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| **Undergraduate Introductory Part 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 learn how to collaborate effectively with additional adults to create a supportive and inclusive learning environment   To observe pupils who use EAL and how teachers adapt their practice.   | To instil belief and promote the academic potential of all pupils including disadvantaged learners  To understand and begin to plan adaptive teaching strategies to meet the needs of pupils using EAL.   |  To liaise with expert colleagues to address the needs of pupils using EAL.  | To know the eligibility criteria for Pupil Premium funding and the purpose of the funding  To understand the importance of assessment when supporting pupils who use EAL.   |
| **How Pupils Learn, Classroom Practice and Adaptive Teaching*** Adaptive Teaching
* Planning
* How Children Learn
 | Understand that accurate and effective use of assessment can support the progression of pupils with SEND  | Recognise that children with SEND might have more than one difficulty and there is a probability of co-existing  difficulties which may also be compounded by social, emotional difficulties and  poverty for example. Know the principles of planning.  | Understand the role the teacher plays in supporting memory and effective learning.  | Know that multi agency working is paramount to proving effective support for children with SEND. To understand when and how to seek support and guidance to be able to effectively adapt teaching to ensure the progression of all learners. Understand the purpose of planning.  | Understand the interconnectedness of learning  | Be able to write effective plans for a range of lessons with support (whole class).  |
| **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.         | Know that personal and professional attitudes, values and beliefs are a core pillar of a successful ITE student at Edge Hill University.   Know that wellbeing within the workplace requires supportive school environments with systems and structures in place that support staff mental health  | Understand that reflective practice is essential in ensuring effective professional development.     | Know their duties in respect of safeguarding and equalities legislation  Understand that key attributes such as resilience, self-organisation and motivation are transferable skills that will sustain them throughout both their academic and professional careers.   | Understand that promoting the welfare of children is everyone’s responsibility  Be able to identify staff members who have overall responsibility for mental health and wellbeing in school   | Be able to exercise personal responsibility for their ongoing professional development including addressing educational development, responding positively to constructive feedback and learning from experienced professionals within a structure mentoring environment.    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.   |  |