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| **EY Undergraduate Year 1 Full Time – Strand Component Tracker** | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| **High Expectations**  **EDI**  **Behaviour**  **EAL** | To 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.  That there is a range of factors that affect pupil behaviour both within and outside the classroom. | Understand how a commitment to equality, diversity and inclusion is embedded within practice in their setting.  Understand the characteristics of EAL learners in order to identify effective support approaches in the classroom  To understand that building effective relationships is supported when pupils’ feelings are considered and understood. | Understand how the physical environment is structured and adapted to meet the needs of a diverse range of children.  To develop strategies to engage with learners with EAL in Continuous Provision to support language acquisition. | Understand how assessment is used to identify individual needs and plan effectively for these.  Create an effective, supportive and safe learning environment. | Understand how to positively engage and work in partnership with parents of children with diverse learning needs.  How to communicate effectively with expert colleagues to support excellent behaviour and classroom management in a supportive and inclusive environment. | Plan an activity which caters for a range of diverse needs and reflect upon effectiveness of this activity.  To know how teachers have the ability to affect and improve wellbeing and motivation which impacts positively on pupil behaviour.  To know a range of strategies to support learners with EAL in adult led sessions to ensure they understand the tasks. |
| **How Pupils Learn, Classroom Practice and Adaptive Teaching**  Adaptive Teaching  Planning  How children Learn | To know that 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  Teachers manage workload and wellbeing by planning efficiently and sharing the load | Understand how policy around Inclusion and SEND is embedded within practice in their setting.  Know that the environment can support children’s learning so that prior knowledge is accounted for through pre-school experiences and children’s interests. | Understand how the physical environment is structured and adapted to meet the needs of a diverse range of children including those with SEND.  Identify the elements of a good lesson plan through observing expert colleagues and be able to engage effectively with children during continuous provision  Understand the holistic nature of learning in the EYFS and how regular purposeful and spaced practice can be incorporated into playful experiences. | Understand how a graduated approach is implemented in terms of planning and assessment and reflect upon effective strategies used.  Be able to identify prior knowledge through playful experiences and enhance this via adult led and continuous provision opportunities. | Understand how to positively engage and work in partnership with parents of children with SEND or diverse learning needs.  Schools plan in different ways (including planning in the moment, annotation and adaptation of existing plans) but that the principles remain the same | Understand the key roles and responsibilities in supporting all children including working with different agencies from Education, Health and Social Care.  Plan an activity which caters for a range of diverse needs including children with SEND and reflect upon effectiveness of this activity. |
| **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 their duties in respect of safeguarding and equalities legislation and be able to follow the school safeguarding policy and processes. | To know that wellbeing within the workplace requires supportive school environments with systems and structures in place that support staff mental health.  Know that positive professional conduct underpins self-development and effective working relationships. | Understand the importance of having high standards of professional conduct and be able to adapt to the needs of the school environment. | To be able to identify staff members who have overall responsibility for mental health and wellbeing in school. | To understand that promoting the welfare of children is everyone’s responsibility. | To understand the importance of seeking appropriate advice and support when dealing with specific issues (behaviour, workload, safeguarding concerns).  Be able to work effectively and competently with peers and colleagues and to be able to contribute to professional discussions. |
| **Assessment** | Know that schools and settings will have different approaches to assessment in an EYFS setting. |  |  | Understand the importance of collating accurate assessment data in order to plan for adult led learning and continuous provision experiences. |  | Be able to use observations and questioning to collate data on children’s knowledge and understanding. |