeguarding lead to understand the needs and provision for all pupils.Know that learning is progressive and plans should be flexible and adapted on the basis of pupil progress.    | Know and understand the how to build effective relationships and partnerships with parents and carers to better understand pupils needs. Know the role the teacher plays to support learning and memory. Understand strategies including worked examples and modelling | Know that pupils learn at different rates and require different levels of support to ensure their success. To understand there is a misconception that pupil shave distinct learning style and to tailor lessons to learning styles is unlikely to be beneficial. Know how to effectively deploy support assistants and other adults to the benefit and progression of learners with SEND  | Know how expert colleagues balance new input with the knowledge of prior learning so that pupils master important concepts. Know and understand how to intentionally group in relation to specific learning outcomes and review these groupings, monitoring the impact and avoiding the perception that groups are fixed. | Be able to incorporate the use of technology, including educational software and assistive technology to support teaching and learning for pupils with SEND. Be able to group pupils effectively and apply high expectations to all groups ensuring all pupils have access to a rich curriculum.  | Be able to use formative assessments and 1 page profiles to adapt delivery and support to ensure success for all pupils. Understand how to design a sequence of learning (MTP). Understand the impact of targeted questioning on pupils’ retrieval and recall  | Know how to apply high expectations to all groups and ensuring all pupils have access to a rich curriculum Be able to incorporate the use of technology, including educational software and assistive technology to support teaching and learning for pupils with SEND. Be able to write effective sequences of learning (MTP).  |
| **Professional Behaviours*** Safeguarding
* Professionalism
* Mental Health, Wellbeing and Workload
 | Understand it is important to keep up-to-date with current safeguarding legislation, such as: Keeping Children Safe in Education 2024  | Know how to deploy support staff effectively so they have a positive impact on pupil progress.   | Know that wellbeing within the workplace requires supportive school environments with systems and structures in place that support staff mental health | Know how to identify of indicators of abuse and neglect.   | Understand: how to liaise and communicate with parents to ensure an integrated approach is adopted in supporting children’s needs.  Understand the importance of seeking appropriate advice and support when dealing with specific issues (behaviour, workload, safeguarding concerns). | Be able to identify staff members who have overall responsibility for mental health and wellbeing in school | Be able to identify children who may be in need of help or protection.  | 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 unwritten 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.   |   |  With expert colleagues, can plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding.   |  |   |