| Early Years Postgraduate Introductory 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…* | | Understanding the format and expectations of the National Curriculum | |
| Key legislation and policy related to inclusion and how this informs adaptive teaching for all children in English schools promoting high expectations for outcomes for all children at different ages. | |
| Legal definitions of Disability and Special Educational Needs, a range of definitions of inclusion in education including that in The Index for Inclusion | | *Learn How…* | |
| 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 | |
| Under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. | | Plan a lesson - Breaking down NC end points into component knowledge | |
| The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated. | | 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. | |
| The Equality Act 2010 provides protection from discrimination for disabled people. | | How the graduated response outlined in the Code of Practice is implemented in schools | |
| Theoretical models of disability and inclusion including medical, social and rights based models. | | How children with Special Educational Needs are identified in line with the Code of Practice | |
| Adaptive teaching is built on high expectations for all learners | | Key roles and responsibilities in supporting all children including in school and other agencies. | |
| Adaptive teaching, including providing targeted support, is key in removing barriers to learning and participation | | The importance of theoretical models of disability and inclusion including medical, social and rights based models aid the interrogation and critical analysis of teaching approaches. | |
| Appropriate vocabulary related to inclusion, children’s learning and adaptive teaching | | To use strategies to support pupils to retain information in the long-term memory | |
| Strategies for securing subject concepts in the long-term memory | | To use retrieval practice | |
| Retrieval practice assists storage of information in the long-term memory | | To use modelling, explanations, scaffolding and fading in teaching | |
| Chunking, when planning lessons is important so as not to overload the working memory | | To use paired and group work in lessons | |
| Modelling, explanations, scaffolding, fading | | To use regular purposeful practice of what has previously been taught | |
| To plan formative assessment opportunities when planning lessons and to know that good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear | | Chunk content so as not to overload the working memory [link to lesson planning] | |
| The importance of explicit direct teaching in the subject | | To identify effective questions which will support pupils to learn the intended curriculum during the process of planning lessons | |
| Normative and standardised assessment practices can be perpetuated problematic notions of ability/disability | | Identify opportunities to support reading development across the curriculum | |
| The ITE Curriculum in school | | | |
| *Mentor to work on with the trainee* | | | |
| Identify ways in which teachers plan for the needs of all  learners while maintaining high expectations | | Identify a pupil who needs adaptations to content, teaching approaches, representing their learning or the learning Environment.  Demonstrate what this looks like | |
| Discuss the effectiveness and process of paired and group work | | Identify adjusting questioning as a tool to include all children in learning | |
| Explain intentional grouping. 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. | |
| 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 | All children have a right to learn. Differences in learning are a valuable part of human diversity. It is the legal and moral responsibility of teachers to adapt teaching | | With support from expert practitioners, support children with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment  With support from expert practitioners, use the Code of Practice to identify additional guidance on supporting children with a range of needs. |