| Early Years Undergraduate Year 1 | | | |
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| **Week 6 Strand Focus: Adaptive Teaching** | | | |
| The ITE Curriculum is a joint venture between university-based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools | | | |
| The ITE Curriculum in University | | | |
| *Learn That…* | | Appropriate vocabulary related to inclusion, children’s learning and adaptive teaching. | |
| Key legislation and policy related to inclusion and how this informs adaptive teaching for all children in English schools. | | Adaptive teaching, including providing targeted support, is key in removing barriers to learning and participation. | |
| Key roles and responsibilities in supporting all children including in school and other agencies  The Special Educational Needs Code of Practice (0-25) is predicated on a graduated approach based on adaptive, high-quality teaching, assessment and evidence based intervention and may lead to formal assessment and an EHCP. | | Expected physical, social, emotional, cognitive and language development through the primary years. | |
| *Learn How…* | |
| That the Code of Practice identifies four broad areas of need:   Cognition and Learning   Language and communication   Social, Emotional and Mental health   Physical and/or sensory needs. | | Normative and standardised assessment practices can be perpetuate problematic notions of ability/disability. | |
| The Code of Practice outlines an Assess-Plan-Do-Review model as an approach to implementing targeted support and evidence-based interventions. | | Articulate the key principles of the SEND Code of Practice (2015) including the graduated response and the plan-do-assess-review model. | |
| Legal definitions of Disability and Special Educational Needs, a range of definitions of inclusion in education including that in The Index for Inclusion. | | Begin to plan adapted approaches and evaluate these. | |
| Some theoretical models of disability and inclusion including medical, social and rights based models and the importance of these. | | Adaptive teaching is built on high expectations for all learners. | |
| The ITE Curriculum in school | | | |
| *Mentor/SENCO to work on with the trainee* | | | |
| Identify ways in which teachers plan for the needs of all learners while maintaining high expectations. | | Identify adjusting questioning as a tool to include all children in learning. | |
| Discuss the effectiveness and process of paired and group work. Explain the rationale behind one of the groups in the class. | | Plan and carry out a microteach, deconstructing the process of adaptive teaching, justifying approaches and evaluating effectiveness. | |
| Identify a pupil who needs adaptations to content, teaching approaches, representing their learning or the learning environment.  Demonstrate what this looks like. | | Explore how peer and self-assessment can aid independent learning. | |
| Composite knowledge/understanding/skills | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| The key legislation and policies that  underpin adaptive teaching and inclusive practice for all children including those with Special Educational Needs/Disability  The four broad areas of need identified in the Code of Practice | The United Nations convention on the Rights of the Child, the United Nations Convention on the  Rights of Disabled Persons, The Equality Act 2010, The Children and Families Act 2014 and the  Special Educational Needs Code of Practice (0-25) underpin the entitlement of children in schools in  England to a high quality education  All children have a legal and moral right to a high quality education which values them as unique individuals and enables them to fulfil their potential academically and socially.  Adapted content, strategies and inclusive approaches are essential to high quality teaching and should form the basis of provision and not an addition to it  Differences in ways and rates of learning are a natural part of human diversity, to be treated as an asset rather than a deficit. It is the legal and moral responsibility of teachers to adapt teaching  Flexible groupings can enable children to receive support, develop areas of strength, develop autonomy and independence and promote inclusion. | | Consider ways in which to support children with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment  Use the Code of Practice to identify additional guidance on supporting children with a range of needs drawing on their own experience or case study examples |