**Primary Curriculum Map (Equality, Diversity and Inclusion)**

**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** |
| Strand content is delivered through 2 PGP4114 adaptive teaching/inclusion seminars (2 hours each); the first has a focus on SEND, the second on EAL  (see also strand plans for SEND and EAL) | To develop an understanding of the protected characteristics in the Equality Act 2010 and the principles of inclusion; to reflect on how these relate to their practice and how the characteristics can be promoted through the curriculum  To know their responsibilities as a teacher in relation to the Equality Act (2010) and the Public Sector Equality Duty  To understand the concepts of equality, equity, inclusion, diversity, difference and social justice; to reflect on the various definitions of these concepts  To understand that disadvantaged pupils often do not perform as well as other pupils in school and that social background and family circumstances affect pupils’ life chances  To instil belief and promote the academic potential of all pupils including disadvantaged learners  To identify discrimination (including racism and homophobia) in its different forms and begin to identify strategies to promote equality within their practice  To identify the values that underpin their own practice and review the way in which these underpin pedagogy | 1.2, 1.3, 1.4, 1.6  ITTECF Statutory Duties p8 | 1a, 1e | DEPARTMENT FOR EDUCATION (DfE). 2014. *The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities*  DUCKWORTH, S., 2020. *Spin the wheel of power & privilege*  GOVERNMENT EQUALITIES OFFICE. 2011. *The Equality Act, making equality real*  KNOWLES, G, ed. 2018. *Supporting inclusive practice and ensuring opportunity is equal for all* | Aspects included in PGP4114 strand lectures and seminars are assessed formatively by tutors through retrieval activities, questioning and discussion |

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| **School Based Curriculum – Introductory** | | | | |
| **Observing:**  Observe how expert colleagues meet the needs of disadvantaged pupils, celebrate diversity, address inequalities and maintain a supportive, inclusive learning environment  **Planning and Teaching:**  Observe how expert colleagues plan for and meet the wide range of needs, abilities and backgrounds in their daily teaching, including the effective deployment of additional adults and the involvement of parents and carers | | | | |
| **Subject Specific Components/s**  **(know, understand, can do)** | **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 understand the legal and moral responsibilities of teachers to provide a high-quality education and to make reasonable adjustments as required  To know the importance of policies and procedures and reporting for inclusion and safeguarding  To know that there are strategies and provision that can address inequalities and to implement them when on Professional Practice  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 instil belief and promote the academic potential of all pupils including disadvantaged learners  To know that social background and family circumstances affect pupils’ life chances  To know the eligibility criteria for Pupil Premium funding and the purpose of the funding | 1.2, 1.3, 1.4, 1.6  ITTECF Statutory Duties p8 | 1a, 1e | EDUCATION ENDOWMENT FOUNDATION, 2023. *The EEF guide to the pupil premium*  EDUCATION ENDOWMENT FOUNDATION, 2018. *Working with parents to support children’s learning*  PISA, 2015. *PISA in focus: do teacher-student relations affect students’ well-being at school?* | Trainees’ commitment to promoting and implementing inclusive practice will be monitored by school-based, mentors and university link tutors; ongoing evidence noted in weekly development summaries (WDS) |

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| **School Based Curriculum – Developmental** | | | | |
| **Observing:** Observe how expert colleagues collaborate effectively with additional adults and the SENDCo/specialist practitioners to deliver inclusive practice  **Planning and Teaching:** Plan and teach lessons that explicitly address the topic of equality and equity  Collaborate with additional adults and the SENDCo/specialist practitioners to learn about the delivery of inclusive practice  **Assessment:** Analyse recent data on pupil attainment by pupil characteristics and use this to inform planning and provision  Explore the evidence which suggests that disadvantaged pupils face additional challenges in reaching their potential in school  **Subject Knowledge:**  Discuss and analyse how to make adjustments and review inclusive practices (e.g. use of inclusive resources) with expert colleagues  Work with expert colleagues to explore the values that underpin their own practice | | | | |
| **Subject Specific Components/s**  **(know, understand, can do)** | **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 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 attainment gaps between different groups of children and their peers, and what can be done to address inequalities  To know the socially constructed and contested nature of the categories of gender, race, and socio-economic status, and the historic and current impact of these on children’s education;  To instil belief and promote the academic potential of all pupils including disadvantaged learners  To support pupils with a range of additional needs through adaptations to content, teaching strategies, pedagogical choices, approaches to recording and the environment, with support from expert practitioners    To augment their practice with strategies to support the education of children regardless of their gender, ethnicity and socio-economic status  To understand the evidence which suggests that disadvantaged pupils face additional challenges in reaching their potential in school  To know how school staff assess their pupils’ needs and use Pupil Premium funding to improve attainment by drawing on evidence of effective practice | 1.3, 1.6  5.1, 5.2, 5.3, 5.7  ITTECF Statutory Duties p8 | 1a, 1e  5a, 5d, 5e, 5g, 5p, 5q | ANDREWS, J., ROBINSON, D AND HUTCHINSON, J. 2017. *Closing the gap? Trends in educational attainment and disadvantage*  EDUCATION ENDOWMENT FOUNDATION, 2023. *The EEF guide to the pupil premium*  EDUCATION ENDOWMENT FOUNDATION, 2018. *Working with parents to support children’s learning*  GORARD, S. and SEE, B. 2013. *Overcoming disadvantage in education* | Trainees’ commitment to promoting and implementing inclusive practice will be monitored by school-based, mentors and university link tutors; ongoing evidence noted in weekly development summaries (WDS) |

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| **School Based Curriculum – Consolidation** | | | | |
| **Observing:**  Observe how expert colleagues collaborate in multi-agency working with internal and external colleagues and discuss with them the roles and responsibilities that come with the leadership of key aspects of inclusion (including CLA)  Observe how expert colleagues instil belief and promote the academic potential of all pupils including disadvantaged learners  **Planning and Teaching:**  Plan a sequence of inspirational and challenging lessons independently that have high expectations of all learners including vulnerable and disadvantaged groups of pupils  **Assessment:**  Discuss with expert colleagues the class demographics and identify vulnerable and disadvantaged groups of pupils  **Subject Knowledge:**  Discuss and analyse with expert colleagues the role of the Pupil Premium, the strategies that the school employs to improve outcomes for disadvantaged pupils and the implementation and impact of the school’s Pupil Premium Strategy  Reflect on the variables that intersect to increase the disadvantages faced by children | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **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 collaborate in multi-agency working with internal and external colleagues  To understand the duty of schools in compensating for disadvantage  To understand the role of the Pupil Premium and the strategies that can be employed to improve outcomes for disadvantaged pupils  To know that variables such as gender, race, disability and socio-economic status intersect to increase the disadvantages faced by children  To know how schools develop, implement and review the impact of a Pupil Premium Strategy  To instil belief and promote the academic potential of all pupils including disadvantaged learners  To plan inspirational and challenging lessons independently that have high expectations of all learners  To understand the expectations of teachers who lead aspects of inclusion including CLA, race, gender and LGBTQ+ | 1.3, 1.6  5.1, 5.2, 5.3, 5.7  ITTECF Statutory Duties p8 | 1a, 1e  5a, 5d, 5e, 5g, 5p, 5q, 8f | CHOUDRY, S. 2021. *Equitable Education: what everyone working in education should know about closing the attainment gap for all pupils*  EDUCATION ENDOWMENT FOUNDATION, 2023. *The EEF guide to the pupil premium*  GORARD, S. and SEE, B. 2013. *Overcoming disadvantage in education*  MAZZOLI, L. & SMITH, E., 2016. *Poverty proofing the school day: evaluation and development* | Trainees’ commitment to promoting and implementing inclusive practice will be monitored by school-based, mentors and university link tutors; ongoing evidence noted in weekly development summaries (WDS) |