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| **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 understand the legal and moral responsibilities of teachers to provide a high quality education and to make reasonable adjustments as required.  To know that there are strategies and provision that can address inequalities and to implement them when on Professional Practice.  To identify whether the school has an EAL policy | To know that social background and family circumstances affect pupils’ life chances.    To know that all children have a right to learn, and that differences in learning are a valuable part of human diversity.    To observe pupils who use EAL and how teachers adapt their practice | To learn how to collaborate effectively with additional adults to create a supportive and inclusive learning environment.  To understand and begin to plan adaptive teaching strategies to meet the needs of pupils using EAL | To instil belief and promote the academic potential of all pupils including disadvantaged learners.  Observe and recognise strategies to support children with EAL.  To liaise with expert colleagues to address the needs of pupils using EAL | To know that social background and family circumstances affect pupils’ life chances.  To understand the importance of assessment when supporting pupils who use EAL. | To know the eligibility criteria for Pupil Premium funding and the purpose of the funding.  Begin to develop adaptive teaching to meet the needs of all learners. |
| **How Pupils Learn, Classroom Practice and Adaptive Teaching**   * Adaptive Teaching * Planning * How Children Learn | 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. | The Special Educational Needs  Code of Practice (0-25) is predicated on a graduated approach based on adaptive, high-quality teaching, assessment and evidence-based intervention.  Know the principles of planning. | How the graduated response outlined in the Code of Practice is implemented in schools.    How children with Special Educational Needs are identified in line with the Code of Practice.  Understand the role the teacher plays in supporting memory and effective learning. | Key roles and responsibilities in supporting all children including in school and other agencies.  Understand the purpose of planning. | The importance of theoretical models of disability and inclusion including medical, social and rights based models aid the interrogation and critical analysis of teaching approaches. | Be able towrite effective plans for a range of lessons with support (whole class).  Understand the interconnectedness of learning. |
| **Professional Behaviours**   * Safeguarding * Professionalism * Mental Health, Wellbeing and Workload | Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. | Know that positive professional conduct underpins self-development and effective working relationships.  To know that wellbeing within the workplace requires supportive school environments with systems and structures in place that support staff mental health. | Know their duties in respect of safeguarding and mental health concerns plus equalities legislation. | Understand the importance of having high standards of professional conduct and be able to adapt to the needs of the school environment. | Understand that promoting the welfare of children is everyone’s responsibility.  To be able to identify staff members who have overall responsibility for mental health and wellbeing in school. | Be able to work effectively and competently with peers and colleagues and to be able to contribute to professional discussions.  To understand the importance of seeking appropriate advice and support when dealing with specific issues (behaviour, workload, safeguarding concerns). |
| **Assessment** | Know the difference between formative and summative assessment and how these are used. |  | Understand the influence of personal experiences and professional subject knowledge on assessment of children’s learning. |  | Be able to evaluate marking policies with a focus on pupil progress. |  |