**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 characteristics  The range of factors, including disadvantage, that may impede pupils’ attainment and wellbeing  The strategies and types of provision that can alleviate the impact of these factors, including the effective use of the Pupil Premium  The importance of teaching equality principles and engaging with pupil diversity  The impact of all forms of discrimination  The protected characteristics in the Equality Act  The range of evidence-based adaptive approaches which are likely to support all children including those with an identified additional need  Teaching approaches to support learning and promote inclusion  Identification of and addressing barriers to learning  The four broad areas of need identified in the Code of Practice  Current policy developments and changes relating to SEND and inclusion and how these impact the profession  The central role of pupils, parents and carers in the processes involved in identifying and planning for adaptive teaching  The importance of capturing and incorporating the voice of the child  The potential social and emotional impact of labelling, low expectations and diagnosis  The 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 Act  High quality teaching for all, including those with SEND  SEND 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 Premium  Inclusion, Equity, equality.  Barriers/inequalities/data  Labelling  Flexible grouping and the impact on attainment, behaviour engagement and motivation.  Social justice/discrimination  Parents/carers  Dyslexia and interventions  Dyscalculia and interventions | 5.1, 5.3, 5.4, 5.6, 5.7,5.8  5.2, 5.9  5.5 | 5a, 5e, 5f,  5g, 5p  5c, 5d, 5f,  5h, 5i, 5o  5j, 5k  5q | Belland, B. R., Walker, A. E., & Kim, N. J. 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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. 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(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 will  begin 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 will  begin to develop the professional subject knowledge required to ensure that children make appropriate progress in their learning and development  develop 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 5q  5c, 5d  5e |  |  |