| Primary Undergraduate Developmental Placement | | | |
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| **Week 4 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…* | | The Code of Practice recognises one-page profiles as a useful tool for capturing information and the voice of the child | |
| That the Code of Practice identifies four broad areas of need: | |
| The key underlying theories of and some approaches to adapting teaching for children with common needs encountered in the classroom | | Where and how to seek support with their own social, emotional and mental health | |
| *Learn How…* | |
| The Code of Practice outlines an Assess-Plan-Do-Review model as an approach to implementing targeted support and evidence-based interventions **LH6.5, 6.7** | | Observe and discuss with expert practitioners how they make decisions about how and when to present new content, allow for consolidation and repetition for a range of learners | |
| The role of the teacher and SENCo in provision mapping | | Use evidence-based approaches to adapt teaching for children with a range of needs. | |
| Fixed groupings can limit opportunities for all children | | Capture and incorporate the voice of the child for example through a one-page profile | |
| The Code of Practice identifies that children and parents/carer should be at the heart of the process | | Identify sources of support for their own social emotional and mental health | |
| The ITE Curriculum in school | | | |
| *Mentor to work on with the trainee* | | | |
| Explore how peer and self-assessment can aid independent learning. | | How does the school create opportunities for Cultural Capital? | |
| Look at a sequence of lessons and examine for greater ‘chunking’ opportunities | | Discuss, implement and review flexible groupings | |
| Capture and incorporate the voice of the child for example through a one-page profile | | Identify a lesson/subject and plan for opportunities to increase cultural capital opportunities | |
| 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 four broad areas of need identified in the Code of Practice  Some underlying theory of these needs and effective adaptations and approaches to support learning and promote inclusion  Children and parents should be central to the process of identifying and planning for adaptive teaching. | A range of adaptive approaches which are likely to support all children including those with an identified additional need  The potential social and emotional impact of labelling and diagnosis  The importance of capturing and incorporating the voice of the child | | Use evidence-based approaches to adapt teaching for children with a range of needs  Identify ways to build effective partnerships with children and parents  Capture the voice and aspirations of the child  Use groupings to support learning and promote inclusion. |