PG Sec Computing Intro WDS Week 1 24/25

Super Admin   **05/09/2024**

Date:

Key reading for the week

Summary: This report advocates 5 broad evidence based approaches to help Pupils with Special Educational Needs and Disability (SEND). Pupils with SEND have the greatest need for excellent teaching and are entitled to receive a high quality education which helps them enjoy learning and school. It highlights the attainment gap between pupils with SEND and their peers - which is twice the gap between pupils eligible for free school meals and their peers. It also highlights the intersectional issue that pupils with SEND are also more than twice as likely to be eligible for free school meals.
The report is based on a review conducted by a team from CEDAR at the University of Warwick led by Mairi Ann Cullen, Geoff Lindsay, Richard Hastings, and Louise Denne. It is presented as a starting point or set of principles that can inform more detailed school level planning to promote equity in schooling for SEND students.

Limitations: The report does not explicitly explain its methodology in terms of how sources were selected and analysed although the EEF which funded this work does provide an overview of how it selects and collates educational research. The report does not offer specifics in removing barriers for particular types of SEND e.g. Sensory Impairment, so further research and conversations with expert colleagues is needed for teachers supporting those students.

Reference: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send

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Support for mentors with the curriculum focus

• Teach Computing Ep5: Supporting all students in Computing – Catherine Elliott explores some practical strategies that not only support SEND students but improve accessibility for all learners. https://blog.teachcomputing.org/episode-5-supporting-all-students-in-computing/
• SEND Computing: Computing resources and ideas for teachers of students with special educational needs and disabilities. http://sendcomputing.info/
• Scratch Progression Resource: Scratch projects to scaffold computer programming for KS3 SEND pupils. http://sheffieldclc.net/scratch/

Curriculum for the week

This week the trainee should have demonstrated that they know:

1: Inclusive teaching requires adaptive approaches to make provision for all learners needs underpinned by high expectations that stretch and challenge for successful learning.

○ Yes   ○ No

2: The importance of prior knowledge about the leaner and their needs specific to the educational setting. These are mandatory responsibilities such as safeguarding procedures and SEND code of conduct when working closely with the SENCO.

○ Yes   ○ No

3: Teaching assistants (TAs) can support pupils most effectively when teachers plan their deployment and make use of their expertise.

○ Yes   ○ No

4: Computing teachers are often a valuable source of expertise in assistive technology.

○ Yes   ○ No

This week trainees should have demonstrated that they know how to:

1: Explain what Adaptive Teaching is and identify barriers to learning in computing.

○ Yes   ○ No

2: Research specific areas of need and suggest methods to adapt planning to reduce or remove learning barriers, for example adapting resources, using additional support, effective modelling and scaffolding or flexible grouping.

○ Yes   ○ No

3: Teachers use data to inform planning utilising a balanced input of new content so that pupils master important concepts such as staying safe online.

○ Yes   ○ No

Questions for mentor and trainee to discuss in mentor meeting

Q1: Explain how teachers use data to ensure their planning and teaching is inclusive, with example(s).

Mentor summary of trainee response

[ ]

Q2: Explain the concept of Adaptive Teaching and identify how this could be used to adapt teaching of a topic in computing to address a specific pupil need.

Mentor summary of trainee response

[ ]

Has the trainee demonstrated the appropriate professional behaviours required of those training to teach?

○ Yes   ○ No

If you answered no, please provide details

[ ]

Additional notes from mentor meeting

For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc.

[ ]

Trainee workload and well-being

Have strategies for workload been discussed?

○ Yes   ○ No

Actions or follow up (if needed)

[ ]

Has the trainee's wellbeing been discussed?

○ Yes   ○ No

Actions or follow up (if needed)

[ ]

Trainee attendance this week - please enter the number of days.

[-1.00]

Opportunities identified for progress

Based on the curriculum for this week, which skill(s) need(s) development

[ ]

How, where and/or when could the trainee observe, practice and or receive feedback on these skills?

[ ]

Progress

Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:

○ Trainee is making sufficient progress through the curriculum and has demonstrated appropriate professional behaviours ○ Trainee is making sufficient progress through the curriculum but this has required additional support ○ Despite additional support the trainee is not making sufficient progress through the curriculum and/or has not displayed the appropriateprofessional behaviours. A Progress Support Plan should be considered

Please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc.

Signature

Mentor

○ Yes
○ No