

Development in Understanding of TS5; Adapting Teaching to Respond to the Strengths and Needs of all Pupils (SEND, EAL and More Able Learners) A Student Journey: BA Primary 2018-19

KEY:

Beginning

Developing

Embedding

School Based Training

Centre Based Training

Monitoring & Assessment

Quality Assurance

Year 1

Placement Days and SE1

Throughout the year 1 Placement Days and SE1 you will engage in personalised School-Based Training Tasks focussing on SEND, EAL and More Able Learners, (as identified in the SE1 Handbook) including observations of good practice, discussions with Senior Leaders, SEN Co-ordinators/Inclusion Managers and identification of strategies to support all learners. You will document strategies schools implement to enable access and engagement of children. During Placement Days and SE1 you will begin to plan for and deliver group and whole class activities taking into consideration children's different abilities and learning needs based on your observations and discussions with your mentor (TS6). The S.B.T. tasks, your planning and assessment and evaluations of teaching will support the development of your TS5 Portfolio of Good Practice and inform your Evidence Reflections at the end of placement.
TS 4, TS 5, TS6, TS 8

Year 1 Transition (Induction)

Introduction to diversity of learners, learning styles and NC Inclusion Statement
TS 2 TS 5. TS 8

Education Studies and Professionalism 1:

Aspects of inclusive practice will be developed in lectures and seminars, including How Children Learn and Develop, The Context for learning, The Learning Environment, Interaction in the Classroom, The Planning and Assessment Cycle and Behaviour Management. You will begin to draw on your experiences during Placement Days and SE1.
TS1, TS2, TS5

Core and Foundation Subjects

You will have input on Inclusive practice in the core and foundation subjects, drawing on your day school placements and SE1 and examples from your own teaching practice, observations and evaluations within your practice file and TS5 Portfolio of Good Practice.
TS1, TS2, TS4, TS5, TS6

SE1

Evidence Reflections on Teachers Standards including TS5. Target setting with Personal tutor to inform development of trainee within TS5. Scrutiny of TS5 Portfolio by link tutor at the end of placement. SE Supervisor and School-based Mentor joint observations and Interim/Final Report grading. Data collection and monitoring of SE outcomes to inform future provision for TS5

SE1 - QA

Joint Observations and Interim/Final Report SE Supervisor meetings with School-based Mentors
ESP, Core and Foundation Subjects
Taught input on ESP, core and foundation subjects are evaluated by students. Feedback is used to develop the programme. All academic work is 2nd marked to ensure consistency.

ESP2, Core and Foundation Subjects

Presentations and assignments are assessed and marked by participating tutors with a 10% moderation process across a range of grades.

Year 2

SE2

Throughout your Year 2 Placement you will engage in personalised School-Based Training Tasks focussing on SEND, EAL and More Able Learners, (as identified in the SE2 Handbook) including observations of good practice, discussions with Senior Leaders, SEN Co-ordinators/Inclusion Managers and identification of strategies to support all learners. You will document strategies schools implement to enable access and engagement of all children. During SE2 you will plan for and deliver group and whole class activities taking into consideration children's different abilities and learning needs based on your observations and discussions with your mentor (TS6) whilst also drawing on university-based training (Inclusion Module) to inform your provision for learning. The S.B.T. tasks, your planning and assessment and evaluations of teaching will support the development of your TS5 Portfolio of Good Practice and inform your Evidence Reflections at the end of placement.
TS1, TS 2, TS 4, TS 5, TS 6, TS 7, TS 8

Inclusion Module

Lectures and seminars during the Inclusion Module will further develop your understanding of specific learning needs which children may have, including those with SEN, EAL, who are More Able and whose engagement in learning might be affected by their environments. Links will be made to both disengagement in learning and Unseen Children. Strategies to identify, plan for and support all children will be explored and will contribute to both your teaching during SE2 and the on-going development of your TS5 Portfolio of Good Practice. Consolidation of your understanding of Inclusion for a range of learners will be provided through the taught input, presentations and the module assignment.
TS 1, TS 2, TS 3, TS 4, TS 5, TS 6, TS 7

ESP, Core and Foundation Subjects

You will have further input on good Inclusive practice through university-based input in ESP and the core and foundation subjects, drawing on both the Inclusion Module and SE2, and examples from your own teaching practice, observations and evaluations within your SE2 practice file and TS5 Portfolio of Good Practice.
TS1, TS2, TS4, TS5, TS6

Inclusion Module

Presentations on areas of Inclusion, including SEN, EAL and More Able Learners are assessed by tutors and peers throughout the module. Assignments are marked by participating tutors with a 10% moderation across a range of grades.
ESP2, Core and Foundation Subjects
Presentations and assignments are assessed and marked by participating tutors with a 10% moderation process across a range of grades.

SE2 - QA

Joint Observations and Interim/Final Report SE Supervisor meetings with School-based Mentors
Inclusion, EPS, Core and Foundation Subjects
Taught input on ESP, core and foundation subjects are evaluated by students. Student feedback is used to develop the programme.

All academic work is reviewed by external

SE2/Enrichment Placement

Evidence Reflections on Teachers Standards including TS5. Target setting with Personal tutor to inform development of trainee within TS5. Scrutiny of TS5 Portfolio by link tutor at the end of placement. SE Supervisor and School-based Mentor joint observations and Interim/Final Report grading. Data collection and monitoring of SE outcomes to inform future provision for TS5

Enrichment Placement - QA

Students are supported by a university tutor and student and placement feedback informs quality of placements.

Year 3

SE3

Throughout your Year 3 Placement, and in preparation for transition into your NQT year, you will continue to engage in personalised School-Based Training Tasks focussing on SEND, EAL and More Able Learners, (as identified in the SE3 Handbook) including observations of good practice, discussions with Senior Leaders, SEN Co-ordinators/Inclusion Managers and identification of strategies to support all learners. During SE3 you will take increasing responsibility for planning for and delivering whole class learning opportunities which clearly take account of children's different abilities and learning needs based on your observations and discussions with your mentor (TS6) whilst also drawing on university-based training throughout years one and two. Provision for differentiated learning will be clearly evidenced within planning, evaluations and assessment, demonstrating progression of learning through sequences of lessons. The S.B.T. tasks, your planning and assessment and evaluations of teaching will support the development of your TS5 Portfolio of Good Practice and inform your Evidence Reflections and Transition Documents at the end of placement.
TS1, TS 2, TS 4, TS 5, TS 6, TS 7, TS 8, Part 2
A small number of students will undertake their final placement in a Special school further developing skills of Inclusion.

ESP3

Throughout ESP3 you will be able to further explore and research inclusivity, with a particular focus on Diversity Beyond SEN. This will include input on Travellers, LGBT, Homophobia, Transgender and gender-bias in education and its impact on educational performance in the context of the Equalities Act 2010. Links will be made to Unseen Children and strategies to identify and support them.
Core and Foundation Subjects
Through university input within the core subjects you will be able to increasingly identify links between theories of effective teaching and learning and the ways these might support children with a range of learning needs such as SEN, EAL and those who are More Able.
Research Projects
Some students may focus on SEN and Inclusion for their Research Projects
TS 1. TS 2. TS 4. TS 5. TS 6. TS 7. TS 8

UPD Days and P Groups

Aspects of Inclusion will be further developed during UPD Days and P Group Meetings, identifying your accumulated evidence and development against TS5 as you progress towards transition into your NQT year. You will be able to clearly demonstrate ways in which you have planned for, delivered and assessed learning opportunities for all children including those with SEN, EAL and who are More Able, and evidence this within your reflective analysis of SE3
TS 1. TS 2. TS 4. TS 5. TS 6. TS 7. TS 8

SE3

Evidence Reflections on Teachers Standards including TS5. Target setting with Personal tutor to inform development of trainee within TS5. Scrutiny of TS5 Portfolio by link tutor at the end of placement. SE Supervisor and School-based Mentor joint observations and Interim/Final Report grading. Data collection and monitoring of SE outcomes to inform future provision for TS5

SE3

Joint Observations and Interim/Final Report SE Supervisor meetings with School-based Mentors

ESP2, Core and Foundation Subjects

Presentations and assignments are assessed and marked by participating tutors with a 10% moderation process across a range of grades.

ESP, Core, Foundation Subjects, Year 3 options and research project

Taught input on EPS, core, foundation subjects and research projects are evaluated by students. Feedback is used to develop the programme.

All academic work is reviewed by external examiners.

Development of TS5 Portfolio of Good Practice