**Primary 5-11 Curriculum Map (Adaptive Teachng and SEND)**

***PGCE***

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| **University Curriculum** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1** | Adaptive teaching, SEND CoP | 5.1, 5.2, 5.3, 5.4, 5.55.6, 5.7 5.8 5.9. | 5a, 5b, 5e, 5g, 5j, 5k, 5l, 5m, 5n, 5o | <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>  <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>  <https://www.gov.uk/government/publications/area-send-framework-and-handbook>  Teaching and Supporting Children with Special Educational Needs and Disabilities in Primary Schools  Third Edition  Glazzard, J, Stokoe, J., Hughes, A.,Netherwood, A., Neve, L.  CHAPTER 7  Transforming Teacher Preparation Through Identity, Development, and ...  edited by Sargent, Denise LaVoie, Murphy, Kristin M. | Feedback from tutor, whole class feedback or through dialogue of a taught session |
| **Session 2** | SEND- Dyslexia- applying adaptive teaching and multi sensory teaching | 5.1, 5.2, 5.3, 5.4, 5.55.6, 5.7 5.8 5.9. | 5a, 5b, 5e, 5g, 5j, 5k, 5l, 5m, 5n, 5o | <https://www.sasc.org.uk/news/delphi-definition-of-dyslexia-briefing-paper-released/>  Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families June 2009  Cullen, M. A., Lindsay, G., Hastings, R., Denne, L., & Stanford, C. (2020) Special Educational Needs in Mainstream Schools: Evidence Review. Available at: Cullen\_SENDEvidenceReview.pdf.  https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help | Feedback from tutor, whole class feedback or through dialogue of a taught session |
| **Session 3** | SEND/adaptive teaching- Brian development/1 page profile | 5.1, 5.2, 5.3, 5.4, 5.55.6, 5.7 5.8 5.9. | 5a, 5b, 5e, 5g, 5j, 5k, 5l, 5m, 5n, 5o | [Sleep duration, brain structure, and psychiatric and cognitive problems in children](https://www.nature.com/articles/s41380-020-0663-2)  [W Cheng](https://scholar.google.com/citations?user=uqDUElQAAAAJ&hl=en&oi=sra), [E Rolls](https://scholar.google.com/citations?user=4tIgOKsAAAAJ&hl=en&oi=sra), [W Gong](https://scholar.google.com/citations?user=TDo57rsAAAAJ&hl=en&oi=sra), [J Du](https://scholar.google.com/citations?user=PGaH8xoAAAAJ&hl=en&oi=sra), [J Zhang](https://scholar.google.com/citations?user=epTfECgAAAAJ&hl=en&oi=sra)…  <https://www.nature.com/articles/s41380-020-0663-2> | Feedback from tutor, whole class feedback or through dialogue of a taught session |

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| **School Based Curriculum – Introductory** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  Observe how expert colleagues manage and organise the classroom during an art lesson in order to maintain a safe and inclusive learning environment.  **Planning :** Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson.  **Teaching :** Rehearse and refine particular approaches in this subject for a group/whole class. Deliver group/whole class teaching.  **Assessment :** Check prior knowledge and understanding during lessons.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| **To know how to** provide targeted support to increase pupil success using well designed resources.  **To understand** that adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular groups.  **To observe and understand** the importance of applying high expectations to all groups and ensuring all pupils have access to a rich curriculum. | 5.1, 5.4 | 5a, 5k  5p |  |  |
| **To understand that** pupils learn at different rates and require different levels of support to ensure their success.  **To observe how** expert colleagues balance new input with the knowledge of prior learning so that pupils master important concepts. | 5.2 | 5b  5h |
| **To understand how to** use formative assessments and 1 page profiles to adapt delivery and support to ensure success for all pupils.  **To understand how to** group pupils effectively and apply high expectations to all groups ensuring all pupils have access to a rich curriculum.  **To observe how** expert colleagues intentionally group in relation to specific learning outcomes and review these groupings, monitoring the impact and avoiding the perception that groups are fixed. | 5.2, 5.3, 5.4, 5.55.7, 5.8 | 5k, 5p, 5q  5q |
| **To know how to** incorporate the use of technology, including educational software and assistive technology to support teaching and learning for pupils with SEND.  **To understand how to** effectively deploy support assistants and other adults to the benefit and progression of learners with SEND | 5.5, 5.7, 5.9 | 5k, 5g, 5i, 5c, 5e, 5f |

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| **School Based Curriculum – Developmental** | | | | |
| **Observing :**  Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects.  Plan, as appropriate, one lesson / group activity in all remaining subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| **To be able to** provide targeted support to increase pupil success using well designed resources.  **To understand** that adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular groups.  **To understand** the need to work with SENDCO, and other expert colleagues and the designated safeguarding lead to understand the needs and provision for all pupils.  To know and understand the how to build effective relationships and partnerships with parents and carers to better understand pupils needs. | 5.1, 5.4, | 5a, 5k  5c, 5d  5f |  |  |
| **To know that** pupils learn at different rates and require different levels of support to ensure their success. To understand there is a misconception that pupil shave distinct learning style and to tailor lessons to learning styles is unlikely to be beneficial.  To know how expert colleagues balance new input with the knowledge of prior learning so that pupils master important concepts.  **To be able to** incorporate the use of technology, including educational software and assistive technology to support teaching and learning for pupils with SEND.  **To know how to** effectively deploy support assistants and other adults to the benefit and progression of learners with SEND  To know how to apply high expectations to all groups and ensuring all pupils have access to a rich curriculum | 5.2  5.6 | 5b  5h  5c  5i  5p |
| **To be able to**  use formative assessments and 1 page profiles to adapt delivery and support to ensure success for all pupils.  **To be able to** group pupils effectively and apply high expectations to all groups ensuring all pupils have access to a rich curriculum.  **To know and understand how to** intentionally group in relation to specific learning outcomes and review these groupings, monitoring the impact and avoiding the perception that groups are fixed. | 5.5, 5.7, 5.9 | 5k, 5g, 5i, 5c, 5e, 5f  5q |
| **To be able to** incorporate the use of technology, including educational software and assistive technology to support teaching and learning for pupils with SEND.  **To understand how to** effectively deploy support assistants and other adults to the benefit and progression of learners with SEND | 5.5, 5.7, 5.9 | 5k, 5g, 5i, 5c, 5e, 5f |

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| **School Based Curriculum –Consolidation** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Plan a sequence of lessons in all core and foundation subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| **To be able to** provide targeted support to increase pupil success using well designed resources.  **To understand** that adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular groups. | 5.1, 5.4 | 5a, 5k |  |  |
| **To understand** pupils learn at different rates and require different levels of support to ensure their success and to be able to provide and plan to enable their success.  **To be able to** incorporate the use of technology, including educational software and assistive technology to support teaching and learning for pupils with SEND. To be able to use the feedback gained to scaffold and ensure progress for all pupils.  **To know how to** effectively deploy support assistants and other adults to the benefit and progression of learners with SEND  To be able to build effective relationships and partnerships with parents and carers to better understand pupils needs.  To be able to balance new input with the knowledge of prior learning so that pupils master important concepts.  To be able to apply high expectations to all groups and ensuring all pupils have access to a rich curriculum  **To be able to** intentionally group in relation to specific learning outcomes and review these groupings, monitoring the impact and avoiding the perception that groups are fixed. | 5.2 | 5b  5f  5h  5p  5q |
| **To be able to** use formative assessments and 1 page profiles to adapt delivery and support to ensure success for all pupils.  **To be able to** group pupils effectively and apply high expectations to all groups ensuring all pupils have access to a rich curriculum.  **To be able to** work with SENDCO, and other expert colleagues and the designated safeguarding lead to understand the needs and provision for all pupils. | 5.5, 5.7, 5.9 | 5k, 5g, 5i, 5c, 5e, 5f  5c, 5d |
| **To be able to** incorporate the use of technology, including educational software and assistive technology to support teaching and learning for pupils with SEND.  **To be able to** effectively deploy support assistants and other adults to the benefit and progression of learners with SEND | 5.5, 5.7, 5.9 | 5k, 5g, 5i, 5c, 5e, 5f |