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| **Undergraduate Year 3 Full Time – Strand Component Tracker** |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **High Expectations*** EDI
* Behaviour
* EAL
 | Know that variables such as gender, race, disability and socio-economic status intersect to increase the disadvantages faced by children             | Collaborate in multi-agency working with internal and external colleagues  Knows that they have professional responsibilities in relations to inclusion (e.g. The Equality Act, 2010).    | Know how schools develop, implement and review the impact of a Pupil Premium Strategy    | Instil belief and promote the academic potential of all pupils including disadvantaged learners   be able to demonstrate high behavioural expectations and create a culture of respect and trust in the classroom that supports all children to succeed.   | Plan inspirational and challenging lessons independently that have high expectations of all learners    Understand which activities that are context embedded and cognitively demanding for children with EAL.  | Know how to make effective use of teaching assistants and other adults to support effective classroom and behaviour management. | Know the educational disadvantages faced by pupils who are looked-after (CLA) and what measures are needed to ensure they move successfully into adulthood (health, safety and opportunities)   | Engage parents/carers in supporting whole school behaviour strategiesCan identify groups of children (EAL) and employ strategies to support outcomes for disadvantaged pupils. Applies knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory. | Understand the expectations of teachers who lead aspects of inclusion including CLA, race, gender and LGBTQ    | Recognise different types of bullying and implement a variety of strategies to support individuals and the whole class |
| **How Pupils Learn, Classroom Practice and Adaptive Teaching*** Adaptive Teaching
* Planning
* How Children Learn
 | The roles and responsibilities of outside agencies and professionals working with children with Special Educational Needs and.     | The importance of working collaboratively and co-operatively  with other professionals and agencies.  **Know** that sequences of learning must break down learning into small steps to take account of all learners (including those with SEND) from the outset.  | The range of outside agencies likely to be involved in supporting children with Education, Health and Care Plans. Understand the role of curriculum design with consideration to how children learn.  | Know where and how to seek support when working with children with Special Educational Needs and Education, Health and Care plans   | Understand the importance of building effective interprofessional relationships.   | **Understand** the purpose and value of planning documentation for a range of adults and the importance of being mindful regarding workload.   | Understand the importance of inclusive, learner friendly environments.The impact of targeted questioning on pupils’ retrieval and recall   | Understands how to identify systemic barriers to Learning.  expectations of all children and  promoting inclusion.   | Knows that effective deployment of support  staff is key to maintaining high    | Understands that all children have an equal  entitlement to the time of a  qualified teacher  **Be able to** develop effective medium-term planning sequences which are informed by assessment of children’s learning and consider the range of needs of pupils in their class.  |
| **Professional Behaviours*** Safeguarding
* Professionalism
* Mental Health, Wellbeing and Workload
 | To understand teachers are may be required to support other agencies and professionals in child protection       | **Know t**he importance of parental engagement   |  Know the importance of working with external colleagues. 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.  | To be able to understand that information sharing is essential for the identification of patterns of behaviour    | Know about school documentation and processes available for referring children in need to outside organisations | U**nderstand:** that the Teachers’ Standards underpin a teacher’s professionalism throughout their career.  Understand how to tailor support for individual pupils, implement and evaluate | To know the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner.    |  Be able to manage their workload effectively | Investigate, evaluate and challenge mental health and wellbeing practices in schools (children and staff). | Be able to develop processes that foster positive engagement with families/carers of children displaying mental health needs. |
| **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  |  |