EHU ITE PARTNERSHIP CURRICULUM SEQUENCE COMMUNICATION

Programme: PGCE Primary Early Years Education with QTS

(Key to CCF reference is on the last page.)

Week	Personal and Professional Attitudes, Values and Beliefs			Subject and Curriculum Knowledge			The Craft of Teaching and Pedagogy		
	Centre-based input	*Setting/School based input*	*Core - Content ref*	*Centre-based input*	*Setting/School based input*	*Core - Content ref*	*Centre-based input*	*Setting/School based input*	*Core - Content ref*
1 **INDUCTION**	Present in Person Online synchronous Online asynchronous L7 Writing – expectations and where to find support Teachers' Standards Resilience within the programme and through studies/practices Managing Workload		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Present in Person Online synchronous Online asynchronous Promoting English Through Story using stimuli of Where The Wild Things Are by Maurice Sendak		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 PB 7	Present in Person Online synchronous Online asynchronous Role of the EYS Teacher Transitions – within the curriculum and from one phase to another Shared & Sustained Thinking using stimuli of Where The Wild Things Are by Maurice Sendak		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
2	Present in Person Online asynchronous Safeguarding – obtaining L1 & L2 certification Reflective Practitioner		HE 1-6 HPL 1-9 CP 1-11 AT 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous **Communication & Language** – theoretical approaches, communication friendly spaces, understanding distinct elements of language **Expressive Art & Design** – planning for EAD, identifying learning outcomes, CoEL within EAD, taught through the theme of 'the moon' H&S		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Present in Person Online asynchronous EPG 4011 – EYS Research Specialism Module EYS Planning Importance of Play, play-based curriculum design		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7

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				Intent, Implementation & Impact					
3	Present in Person Online asynchronous OFSTED Framework (EIF), implications for working and long-term memory, Intent, Implementation & Impact		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous **Science 1** – EYFS/KS1 Curriculum, taking Science learning outdoors **English 1** – English NC at KS1, spoken language and the effective T&L of spoken language, the importance of Standard spoken English **Physical Development** – implications in childhood, identifying ELGs, knowing about the well-balanced child, physical literacy within the curriculum including safeguarding Intent, Implementation & Impact		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Present in Person Online asynchronous EPG 4011 – EYS Research Specialism Module Theories of Learning (working memory & long-term memory, metacognition)		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
4	Present in Person Online asynchronous Personal Tutorials		HE 1-6 PB 1-7	Online synchronous Online asynchronous **Maths 1** – Maths Understanding within Continuous Provision, pedagogical approaches, Mathematical play **SSP 1** – key principles & terms, role of SSP in teaching & learning of reading & writing, understanding children's phonological development **Understanding the World** – people and communities, understanding the role of the practitioner, familiarity of areas of		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Present in Person Online asynchronous EPG 4011 – EYS Research Specialism Module Life-Long Learning Autism		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7

				learning and development Intent, Implementation & Impact					
5	Online synchronous Online asynchronous Personal Tutorials		HE 1-6 PB 1-7	Online synchronous Online asynchronous **Maths 2** – Early Counting Principles, Errors & Misconceptions, Progression in Counting in EYS & KS1, Counting Patterns & Counting Enhancements **SSP 2** – understanding the teaching sequence for SSP, understanding and planning for the different phases of SSP for effective teaching Intent, Implementation & Impact		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Present in Person Online synchronous Online asynchronous EPG 4011 – EYS Research Specialism Module Forest School Theory		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
6	Online synchronous Online asynchronous Preparing Teaching Files & Initial Placement Briefing		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous **English 2** – Early reading and KS1 Reading, links to Teachers' Standards, adapting teaching, understanding reading strategies **Science 2** – Outdoor learning and how it enhances children's scientific enquiry, messy play and exploring our senses D&T **PSED** – current literature, children's well-being, assess/reporting of PSED, early brain development, social and emotional development & safeguarding		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous EPG 4011 – EYS Research Specialism Module		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7

				Intent, Implementation & Impact					
7		EPG 4108 Understanding the Role of the Class teacher, including planning for learning	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7		EPG 4108-PIP Continuous Provision (in/outdoors) Planning & Assessment in EYFS **Early Reading** & Early SSP, making links to TS3 – subject knowledge, principles of literacy, explore elements of ER, understand ER in practice	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7		EPG 4108 'Key Person' Work Importance of Play Transition & Safeguarding Behaviour SEND & Curriculum Design	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
8		EPG 4108			EPG 4108			EPG 4108	
9	HALF TERM								
10		EPG 4108			EPG 4108			EPG 4108	
11		EPG 4108			EPG 4108			EPG 4108	
12	Online synchronous Online asynchronous Teachers' Standards Electronic Professional Portfolio (EPP) Evidencing meeting the Teachers' Standards throughout PP and academic work		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous **Science 3** – Planning & Assessment, scientific progression of skills from YN to Y2 & The World (using animals in the classroom) **Maths 3** – Place Value & Early Calculation including +/-, Structures & Recall of +/- Intent, Implementation & Impact **SSP 3** – debrief, Q&A session about planning and teaching at EYFS, progression of skills to planning and teaching at KS1		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous EPG 4010 – Philosophy of Teaching & Learning in EYS – how children learn & approaches to teaching & learning in the EYS, leadership in EYS		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
13	Online synchronous Online asynchronous Placement Briefing		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7	Online synchronous Online asynchronous **History 1** – Creative learning and teaching, understanding teaching		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7	Online synchronous Online asynchronous EPG 4010 – Philosophy of Teaching & Learning		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7

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			MB 1-7 PB 1-7	and learning of History, enquiry skills **D&T** – design, make and evaluate including developing technical knowledge **Music** – theories and stages behind musical development, introducing practical activities, understanding the role of music in children's development Intent, Implementation & Impact **EAL** – developing an understanding of EAL in schools/settings, understanding that EAL requires robust subject knowledge and wide range of practical resources, develop empathy for EAL learners		MB 1-7 PB 1-7	in EYS – curriculum design EAL in the Classroom – Partnership Visiting Lecturer		MB 1-7 PB 1-7
14		EPG 4108 Reflective Practitioner Team Teaching Observe Teaching **Pre-placement contextual analysis – local area, OFSTED, LA Overview of school website Equality, diversity & inclusion – how is this promoted?**	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7		EPG 4108 - <mark>PIP</mark> Teach up to 40-50% whole class Teach up to 30-40% group tasks Focus on Inclusion, SSP, Maths, Learning Outside the Classroom	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	WK1 <mark>VP</mark> Working with Parents/carers; Create a parent/carer information booklet linked to KS1 curriculum including the outdoor environment	EPG 4108 Safeguarding Curriculum Design Planning & Assessment **Working with parents/carers – create booklet/newsletter/e-newsletter**	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
15		EPG 4108			EPG 4108 **How do pupils learn? SSP/Early Reading,**		WK2 <mark>VP</mark> Hist/IT focus; 6-week scheme of work focusing on an	EPG 4108 **How do pupils learn? Richness of curriculum, class**	

					other priority areas in the curriculum **Planning a History/IT SoW including organisation, use of adults, resources, assessment and development of skills**		Historical event and linking it to IT skills for presentation	**pages, curriculum organisation, delivery, teaching & learning processes. Assessment & screening**	
16		EPG 4108			EPG 4108 **Understand TS3 promote good progress and outcomes by pupils – analyse planning and teaching of subject/s, resources and development of skills and knowledge** **Build up a literacy anthology of stories, rhymes, songs, rhymes, jingles to support teaching and learning**		WK3 ==VP== Literacy Anthology; Preparing and designing a Literacy Anthology of stories, poems, rhymes, songs and jingles related to EYFS and KS1 teaching and learning and related curriculum themes/topics	EPG 4108 **Understand TS5 adapt teaching to respond to the strengths and needs of all pupils – understand differentiation, SEND, Pupil Premium, resources and external agencies support**	
17	CHRISTMAS								
18	CHRISTMAS								
19		EPG 4108 **Managing behaviour and fostering positive attitudes to learning – scrutinise school behaviour policy, identify positive behaviour strategies and the promotion of good behaviours for learning**			EPG 4108 **Develop a planning overview for the delivery of a 'live reptile session', identify learning objectives, complete a risk assessment, consider the environment for learning**		WK4 ==VP== Live Animal Session; Plan, Risk Assess, prepare for a session involving live animals in the classroom, including pre and post tasks for the children to undertake	EPG 4108 **TS8 – Fulfilling wider responsibilities – developing effective relationships with parents/carers, understand how teachers contribute to the wider life of school**	
20		EPG 4108			EPG 4108		WK5 ==VP==	EPG 4108	

Week								
				Develop an SSP journal which identifies good outcomes for learners, gather evidence and reflect upon this new knowledge, consider resources and teaching activities which encourage interactive and engaging learning for all including EAL/SEND		SSP Journal; Reflect/evaluate upon SSP teaching and learning including resources, groupings, assessment and progress of skills	**Plan, design and resource a package of intervention to meet identified needs**	
21		EPG 4108		EPG 4108 **Develop confidence to deliver PE sessions – consider elements of competitive sport in a fun way, present ideas to promote fairness and respect in PE, consider structured games that develop physical skills, consider barriers to delivering high-quality PE, adapting PE lessons to meet needs of children, developing ones own confidence to teach PE**		WK6 VP Developing confidence in teaching PE; Plan a high-quality sequence of PE lessons which focus on developing children's confidence and introducing competitive sport skills	EPG 4108 **Evaluate learning materials produced in previous week and their identify effectiveness upon children's learning and achievements**	
22	Online synchronous Online asynchronous Personal Tutorials		PB 1-7	Online synchronous Online asynchronous **Geography 1** – Creative learning using story to introduce children to new aspects of the world **Art 2** – Exploring colour, inspired by Matisse, colour theory and creating a colour wheel **PE** - H&S, master basic movements, balance, agility, co-ordination, apply these in activities,		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous EPG 4010 – Philosophy of Teaching & Learning in EYS, approaches to teaching & learning		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7

Week									
				participate in team games, perform dance moves **English 3** – Early Writing – developing knowledge and understanding of teaching, learning and assessment of early writing, introducing 'simple view of writing' **SSP 4** – assessment and tracking of SSP development Intent, Implementation & Impact					
23	Online synchronous Online asynchronous Careers & Applying for Jobs Life-Long Learning Assessment Behaviour Management		PB 1-7 MB 1-7	Online synchronous Online asynchronous **English 4** – KS1 Grammar & Spelling – understanding importance of grammar and spelling teaching, research related to grammar and spelling, recognising spelling errors as developmental signposts **Maths 4** – Geometry, Progression in Shape/Space & Geometry in EYFS & KS1, Properties of 2D & 3D Shapes, Transformation of Shapes **Computing** – good practice and using technology in EYFS, enhancing children's experiences through technology Intent, Implementation & Impact		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Online synchronous Online asynchronous EPG 4010 – Philosophy of Teaching & Learning in EYS		HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
24	Online synchronous Online asynchronous		HE 1-6 HPL 1-9 S&C 1-10	Online synchronous Online asynchronous		HE 1-6 HPL 1-9 S&C 1-10	Online synchronous Online asynchronous EPG 4010 –		HE 1-6 HPL 1-9 S&C 1-10

	Leadership & Management Careers & Applying for Jobs		CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	History 2 – Planning & Assessment **Geography 2** – Planning & Assessment **RE** – 3 lens approach, creative resources for teaching RE, planning and teaching KS1 RE Intent, Implementation & Impact		CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	Philosophy of Teaching & Learning in EYS Pillars of Learning	CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
25	READING WEEK							
26	Present in Person Online asynchronous Excellence in Teaching & Consolidation Placement Briefing	SEND Ethos, Values & Aims of Setting Understand How Experience Can Improve Own Practices Teachers' Standards & SEND Provision	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7		SEND 'Shadow' Staff and Observe Teaching Assessment of SEND Plan & Deliver Teaching Activity	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	SEND Understand Role of Key Workers, Documentation & Policies Observe Interaction/ Communication Behaviour Strategies Range of Learning Styles Student Voice	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
27		EPG 4109 Reflective Practitioner Team Teaching Observe Teaching **Meet the team Research school context and wider community Review OFSTED Report Review H&S policy – COVID related themes**	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7		EPG 4109 Teach up to 80% whole class Focus on Inclusion, SSP, Maths, Learning Outside the Classroom **Review children's prior learning to inform future planning**	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7	EPG 4109 Safeguarding Curriculum Design Planning & Assessment **Motivate children with positive language, act as a positive role model Demonstrate awareness of own use of standard English and modelling to children**	HE 1-6 HPL 1-9 S&C 1-10 CP 1-11 AT 1-7 AS 1-7 MB 1-7 PB 1-7
28		EPG 4109 **Attend staff meetings Wider CPD opportunities/**			EPG 4109 **Teach up to 30% Review pupil attainment in subject areas**		EPG 4109 **Develop Q&A strategies which enable children to**	

		research e.g. Meeting Subject Leader and exploring 'deep dives' in relation to OFSTED/EIF Share documentation with mentor and set relevant targets Provide evidence to support EPP Review key policy – e.g. Safeguarding Review expectations/ actions in relation to key policy			Begin planning for specific subject areas Relevant research to support SK Create a learning environment that is conducive to positive outcomes			share emerging understanding Review Behaviour Management policy Create learning opportunities which inspire and motivate learning	
29		EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Provide evidence to support EPP Review key policy – e.g. SEND Code of Practice and/or EAL Review expectations/ actions in relation to key policy			EPG 4109 Teach up to 30% Review pupil attainment in subject areas Review previous weeks WDS and implement into planning for specific subject areas Relevant research to support SK			EPG 4109 Observe expert practitioners noting strategies that support positive behaviour and behaviours for learning Develop knowledge and understanding of the 'new' EYFS curriculum Familiarise self with data recording processes	
30		EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation			EPG 4109 Teach up to 50% Review pupil attainment in subject areas Review previous weeks WDS and implement			EPG 4109 Following on from familiarising self with data recording processes, now identify intervention strategies to support further learning	

		Contribute to wider life of the school e.g. after school club Look at ways to help promote a 'Healthy School' philosophy both with children/families and the wider community			into planning for specific subject areas Relevant research to support SK Consider common misconceptions prior to teaching lessons, address these within lesson			Be aware of teacher's workload and ensure that good time management strategies are used effectively
31	EASTER							
32	EASTER							
33		EPG 4109 **Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Develop strategies for sharing information with parents/carers Review key policy – e.g. Working with Parents/Carers Review expectations/ actions in relation to key policy**			EPG 4109 **Teach up to 50% Review pupil attainment in subject areas Review previous weeks WDS and implement into planning for specific subject areas Relevant research to support SK Develop confidence and strategies for marking policy Review school's marking policy and identify next steps**			EPG 4109 **Develop strategies to help support children to present their more scholarly work Consider carefully how children are paired/grouped within the classroom for supported and/or independent learning**
34		EPG 4109 **Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Provide evidence to support EPP**			EPG 4109 **Teach up to 80% Develop knowledge and understanding of how to plan long-term programmes of study Familiarise self with school's schemes of**			EPG 4109 **Identify barriers to learning and present activities to help overcome these barriers, e.g. communication Design inspirational learning**

		Provide evidence within planning of how children are stretched and challenged			work, e.g. Singapore Maths, SSP Consider planning for some outdoor teaching and learning linked to curriculum planning			activities/tasks that are appropriately levelled and differentiated to enable children to achieve maximum potential	
35		EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Use key concepts from lectures on how children learn, scaffolding children's learning, meeting children's needs, stretching/ challenging children			EPG 4109 Teach up to 80% Develop a range of strategies/resources within lesson planning which promotes knowledge and prompts change in children's long-term memory Make good use of technical language with teaching, providing clear explanations to support developing knowledge			EPG 4109 Observe children's learning and progression of skills Set targets which improve fluency. Use a range of strategies which encourage children to re-call knowledge. Develop an understanding of EIF and OFSTED expectations and processes Understand how schools prepare for OFSTED	
36	BH	EPG 4109 Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Plan activities, communication, resources for 'visits/trips/visitor' events, including 'online'			EPG 4109 Teach up to 80% Ensure that all Maths planning is effective, well-planned, resourced and meets all children's learning requirements. Ensure that planning is accessible for all adults and responds to all group/individual needs			EPG 4109 Develop an understanding of assessment procedures, e.g. Maths, number, counting Identify targets after discussion with EY team/lead and record progress made within teaching number, counting	
37		EPG 4109 Meet with mentor on a regular basis			EPG 4109 Teach up to 80%			EPG 4109 Develop an understanding of	

		Evaluate previous weeks teaching Update documentation Develop strategies which promote literacy and children's understanding of key skills around SSP and Early Reading			Ensure that all Literacy and SSP planning is effective, well-planned, resourced and meets all children's learning requirements. Ensure that planning is accessible for all adults and responds to all group/individual needs			assessment procedures, e.g. Phonic Screening, Early Reading, writing Identify targets after discussion with EY team/lead and record progress made within teaching reading, comprehension and writing Promote a love of reading and ensure that the learning environment and behaviours for learning are addressed effectively, e.g. high-quality resources, learning environment, appropriate challenged activities/tasks	
38		EPG 4109 **Meet with mentor on a regular basis** **Evaluate previous weeks teaching** **Update documentation** **Prepare for 'Parents Evening' either online/in person**			EPG 4109 **Teach up to 80%** **Make good use of assessment documentation and next steps when planning a sequence of lessons in an identified area of learning/subject** **Plan effectively for a sequence of lessons to be delivered in a week or over a number of lessons**			EPG 4109 **Ensure that feedback from lessons and teaching have been acted upon and new teaching practices implemented, such as, making the steps in a process memorable and ensuring that children can recall them**	

39		EPG 4109 **Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Plan activities, communication, resources for 'extra-curricular' events, including 'online' e.g. Soft Olympics, online play/drama presentation**			EPG 4109 **Teach up to 80% Plan, teach and deliver high-quality lessons on a regular basis which meet the needs of the learner and provide support for those who require it Consider teaching strategies, use of questioning, assessment data, resources which will inspire and motivate learning in a well-planned learning environment, with support**			EPG 4109 **Begin to consider the level of professional engagement/ interaction that will be needed to ensure that a seamless 'handover', to the class teacher, of children's achievements/ successes and outcomes upon completion of consolidation PP Ensure that all marking and assessment information is updated and completed**	
40	HALF TERM								
41		EPG 4109 **Meet with mentor on a regular basis Evaluate previous weeks teaching Update documentation Provide evidence to support EPP Preparation for Professional VIVA**			EPG 4109 **Teach up to 80% Plan, teach and deliver high-quality lessons on a regular basis which meet the needs of the learner and provide support for those who require it Consider teaching strategies, use of questioning, assessment data and resources which will inspire and motivate learning in a well-planned learning environment, with more independence**			EPG 4109 **Identify EAL teaching strategies and support EAL children and their families to access learning**	

| 42 | SEND PLACEMENT (WINDOW) | Use knowledge and understanding from SEND Conference. Review policies e.g. SEND Code of Practice | | | Reflect upon and evaluate the 'Communication' policy – including non-verbal learners
Reflect upon and evaluate the 'Behaviour' policy including the use of appropriate behaviour strategies
Develop an understanding of SEND assessment
Reflect upon an SEND learners' daily experiences/provision
Plan and deliver small group activity under direction of setting/staff | | | Gain understanding of SEND setting
Identify staff roles and organisation of setting
Reflect upon SEND experiences enhancing mainstream practice
Reflect upon learning points in relation to own practice
Understand the enhanced provision for SEND learners | |
| 43 | Present in Person
Online synchronous | PROFESSIONAL VIVA
EPP to support TSs | | Present in Person
Online synchronous | PROFESSIONAL VIVA
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