**Primary Curriculum Map (SEND and Adaptive teaching) 2024/25**

***Year 1 Undergraduate***

***DRAFT Overview***

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| **Module**  |  | **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** |
| **PED1103 SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)****Key focus areas (information from Eval)**Inclusion, diversity, social justice, inclusion in action, SEND, equality, equity, barriers, Code of Practice, areas of need, discrimination, protected characteristicsThe range of factors, including disadvantage, that may impede pupils’ attainment and wellbeingThe strategies and types of provision that can alleviate the impact of these factors, including the effective use of the Pupil PremiumThe importance of teaching equality principles and engaging with pupil diversity The impact of all forms of discriminationThe protected characteristics in the Equality ActThe range of evidence-based adaptive approaches which are likely to support all children including those with an identified additional needTeaching approaches to support learning and promote inclusionIdentification of and addressing barriers to learningThe four broad areas of need identified in the Code of PracticeCurrent policy developments and changes relating to SEND and inclusion and how these impact the professionThe central role of pupils, parents and carers in the processes involved in identifying and planning for adaptive teachingThe importance of capturing and incorporating the voice of the childThe potential social and emotional impact of labelling, low expectations and diagnosisThe application of the above to specific categories of SEND which might include - SpLDs including dyslexia, dyspraxia and dyscalculia | **PLANNED CONTENT**Adaptive teaching.Parents/carers and children are at the heart of the process.SEND CoP (4 areas of need)Equality ActHigh quality teaching for all, including those with SENDSEND CoP- Assess-Plan-Do-Review model as an approach to implementing targeted support and evidence-based interventions. Using one-page profiles as a useful tool for capturing information and the voice of the child.Technology, educational software and assistive technology can support teaching and learning for pupils with SEND.Pupil PremiumInclusion, Equity, equality.Barriers/inequalities/dataLabellingFlexible grouping and the impact on attainment, behaviour engagement and motivation.Social justice/discriminationParents/carers Dyslexia and interventionsDyscalculia and interventions | 5.1, 5.3, 5.4, 5.6, 5.7,5.85.2, 5.95.5 | 5a, 5e, 5f, 5g, 5p5c, 5d, 5f, 5h, 5i, 5o5j, 5k5q | Belland, B. R., Walker, A. E., & Kim, N. J. (2017) A Bayesian Network Meta-Analysis to Synthesize the Influence of Contexts of Scaffolding Use on Cognitive Outcomes in STEM Education. Review of Educational Research, 87(6), 1042- 1081. Available at: https://doi.org/10.3102/0034654317723009.CHAE, S., PARK, E. Y., & SHIN, M., 2019. School-based Interventions for Improving Disability Awareness and Attitudes Towards Disability of Students Without Disabilities: A Meta-analysis. International Journal of Disability Development and Education.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.Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Available at: Davis\_TeachingStrategiesAndApproachesForPupilsWithSEND.pdf.Department for Education and Department of Health., 2015. Special educational needs and disability code of practice: 0 to 25 years. Available at: **https://www.gov.uk/government/publications/send-code-of-practice-0-to-25** (Accessed: 15th July 2022).Department for Education and Department of Health., 2022.**SEND Green Paper, SEND** Review: Right support, right place, right time, a consultation on the special educational needs and disabilities (SEND) and alternative provision system in England. Available at: **https://www.local.gov.uk/parliament/briefings-and-responses/send-green-paper-29-march-2022#:~:text=adulthood%20(page%2037)-,The%20Green%20paper%20proposes%3A,young%20people%20with%20complex%20needs**. (Accessed: 15th July 2022).Education Endowment Foundation (2020) Special Educational Needs in Mainstream School Guidance Report. Available at: EEF\_SENDInMainstreamSchool.pdf.\*Education Endowment Foundation (2021) Education Endowment Foundation Teaching and Learning Toolkit: Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit>.Gallagher, M. A., Parsons, S. A., & Vaughn, M. (2022). Adaptive teaching in mathematics: A review of the literature. Educational Review, 74(2), 298-320. Available at: <https://doi.org/10.1080/00131911.2020.1722065>.Hattie, J. (2009) Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: Routledge.Kriegbaum, K., Becker, N., & Spinath, B. (2018) The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A meta-analysis. Educational Research Review. Available at: <https://doi.org/10.1016/j.edurev.2018.10.001>.McLeskey et al. (2017) High-leverage practices in special education. Arlington, VA: Council for Exceptional Children and CEEDAR Center. Available at: McLeskey\_HighLeveragePracticesInSpecialEducation.pdf.OECD (2015) Pisa 2015 Result: Policies and Practices for Successful Schools. Available at: <https://doi.org/10.1787/9789264267510-en>.Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008) Learning Styles: Concepts and Evidence. 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Available at: <https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/embedding-formative-assessment>.Steenbergen-Hu, S., Makel, M. C., & Olszewski-Kubilius, P. (2016) What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K-12 Students Academic Achievement: Findings of Two Second-Order Meta-Analyses. Review of Educational Research, 86(4), 849-899. Available at: <https://doi.org/10.3102/0034654316675417>.Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018) Learners’ attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. Research Papers in Education, 34(4), 425444. Available at: <https://doi.org/10.1080/02671522.2018.1452962>.VAN POORTVLIET, M., AXFORD, N., LLOYD, J. (No date). Working with parents to support children’s learning. Guidance report. London: Education Endowment Foundation. | Feedback from tutor, whole class feedback or through dialogue of a taught session |
| **PED1102 - INTRODUCTION TO THE CORE SUBJECTS****(information from Eval)**The module will introduce student teachers to primary **English**, **mathematics** and **science** education.They willbegin to develop the professional subject knowledge required to ensure that children make appropriate progress in their learning and development in English, mathematics and science.develop sound knowledge of the current national curriculum in England for key stages 1 and 2 (DfE, 2013) for English, mathematics and science including the stated 'purpose of study', aims and programmes of study, or their equivalent, for each subject.Professional subject knowledge includes:**subject knowledge 'per se'** - teachers must themselves have accurate, fluent, confident knowledge, understanding and skill across the whole of the primary national curriculum *and beyond;***pedagogical subject knowledge** - knowing, understanding and being able to implement subject- specific planning, teaching and assessment approaches to ensure every child's learning needs are met and that they make progress;**knowledge of progression in learning**;**positive attitude** towards every subject in the curriculum. |  | 5.7, 5.8 | 5b, 5e, 5g, 5h, 5j, 5k, 5l, 5m, 5n, 5o, 5p,5q. |  |  |
| **PED1101 - INTRODUCTION TO FOUNDATION SUBJECTS**The module will introduce student teachers to primary foundation subjects (computing, geography, history, languages education, religious education (RE), Music, PSHE, PE, Art and Design Technology).They willbegin to develop the professional subject knowledge required to ensure that children make appropriate progress in their learning and developmentdevelop sound knowledge of the current national curriculum in England for key stages 1 and 2 (DfE, 2013) including the stated 'purpose of study', aims and programmes of study, or their equivalent, for each subject.Professional subject knowledge includes:subject knowledge 'per se' - teachers must themselves have accurate, fluent, confident knowledge, understanding and skill across the whole of the primary national curriculum and beyond;pedagogical subject knowledge - knowing, understanding and being able to implement subject- specific planning, teaching and assessment approaches to ensure every child's learning needs are met and that they make progress;positive attitude towards every subject in the curriculum. |  | 5.1, 5.2, 5.3, 5.4, 5.55.7, 5.8, 5.9 | 5b, 5e, 5g, 5h, 5j, 5k, 5l, 5m, 5n, 5o, 5p,5q. |  |  |
| **PED1100 - INTRODUCTORY CURRICULUM (PRIMARY EDUCATION)**This module guides students through an ITE curriculum detailing the key knowledge and skills required for the award of qualified teacher status.  The module consists of an introductory school experience as well as integrated university-based teaching sessions covering the underpinning knowledge and understanding necessary for progress. The ITE Curriculum is a spiral, with core content revisited at each level. The introductory level focuses on observing and beginning to understand the principles of effective teaching; students will have an initial opportunity to participate in some classroom teaching, which might be through team teaching or working with smaller groups.  They will be introduced to essential elements of safeguarding and will know the underlying theories and basic concepts about how students learn before beginning their school experience.  They will be introduced to the principles of inclusive education and undertake practical training in how to manage behaviour and plan and teach well-structured lessons |  | 5.2, 5.3,  | 5a, 5b, 5e, 5g,5h, 5j, 5k, 5l, 5m, 5n, 5o, 5p 5q5c, 5d5e |  |  |