



**Trainee Development and Assessment through the Curriculum 2023-24**

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| **U:\Education\Academic\Primary Dept\Staff Folders\Michael Green\Partnership\Logos and letter head\logo_dark.png**  **Initial Teacher Education- Vision for Excellence**    All children, young people and learners have access to research informed ***excellent*** teaching and education.        **Desired outcome**  That the Universityof Greenwich Initial teacher education partnership inspires and empowers future educators in order to raises expectations and outcomes for all! |

**ITE Cross phase principles**

Learners lie at the very heart of our work: The University of Greenwich aims to both inspire and empower our future teachers to enrich the opportunities and experiences of the learners in their care.

The University of Greenwich Initial Teacher Education partnership has invested in and is committed to a long-term impact on the future of education across the life course. We believe that teachers are educated and not just trained. As the educators of future educators our programmes are underpinned by a set of cross phase principles so that in whatever phase our trainees train to teach, they are getting a consistently GREat Greenwich experience.

**Our Cross phase Principles**

* Our trainees develop as creative, agile, flexible intellectual workers
* Our curricula are designed and underpinned by phase specific research to ensure our trainees have the up to date skills that they need to teach in the 21st century.
* That our trainees develop skills in research and scholarship to underpin their pedagogy
* We respect and value the variety of experiences our trainees come with and how this will support the diversity of the workforce.
* We are actively responsive to change by continually evolving our programmes to meet the diversity of the education workforce.
* We strive for excellence from our trainees as we believe ambitious learners need ambitious teachers.
* We believe that equipping the next generation of teachers to be outstanding at the end of their programme is only possible through an equal and close collaboration between the university and our partner settings.
* That we change our trainees lives through outstanding training provision so they can positively change lives through outstanding teaching and learning
* That as teachers, our trainees will have a positive and lasting effect on learners from the early years through to late adulthood.

**Cross phase curriculum Rationale**

Learners lie at the very heart of our work: The University of Greenwich aims to both inspire and empower our future teachers in order to enrich the opportunities and experiences of students in their care.

**Intent**

**Our intent is to provide a broad balanced curriculum that prepares our trainees to meet the individual needs of the learners they teach by:**

* Designing and delivering a holistic and relevant curriculum that is fit for the 21st century.
* Ensuring that our curriculum is research based and underpinned by best practice models
* Meeting the needs of the local community as well as the national teaching profession
* A responsibility to meet the diverse needs of our learners
* Developing a partnership led curriculum

**Implementation**

**The implementation of our curriculum is two fold in that we develop a programme that supports the curriculum that our trainees teach. We do this through:**

* Delivering a holistic curriculum to ensure trainees are well equipped to teach in their phases
* Ensuring the learners our trainees teach are at the heart of our curriculum.
* Providing an innovative and research led curriculum that informs best practice
* Combining theory and practice through a collaborative approach with our partners
* Being flexible to meet the needs of our trainees and ultimately the needs of the learners they teach
* Being responsive to change

**Impact**

**We make a difference to the education and lives of the learners we teach and ultimately that our trainees teach.**

* Our trainees make good or outstanding progress from their starting points
* Our trainees enable learners to make good or outstanding progress from their starting points
* We support the needs of the diversity of the education workforce
* Our trainees will enable their learners to become confident, independent and self sufficient
* Our work will have a significant and positive impact on the national standards of education in comparison to our global competitors

**The Early Years ITE curriculum**

Trainees and mentors will use this document to reflect on trainees developing pedagogy and how this is applied to practice (know and understand/will learn how to (can do)). They will use this document to track their progress in their knowledge and understanding and application of knowledge, skills and behaviours. Trainees are encouraged to annotate and make notes on this document and track where the evidence is to support their development through the curriculum.

This document will be used with both trainees and mentors as the underpinning tool for tracking and assessing development through the curriculum. Trainees are expected to present this documentation in discussions with mentors and tutors

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| Core Curriculum  EYITT | Links to Teaching Standards | INDUCTION | Phase 1  (Term 1) | Phase 2  (Term 2) | Phase 3  (Term 3) |
| Professional Behaviours | S1  S2  S4  S5  S6  S7  S8 | Trainee Handbook  Needs analysis  Target Setting  Learning Support  Mentor Training  Policies to support practice | Reflective practice/ Self-study  Accountability roles and responsibility  Parents as partners  Tools for reflection  EDI | Reflection in action  Professional judgement  Equality & Diversity  Challenging beliefs  Collaboration | Transformational learning  Career development  Authentic behaviours with parents and other professionals  Wider community  Leading an area of specialism  Leadership in multi professional working  Leading practice |
| Managing  Behaviour & Welfare | S1  S2  S7  S8 | Safeguarding Level 1  Health & Safety  GDPR  Assessing risk  British Values and PREVENT  Work life balance and workload | Multi agency working  Understanding behaviour  Metacognition  Trauma/ACEs/wellbeing/mental health  British Values  attachment | British Values  Self-regulation  Emotional literacy  Voice of the child  Oral heath  Pedagogy in practice – role modelling scenarios  Safeguarding level 2 | The Rights of the Child  Promoting resilience  Mental health & wellbeing  Intrinsic motivation  Paediatric First Aid  Ofsted inspection framework  Safeguarding level 3 |
| Pedagogy and adaptive teaching | S1  S2  S4  S5 | Exploring different pedagogies and provision  Partnerships | Observation  Planning  Pedagogy & Play  Child development  Neurodiversity  Cultural capital  Attachment  How we learn  EAL/SEND  EDI | Enabling environments  EAL/SEND  Creativity  Provocations  Pedagogy in practice – role modelling scenarios  Rethinking play (visit)  Leading an area of specialism | Inclusive environments  Continuous provision  Outdoor learning  Critical thinking  Consolidating Transitions  Outdoor learning |
| Curriculum:  *subject knowledge* | S2  S3  S4  S5 | Fundamental Skills  Audits  Moodle/TEAMS  EYFS  Characteristics of effective learning, and overarching principals of curriculum areas | Prime Areas of learning Communication and Spoken language – what comes before phonics  How we learn  Observation, planning and assessment  PSED  Physical development | Specific areas of learning  Early Maths  Understanding the world  Expressive arts and design  literacy  Phonological awareness and early reading  Vocabulary  Mark making  Rethinking play (visit)  Developing curriculum knowledge | Consolidating Phonics and literacy (KS 1 and 2)  Maths mastery  Continuum (EYFS)  Outdoor learning |
| Assessment | S2  S4  S6 | EYFS framework  Curriculum guidance  Development matters  Birth-Five Matters  Early reading Framework | Observation, planning and assessment  Attainment  Formative  Meaningful interactions  Communication  Sustained shared thinking  2 year review | Progression  Summative data  Questioning  Accountability  Assessing Impact (T&L)  Developing curriculum knowledge  Inspiring and challenging | Readiness  Assessing Impact (Provision)  Baseline assessment and EYFS Profile  Sustained shared thinking |

Blue\* denotes PGCE teaching and Pink\* denotes PGC and undergraduate teaching

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| **Teaching Session** | **ITE Curriculum content**  ***Trainees will know and understand…*** | **Application of Knowledge, Skills & Behaviours**  ***Trainees will learn how to (can do)…***  ***Beginning*** | **Application of Knowledge, Skills & Behaviours**  ***Trainees will learn how to (can do)…***  **Supported** | **Application of Knowledge, Skills & Behaviours**  ***Trainees will learn how to (can do)…***  **Independently** | **Above and beyond. (AaB)**  ***Mentor comments on Trainee’s exceptional contributions (can do)…***  **AaB** | **Evidence**  **(Trainees will use this box to highlight where evidence is located in their portfolio of practice)** |
| **Induction**  Links to  Standards: | **Early Years Teachers are expected to consistently demonstrate professional behaviours in line with the ethos of the educational setting**.   |  | | --- | | (PB) | | Demonstrate, through reflection, an understanding of an acceptable level professional behaviour, respect for all children, colleagues, parents and carers and support the ethos of the setting/school\*\* | They demonstrate professional behaviours, respect for all children, colleagues, parents and carers in practice and support the ethos of the setting/school with support from colleagues/mentors. | They independently demonstrate professional behaviour, respect for all children, colleagues, parents and carers and support the ethos of the setting/school. |  |  |
| **Effective professional development is sustained over time.**   |  | | --- | | (PB) | | Think about their on-going professional development (through using the initial needs analysis) | With support are ready and able to appropriately extend and update their pedagogical knowledge as a key element of continuing professional development. | Are perceptively aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge and have been proactive in developing these effectively during their training. |  |  |
| **To understand the EYFS curriculum areas and Early Learning Goals.**  **How the EYFS statutory framework is applied to practice.**   |  | | --- | | (PAT) | | Are beginning to use reflection to show how they understand and could implement statutory and non-statutory documentation to support the delivery of the EYFS curriculum. | Have a satisfactory knowledge of the EYFS and can use key documents to help with developing and evaluating learning experiences with support. | Demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.  and can use key documents to help with developing and evaluating learning experiences |  |  |
| **Study skills at level 7.**   |  | | --- | | (PB) | | Use MOODLE to confidently access module material and academic literature.  Develop their academic and reflective writing skills considering intent, implementation, and impact.  Reflect critically through linking theory to practice, considering the wider implications of what they raise, supported by carefully chosen examples. |  |  |  |  |
| **Quality is better than quantity in both academic and practice when considering workload.**   |  | | --- | | (PB) | | Is beginning to understand and develop and effective work life balance using different tools (using in class hand-out) | With support has developed and effective work life balance using different tools. | Has independently developed and effective work life balance using different tools. |  |  |
| **To promote the health, welfare and safety of all children, they must know and act on legal requirements and guidance, including those that promote equality of opportunity and anti-discriminatory practice.**   |  | | --- | | (BW) | | Understand and implement safeguarding, whistle blowing, wellbeing and health and safety policies, including those that promote British values and Prevent (in line with university placement induction activities). | Have been effective in safeguarding and promoting the welfare of children and providing a safe learning environment. | Have been highly effective in safeguarding and promoting the welfare of children and provide a safe learning environment. |  |  |
| **The course offers expert support, through instructional coaching and ongoing collaboration with mentors and expert colleagues.**   |  | | --- | | (PB) | | Respond positively to the feedback they receive using the principles of Kolb’s learning cycle, and Rosenshine’s principles of instruction.  Reflect critically through linking theory to practice, considering the wider implications of what they raise, supported by carefully chosen examples. |  |  |  |  |
|  | **How to act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.**   |  | | --- | | (BW) | | Begin to reflect on the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child to show a sufficient understanding. | With support can implement a sufficient understanding of the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child. | Can independently show a range of examples of how safety and safeguarding policies are implemented in practice. |  |  |
| **That legislation underpins policy and practice.**   |  | | --- | | (BW) | | Is able to reflect on the implications of legislation and the requirements from guidance on their own and colleagues’ practice. | With support; shows an understanding of the implications of these requirements and guidance for their own and colleagues’ practice and can apply them effectively in their setting. | Can independently demonstrate leadership ensuring others are working within acceptable policies and practices. |  |  |
| **Can apply policy to practice.**   |  | | --- | | (BW) | | Is beginning to follow policies in the setting and is aware of which staff have responsibilities in this area. Seeks clarification of procedures they are unsure about. | With support can apply policies, procedures and protocols in order to keep children safe and promote the welfare of children by providing a safe learning environment. | Can Independently view children’s safety and safeguarding as central to everything they do and provides highly effective sustainable strategies to promote the welfare of children and provide a safe learning environment. |  |  |
| **How child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.**   |  | | --- | | (BW) | | Is beginning to reflect on policies, procedures and protocols in order to keep children safe and  reflects on the signs and symptoms of actual or potential harm, recognising when children are in danger. The trainee is aware of their responsibility to safeguard children. | With support is aware of and sensitive to potential and actual harm to children and can demonstrate that they have thought through how they would deal with issues of abuse. | Are fully aware of and sensitive to potential and actual harm to children and has a secure underpinning knowledge and understanding of how they would deal with issues of abuse following correct procedure and protocol, including liaising with and referring matters to professionals working in children’s social care. |  |  |
|  | **It is important to identifying challenges to equality of opportunity and know how to take steps to address this. They will build on their understanding of diversity beyond their immediate environment without undermining British Values.**   |  | | --- | | (PB) | | (C) | | Is beginning to reflect on best practice to implement and support anti-discriminatory practice, promote equal opportunities and inclusion with all stakeholders within the EYFS using policy and theory to underpin.  Is beginning to reflect upon how to form good relationships with all families valuing equality and diversity without undermining fundamental British values.  Is beginning to reflect on and understand the importance of identifying challenges to equality of opportunity and taking steps to address these. | With support is proactive in identifying and addressing issues of equal opportunities and anti-discriminatory practice.  With support is helping children to learn to respect and celebrate each other’s differences and build their understanding of diversity beyond their immediate environment. | Can independently help children and other practitioners to learn to respect and celebrate each other’s differences and build their understanding of diversity beyond their immediate environment without undermining British values.  Independently ensures experiences are provided which reflect children’s home life and culture to ensure transitions are as smooth as possible. |  |  |
| **Weeks 2-6:**  ***The foundations of practice*** | **An Early Years Teacher has responsibility and accountability for to the children, families, setting and community that they serve.**   |  | | --- | | (PB) |  |  | | --- | | (PAT) | | Is beginning to reflect on their accountability for the education and care of babies, toddlers and young children and have taken some responsibility for this; often with guidance from others. | With support has assumed responsibility for the education, care and outcomes of the babies, toddlers and young children they work with; often reflecting on the guidance they have from others. | Assumed a high level of responsibility for the education, care and outcomes of the babies, toddlers and young children they work with; working independently without the need of guidance from others. |  |  |
| **Can develop a rapport with children to support children’s engagement in learning.**   |  | | --- | | **(PB)** |  |  | | --- | | **(PAT)** | | They are beginning to reflect on how they could develop an appropriate rapport with a range of individuals and groups and how this will support children's’ engagement in their learning. | With guidance they are able to develop a rapport with a range of individuals and groups. As a consequence of this children are engaged in their learning. | There are high levels of mutual respect between the trainee and children. They are very effective in promoting learners’ resilience, confidence and independence when tackling challenging activities. |  |  |
| **Building professional relationships with colleagues, parents and other professionals is integral to supporting children’s learning and development.**   |  | | --- | | **(PB)** | | They are beginning to reflect on how to build appropriate professional relationships with colleagues, parents/carers and other professionals and are beginning to consider how they can take responsibility for communicating in an appropriate manner, to support children’s learning/well-being and the ethos of the setting/school.  Is beginning to reflect on and have the skills required to work collaboratively. | They demonstrate an acceptable level of professional behaviour, respect for all children, colleagues, parents and carers and adequately support the ethos of the setting/school with some support.  Can work collaboratively with support. | They independently demonstrate professional behaviour, respect for all children, colleagues, parents and carers and support the ethos of the setting/school.  Can independently prompt and lead collaborative working with colleagues. |  |  |
| **An ethos should incorporate the voices from everyone involved in the setting, from staff and parents to children. The ethos will represent the set of collective ideas and professional values**.   |  | | --- | | **(PB)** | | Is beginning to reflect and understand how and why they should support the ethos of the setting/school and consider how the wider life of the setting/school could be supported. | With support, have been proactive in seeking out opportunities to contribute to the wider life and ethos of the setting/school. Can contribute to this appropriately. | Are independently, highly motivated in seeking out opportunities to contribute in a significant way to the wider life and ethos of the setting/school. |  |  |
| **That high quality care and education can lead to children making very good progress from their starting points.**   |  | | --- | | (A) | | **(PB)** | | | Is beginning to show through reflection an adequate understanding of the importance and influence of high-quality care on outcomes for babies, toddlers and young children. | With support in practice, can show a good understanding of the importance and influence of high-quality care on outcomes for babies, toddlers and young children. | Can independently and consistently promote very high standards across all aspects of their work with exceptional care and education for babies, toddlers and young children. As a result the majority of babies, toddlers and young children make very good progress in relation to their starting points. |  |  |
| **Early Years Teachers are key role models, who can influence the attitudes, values and behaviours of their children and colleagues. To shape and support good practice they must be reflective practitioners.**   |  | | --- | | (PAT) | | (BW) | | | Is beginning to reflect on and evaluate the effectiveness of provision and make suggestions for improvement in their reflective logs.  Is also engaging with their mentor through fortnightly reflective conversations.  Is beginning to understand how reflection supports practice. That by reflecting on both successful and less effective aspects of their practice will enable trainees to consider their impact on children’s learning and development. | With support is continuing to reflect, implementing suggestions for improvements and evaluating changes they make.  Is consistent in engaging with their mentor through fortnightly reflective conversations and is responsive to feedback given in a variety of ways | Can independently reflect on and evaluate the effectiveness of provision, research best practice and lead the shaping of good practice.  Is independently initiating professional dialogue with their mentor and values and implements feedback into their practice. |  |  |
| **Early years teachers should support children to co-regulate/self-regulate.**   |  | | --- | | (BW) | | Is beginning to reflect on how to manage behaviour effectively so that children demonstrate positive attitudes towards each other.  Is beginning to reflect on how observation skills and strategies can be developed to support individual children’s behaviour needs through a range of strategies including growth mindset, positive reinforcement and emotional regulation. | With support, is able to manage behaviour effectively so that children demonstrate positive attitudes towards each other.  With support will use observation skills and strategies that can be developed to support individual children’s behaviour needs, including growth mindset, positive reinforcement and emotional regulation. | Can independently help children to demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others |  |  |
| **Early years teachers need to regularly extend and update their curriculum and pedagogical knowledge.** | Is beginning to reflect on why they should extend and update their pedagogical knowledge as a key element of continuing professional development.  Is able to reflect on the targets that have been set during the triangulated discussions and how they have supported their curriculum and pedagogical knowledge. | With support can evidence that they are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career  With support are often able to identify, through evaluating their own practice, subsequent or on going personal professional development targets and identify opportunities to address and meet these targets. | Is independently and perceptively aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge and have been proactive in developing these effectively during their training.  Independently encourages others to continue their professional development and further study. |  |  |
| **Feedback for trainees throughout the EYT ITE programme (written and verbal) is a tool that can support personal, pedagogical and curriculum development.** | Is beginning to reflect on the feedback they have received from more experienced colleagues and considers how the feedback can be used to support their own teaching practice. | With support is taking ownership of their own professional learning and values the feedback they receive from more experienced colleagues, using it to develop their own teaching and practice further. | Is independently initiating professional dialogue with their mentor/associate mentor and values and implements feedback into their practice. Independently seeks out opportunities to develop their own professional learning and respond positively to all the feedback they receive. |  |  |
| **Enabling environments are fundamental in supporting children’s holistic learning and development.**   |  | | --- | | (PAT) |  |  |  | | --- | --- | | (BW) | | | (C) | | Is beginning to reflect on changes that could be made to provision to support good practice and an enabling environment.  Is Beginning to encourage children to participate and contribute in an atmosphere conducive to learning and are able to provide appropriate activities and learning experiences across the indoor and outdoor environment. (With a focus on the prime areas of learning).  Is beginning to consider how they manage the learning environment and resources to ensure the emotional and physical safety of babies, toddlers and young children. | Works closely with a colleague to make changes to the provision to support good practice and an enabling environment. With support is proactive in establishing and managing a safe and stimulating environment.  With support can encourage children in practice to participate and contribute in an atmosphere conducive to learning and are able to provide appropriate activities and learning experiences across the indoor and outdoor environment. (With a focus on the prime areas of learning) | Works independently to make changes to the provision to support good practice and an enabling environment.  Independently creates a highly effective environment where the babies, toddlers and young children they work with and are responsible for, are well motivated, very eager to join in and consistently demonstrate the characteristics of effective learning.  Independently provides a highly stimulating environment with child-accessible resources that promote learning and challenge children both in and outdoors.      Independently takes every opportunity to use resources in the setting and the local environment/workforce to help broaden children’s confidence and raise their expectations. |  |  |
| **Play is a fundamental human right and underpins the delivery of the prime areas of learning within the statutory and non-statutory guidance.**   |  | | --- | | (C) | | (PAT) | | | (BW) | | | | Is beginning to reflect on how to promote and implement play that supports the prime areas of learning.  Is beginning to reflect and recognise that children are active from birth, supporting them to continue to play and explore, often consolidating their previous learning and development.  Is beginning to reflect on how to ensure there are adequate opportunities for child-initiated play and build skilfully upon children’s own choices and interests. | With support can plan thoughtful playful experiences and activities, that develop the social, emotional and communication skills of babies, toddlers and young children, giving them opportunities to develop their confidence through being responsible, making decisions, mistakes and choices, and exercising self-control. | Independently plan’s and leads others in innovative playful experiences and activities, to develop the social, emotional and communication skills of babies, toddlers and young children, giving them opportunities to develop their confidence through being responsible, making decisions, mistakes and choices, and exercising self-control.  Independently they are an excellent role model as a champion of children’s rights. |  |  |
| **Neuroscience underpins how children learn and develop.**   |  | | --- | | (PAT) | | Is beginning to reflect on neuroscience sufficiently, to show some knowledge and understanding of early childhood development and how learning progresses and can enable them to plan appropriate learning opportunities.  Shows through reflection and practice an adequate understanding how babies, toddlers and young children learn and develop. | With support can implement their well-developed knowledge of early childhood development and provide examples of how learning progresses and use this effectively to maintain and develop children’s interests. | Can independently provide opportunities for babies, toddlers and young children to develop the key skills needed for the next steps in their learning and development.  Has a secure knowledge and understanding of early childhood development and how learning progresses enabling them to plan appropriate learning opportunities for babies, Toddlers and young children. |  |  |
| **Cognitive load theory supports children’s working memory**   |  | | --- | | (PAT) | | Beginning to reflect on their own and observed practice in the setting, considering how metacognitive strategies are applied to support children’s learning.  Beginning to reflect on instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context.\* | With support can effectively apply metacognitive strategies and is able to explain how teaching and learning strategies are effective and can offer a rationale for choices made in the context of practice. | Can independently and effectively apply metacognitive strategies and is supporting others in teaching and learning strategies that are effective and can offer a rationale for choices made in the context of practice.  Independently models good practice of metacognitive strategies to others. |  |  |
| **Prior knowledge plays an important role in how children learn; committing some key facts to their long-term memory is likely to help children learn more complex ideas.**   |  | | --- | | (PAT) | | Beginning to develop further reflection on instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context.\* | With support can apply instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context.\* | Can independently apply instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context.\* |  |  |
| **Children develop and learn in different ways and at different rates**   |  | | --- | | (PAT) |  |  | | --- | | (A) | | Is beginning to reflect on how to support children’s learning and development through adaptive teaching, observation, assessment and planning. | With support can carry out appropriate observations of babies, toddlers and young children informally and formally, individually and in groups to support their learning and development through adaptive teaching, assessment and planning. | Can independently use their robust observations of babies, toddlers and young children to support their learning and development through adaptive teaching, assessment and planning. Is role modelling this practice to others. |  |  |
| **A variety of underpinning theories can be used to support children’s learning and development.**   |  | | --- | | (PAT) | | Is beginning to reflect on how developmental theory can be used to accurately assess children’s development and plan appropriate activities and experiences for their next steps. \* | With support is able to provide a rationale for the plans and next steps they create to support children’s learning and development. | Can independently and consistently provide rationales for and plan exciting learning opportunities with clear and challenging learning objectives based on sharply focused observations and assessments. |  |  |
| **Pedagogy relates to the “how”, or practice of educating.**   |  | | --- | | (PAT) | | Is beginning to articulate their own pedagogy | With support can hold professional discussions about their own pedagogy and provide rationales for this. | Can independently discussion and rationalise their own pedagogy and is leading others to consider their pedagogy. |  |  |
| **An early years teacher needs to have a clear understanding of Prime areas of learning and development within the EYFS framework.**   |  |  | | --- | --- | | (PAT) | | | (C) | | Is beginning to reflect on how to plan appropriate stimulating group activities in which children wish to participate in for the prime areas of the curriculum. | With support is able to plan, implement and evaluate activities/experience within the prime areas of learning and development | Can Independently plan, implement, and evaluate activities/experiences within the prime areas of learning and development.  Is role modelling and leading practice for the delivery of prime areas to support children’s learning and development. |  |  |
| **An early years teacher needs to have a clear understanding of children’s prior learning and the Early Learning Goals within the EYFS framework.**   |  |  | | --- | --- | | (PAT) | | | (C) | | Is beginning to reflect on the Early Learning Goals and why early years teachers/practitioners need to understand what they are.  Is beginning to base their planning and teaching on knowledge and understanding of how to promote the learning, care and development of babies, toddlers and young children, taking into account prior learning that leads to babies, toddlers and young children making progress against Early Learning Goals. | With support is able to plan activities/experiences that will enable a holistic, best-fit judgement  about a child’s development, and their readiness for year 1.  Can plan (with support) lessons/activities/  experiences that take into account children’s prior learning and leads to babies, toddlers and young children making good progress against the Early Learning Goals. | Can independently and lead other to plan activities/experiences that will enable a holistic, best-fit judgement  about a child’s development, and their readiness for year 1.  Their planning and teaching is inspiring and innovative and always takes into account the prior learning of the children. It demonstrates an excellent understanding Early Learning Goals. This leads to babies, toddlers and young children making very good or excellent progress against Early Learning Goals. |  |  |
| **Early years teachers should provide regular feedback for parents and children about their learning and development.**   |  | | --- | | (A) | | Is beginning to reflect on and understand that children are likely to make more progress if they are given timely, constructive and sensitive feedback. | With support is able to feedback to children and their parents about their development, helping children to make progress with timely, constructive and sensitive feedback. | Can independently and regularly provide constructive, purposeful and sensitive feedback to children and parents and/or carers that has significant impact upon children’s progress towards their goals |  |  |
| **Early years teachers need to have a strong understanding of child development from birth to 5 (and beyond)**   |  |  |  | | --- | --- | --- | | (PAT) | | | | (C) | | | (A) | | Is beginning to reflect on their own knowledge and understanding of early childhood development and how learning progresses enabling them to plan appropriate learning opportunities in all areas of learning and development for ALL children within the EYFS. | With support is able to plan appropriate learning opportunities for ALL children within the EYTS, evidencing their knowledge and understanding of early childhood development. | Can independently plan innovative and exciting learning opportunities for ALL children within the EYFS, demonstrating a strong understanding of how learning progresses enabling children to make progress in the areas of learning and development. |  |  |
| **All children need to be supported to reach their full potential through adaptive teaching.**   |  | | --- | | (PAT) |  |  | | --- | | (A) | | Beginning to develop and reflect on the skills in adaptive teaching that can inspire and challenge individual children to reach their full potential. | With support is able to have high expectations of children in different contexts across the age ranges – babies, toddlers and young children and can demonstrate this through adaptive teaching. | They independently and consistently have high expectations of children in different contexts across the age ranges – babies, toddlers and young children and can consistently demonstrate this through adaptive teaching.  Can accurately discern children’s strengths and needs and are proactive in adaptive teaching and employing a range of effective intervention strategies to secure progression for individuals and groups. |  |  |
| **Early years teachers must consider and stimulate the individual needs, interests, and development of each child to plan challenging and enjoyable experiences for children.**   |  |  |  | | --- | --- | --- | | (PAT) | | | | (C) | | | (A) |   **A critical understanding of the individual and diverse ways in which children develop and learn from 0-8 years.\* (ACAD 1198)** | Is beginning to reflect on the importance of understanding children’s interests as a basis to develop educational programmes which take into account the stages of their development. | Can (with support) plan sessions that take account of the interests and needs of groups of children and individuals, carefully matching teaching and learning activities and resources to support children in achieving the intended learning outcomes. | Can independently, consistently and confidently use children’s interests as a basis to develop educational programmes which take into account the stages of development. Is independently planning lessons/experience/ activities that use well-chosen imaginative and creative strategies, that match individuals’ needs and interests, creating next steps for individual children.  Can independently draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture children’ interests |  |  |
| **Effective observation supports children’s long-term development and outcomes.**   |  | | --- | | (A) | | Is beginning to use reflection to consider appropriate observations of babies, toddlers and young children informally and formally, individually and in groups. Is beginning to understand how these observations can be used to plan suitably challenging and relevant activities. | With support will know when to record their observations and how to use appropriate observation methods. Can talk knowledgeably with some guidance about the skills and knowledge children will need in the next stage of their education and with support can plan next steps accordingly.  With support will know how to track observations and how to summarise them for different purposes. | Is independently, confidently and consistently using a range of observations to inform their planning for children’s learning and development, leading to children making progress towards the Early Learning Goals. |  |  |
| **Effective planning supports children’s long-term development and outcomes.**   |  |  |  | | --- | --- | --- | | (PAT) | | | | (C) | | | (A) | | Is beginning to review and reflect sufficiently on their own planning and teaching to prepare future activities and tasks which build on and sustain progression in children’s’ learning.  Is beginning to reflect on how to make informed judgements to balance child-led and adult-led or adult guided experiences and activities when planning  Is beginning to consider how to provide learning opportunities, which engage children, arouse their curiosity and promote learning through employing a range of approaches to learning, strategies and resources including ICT | With support can plan and deliver a range of activities that are consistently good, and some may be outstanding. As a result, the majority of babies, toddlers and young children make good progress in relation to their starting points.  With support can make informed judgements to balance child-led and adult-led or adult guided experiences and activities when planning  With support can provide learning opportunities, which engage children, arouse their curiosity and promote learning through employing a range of approaches to learning, strategies and resources including ICT | Can independently plan and deliver a range of lessons / experiences/ activities that consistently promote very high standards. As a result, the majority of babies, toddlers and young children make good progress in relation to their starting points.  Can independently make informed judgements to balance child-led and adult-led or adult guided experiences and activities when planning.  Can independently provide learning opportunities, which engage children, arouse their curiosity and promote learning through employing a range of approaches to learning, strategies and resources including ICT. |  |  |
| **Effective assessments support children’s long-term development and outcomes.**   |  | | --- | | (A) | | Trainees are beginning to show through refection that they understand how to set challenging but attainable goals based on accurate assessment of prior skills, knowledge and understanding.  Beginning to reflect on and show an understanding the key aspects of assessment that are the basis for making differentiated and personalised next-step provision | With support is able to complete regular and precise assessments of babies, toddlers and young children and use these to plan suitably challenging and relevant activities.  With support is able to balance routines based on assessment of children’s needs, taking careful note of what the children are interested in to ensure an appropriate balance of experiences based on personalised next step provision. | Can independently use precise, sharply focused assessments that include all those involved in the child’s learning, care and development.  Trainees independently use their expert knowledge to provide a rich variety of inspiring experiences that are highly responsive to children’s individual needs and set challenging but attainable goals based on accurate assessment of prior skills, knowledge and understanding. |  |  |
| **Effective observation, assessment and planning cycles support children’s long-term development and outcomes.**   |  | | --- | | (PAT) |  |  | | --- | | (A) | | Beginning to reflect to show an adequate understanding of the statutory assessment requirements for the EYFS including the progress check at 2 and the EYFSP.  Beginning to reflect on how settings use national and/or local benchmarks to assess achievement, set targets and monitor progress.  Is beginning to reflect on how to use assessment effectively for planning for individual children’s progress and how this can support timely interventions and support, based on a comprehensive knowledge of the child and their family.  Is beginning to reflect on a range of assessment strategies that can be used in day to day practice to monitor progress and to inform future planning. | With support is able to set challenging but attainable goals based on accurate assessment of prior skills, knowledge and understanding including the progress check at 2.  With support can assess children’s attainment against national benchmarks.  With support is using assessment effectively for planning for individual children’s progress and can use assessments and evaluations to secure timely interventions and support, based on a comprehensive knowledge of the child and their family.  With support can use a range of assessment strategies in their day to day practice to monitor progress and to inform future planning. | Can independently plan and accurately judge the impact of their practice on individual and groups of children and can use their evaluation to inform future planning, teaching and learning, including the progress check at 2.  Can independently, confidently and accurately assess children’ attainment against national benchmarks.  Can independently use assessment effectively for planning for individual children’s progress and uses their assessments and evaluations to secure timely interventions and support, based on a comprehensive knowledge of the child and their family  Can independently use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning.  Has taken a lead in undertaking assessment, supporting and creating the conditions for colleagues to assess against the statutory framework.  Can independently model appropriate practice in planning, delivery, assessment and care to other practitioners. |  |  |
| **A setting’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the EYFS framework, within a coherent wider vision for successful learning.**   |  | | --- | | (C) | | (PAT) | | | Is beginning to, with an expert colleague discuss and analyse the rationale for curriculum choices, the process for arriving at current curriculum choices and how the early years curriculum materials inform learning**. \***  Beginning to reflect on how to deliver a sequenced curriculum that supports children’s individual learning in PSED, Physical development and Communication and Language, building on children’s capacity to learn, form relationships and thrive (prime areas)\*  Can reflect upon and is beginning to use non statutory guidance (birth to 5 and development matters) to develop and support their practice in promoting best outcomes for children in PSED, Physical development and Communication and language.\* | With support shows a good understanding how babies, toddlers and young children learn and develop and is able to apply this to the delivery of the curriculum.  With support makes good use of their secure curriculum and pedagogical and subject knowledge to deepen children’s knowledge and understanding, making a positive contribution to the development of the curriculum and resources in their placement setting. | Independently shows initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.  Independently creates very well-developed pedagogical and subject knowledge-based curriculum to inform their planning, drawing on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture children’ interests.  Independently shows an excellent understanding how babies, toddlers and young children learn and develop and is able to apply this to the delivery of the curriculum and support others in their delivery of the curriculum. |  |  |
| **A variety of theories underpin leadership practice (ACAD 1199/ ACAD 1347)**   |  | | --- | | (PB) |  |  | | --- | | (PAT) | | Is beginning to critically examine early years leadership and management literature and research from varied perspectives.  review skills, understandings and attributes required to become effective early years leaders and advocates for young children | With support can further critically examine early years leadership and management literature and research from varied perspectives.  review skills, understandings and attributes required to become effective early years leaders and advocates for young children | Can independently critically examine early years leadership and management literature and research from varied perspectives.  review skills, understandings and attributes required to become effective early years leaders and advocates for young children |  |  |
| **Early years practice is underpinned by ethical, moral, cultural and legal aspects.\* (ACAD 1347)**   |  | | --- | | (PB) | | Is beginning to understand the main provisions of the national and local statutory and non-statutory frameworks within children’s services work and their implications for early years settings | With support can further understand the main provisions of the national and local statutory and non-statutory frameworks within children’s services work and their implications for early years settings | Independently understands the main provisions of the national and local statutory and non-statutory frameworks within children’s services work and their implications for early years settings |  |  |
| **A critical awareness of contemporary theories, research and practice in relation to early year’s development and learning. (ACAD 1198)**   |  | | --- | | (PAT) |  |  | | --- | | (C) | | Is beginning to establish and sustain a safe and stimulating learning environment which reflects the characteristics of effective learning. | With support can establish and sustain a safe and stimulating learning environment which reflects the characteristics of effective learning. | Can independently establish and sustain a safe and stimulating learning environment which reflects the characteristics of effective learning. |  |  |
| **Show that they can critically reflect and evaluate their own attitudes, values and beliefs with regard to young children’s development and learning.\* (ACAD 1198)**   |  | | --- | | (PB) | | Is beginning to be a reflective practitioner using a range of reflective theory including Gibbs, Kolb and O’leary\*  Is beginning to reflect on both successful and less effective practice through their systematic evaluation of the effectiveness of their practice, including its impact on children. \*  Is beginning to reflect appropriately on the educational resources, programmes and approaches used in the setting and contribute to decisions about which approaches to use. | With support is using a range of reflective theory including Gibbs, Kolb and O’leary\*  With support can reflect on both successful and less effective practice through their systematic evaluation of the effectiveness of their practice, including its impact on children. \*  With support can reflect appropriately on the educational resources, programmes and approaches used in the setting and contribute to decisions about which approaches to use. | Is independently a reflective practitioner using a range of reflective theory including Gibbs, Kolb and O’leary\*  Can independently reflect on both successful and less effective pravtice through their systematic evaluation of the effectiveness of their practice, including its impact on children. \*  Can independently and confidently reflect on the educational resources, programmes and approaches used in the setting and contribute to decisions about which approaches to use. |  |  |
| **Weeks 7-11:**  ***Prime areas of learning and development***  Links to standards: |  |  |  |  |  |  |
| **Working in partnership with parents and/or carers is essential to supporting children's wellbeing, learning and development.**  **knowledge about how to work with families and early years colleagues so that all children feel secure, valued, confident and independent. \* (ACAD 1198)**   |  | | --- | | (PB) | | Is beginning to develop a rapport with a range of individuals and groups.  Is beginning to demonstrate professional behaviour, respect for all children, colleagues, parents and carers and support the ethos of the setting/school\*\*  Is beginning to reflect on how to build appropriate professional relationships with colleagues, parents/carers and other professionals, beginning to take responsibility for communicating in an appropriate manner, to support children’s learning/well-being\*\*  Is beginning to reflect on the benefits of working in partnership with parents and shows an understand of how to work in partnership with parents/carers to enable them to consolidate and extend their children’s learning through play and activities at home. | With support has successfully worked in partnership with parents and/or carers to support positive outcomes for their child’s wellbeing, learning and development.  With support has built strong professional relationships and demonstrates that they can work collaboratively with colleagues, parents/carers and other professionals on a regular basis in relation to children’ achievements and well-being. | Independently demonstrates high aspirations of promoting a love of learning and stimulating children’s intellectual curiosity in partnership with parents/carers.  Independently works proactively, regularly and successfully to engage in partnership with parents and/or carers to impact positively on outcomes for their child’s wellbeing, learning and development. Communicates highly effectively verbally and in writing with parents and carers in relation to children’ achievements and well-being. |  |  |
| **Prime Area:**  **PSED:**  **The significance of attachment and the underpinning theory to support effective attachments.**   |  | | --- | | (PAT) |  |  |  | | --- | --- | | (BW) | | | (C) | | Beginning to reflect upon, develop and promote secure attachments.  Beginning to show a suitable understanding that all children need consistent relationships in order to be secure, happy and confident and understand this has particular significance for children who are separated from their primary carer for the first time.  Beginning to reflect on different examples of behaviour they may observe in babies, toddlers and young children that are linked to attachment theories and can suggest ways in which to support these. | With support has actively promoted and been successful in securing attachments with babies, toddlers and young children.  When supported has a good understanding of the role of the key person in helping babies and children to develop secure attachments, being able to give a variety of examples of when they have seen this in practice.  With support can give identify examples of behaviour they have observed in babies, toddlers and young children that are linked to attachment theories and can implement strategies to support these | Independently actively promotes and has been very successful in securing strong attachments with babies, toddlers and young children.    Independently has developed a very good rapport with parents to support attachments.  Can independently give accurate examples of behaviour they have observed in babies, toddlers and young children that are linked to attachment theories and can implement strategies to support these. They are also able to lead other in practice. |  |  |
| **Children go through a range of transitions which can affect their wellbeing, learning and development.**   |  | | --- | | (PAT) | | Is beginning to reflect on how to support children through a range of transitions.  Is beginning to consider how they can work in ways that enable children to make a smooth transition from EYFS to Key Stage 1.  Is beginning to understand that there are a range of transitions, for example from home to an early year setting, movement within or between different settings, changes of staff that work with the child and the move from an early year setting to school and reflects on best practice to support these.  Beginning to reflect and understand the impact that transitions can have on a child’s healthy growth and development.    Beginning to, through reflection, identify some of strategies that practitioners use to support young children through transitions and have engaged with some of these strategies. | With support has been effective in planning strategies to support babies, toddlers and young children through a range of different periods of transition, including working closely with all adults who are involved with the child and ensuring that effective and ongoing communication takes place. | Independently has led and supported other practitioners supporting children through a range of different transitions. |  |  |
| **Prime area:**  **PSED and Physical development:**  **Healthy eating, exercise and hygiene are essential to children's growth, development and learning.**   |  | | --- | | (C) | | (BW) | | | Is beginning to reflect on planning appropriate activities that support healthy eating and exercise and consider strategies to encourage parents to promote this in the home environment.  Is beginning to consider how they ensure that children respect the environment, understand dangers and know how to act to keep themselves safe and healthy.      Is beginning to reflect on how to help children to understand the importance of physical activity and make healthy choices in relation to food.  Is beginning to consider how they could support parents/carers to understand child development and the curriculum to meet their child’s needs at home  Is beginning to reflect on how they can support and encourage children in personal hygiene, support children to be independent and encourage them to manage their own personal needs. | With support is able to support children’s understanding of how to keep themselves safe and healthy.  With support can give proactive support for children to know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe  With support are able to support parents/carers to understand child development and the curriculum meet their child’s needs at home.  With support they can encourage children to become independent in personal hygiene, help children to learn to be independent and encourage them to manage their own personal needs. | Can independently and effectively support children’s understanding of how to keep themselves safe and healthy.  Is independent and consistent in supporting parents/carers to understand child development and the curriculum meet their child’s needs at home.  Is independently encouraging children to become independent in personal hygiene and has developed a range of strategies to support this area of development, including helping children to learn to be independent and encourage them to manage their own personal needs and is leading practice in this area. |  |  |
| **Prime area:**  **Communication & language:**  **It is important to communicate, listen and respond sensitively to children and that different techniques will apply depending on their needs, age, or stage of development.**   |  | | --- | | (C) | | (PAT) | | | Is beginning to reflect on and develop skills in modelling high-quality oral language, recognising that spoken language underpins the development of reading and writing.  Is beginning to reflect on and develop skills in verbal and non-verbal communication that supports the communication of babies, toddlers and young children.  Is beginning to reflect on how to listen to children and respond appropriately.  Is beginning to reflect on how to engage with children in a range of appropriate interactions to extend their learning and thinking and respond appropriately to specific questions or situations which children ask or present including sustained shared thinking. | With support has effective communication skills with babies, toddlers and young children of different abilities, backgrounds and dispositions.  With support responds sensitively to differences in individual children’s communication styles.  With support uses effective and positive verbal and non-verbal skills, articulating sounds clearly and appropriately.  With support can engage with children in a range of appropriate interactions to extend their learning and thinking and respond appropriately to specific questions or situations which children ask or present, including sustained shared thinking. | Independently has highly effective communication skills with babies, toddlers and young children of different abilities, backgrounds and dispositions.      Independently models and helps others, as needed, to acquire skills of communication to maintain an atmosphere characterised by calm, respectful voice tones.  Can independently engage with children in a range of appropriate interactions to extend their learning and thinking and respond appropriately to specific questions or situations which children ask or present, including sustained shared thinking. |  |  |
| **Prime area:**  **Communication & language:**  **Language is developed through serve and return interactions, singing, sharing stories, and clearly modelling sound and spoken language.**   |  |  | | --- | --- | | (PAT) | | | (C) | | Is beginning to reflect on and show appropriate ways in which to develop children’s language depending on the stage of the child’s development. | With support, shows appropriate ways in which to develop children’s language depending on the stage of the child’s development. | Independently has an extremely sharp focus on helping babies, toddlers and young children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development that helps babies, toddlers and young children make rapid improvement in their learning from their starting points with any gaps closing rapidly |  |  |
| **Adaptive teaching can be used to support children with EAL and SEND.**   |  |  |  | | --- | --- | --- | | (PAT) | | | | (A) | | (C) | | | Is beginning to reflect on how to observe children to know when support is required for individual children with EAL and additional needs.\*  Is beginning to articulate the distinctive teaching approaches and strategies needed to engage and support children with particular needs, including EAL and SEND.  Is beginning to have an appropriate understanding of distinctive needs of babies, toddlers and young children, for example those with special educational needs, those of high ability, those with English as an additional language and those with disabilities.  Is beginning to plan and take positive opportunities for children to learn in groups, whilst considering how to adapt their teaching and why.  Is beginning to identify children’s needs through discussions with parents/carers, the key person and colleagues as well through their own observations and research. From this information they begin to understand what plans to put into place to support the child. | With support has been effective in planning group activities that develop and extend children’s confidence, social and communication skills. Enabling children to participate fully, whatever their needs.  With support can articulate distinctive teaching approaches and strategies needed to engage and support children with particular needs, including EAL and SEND. They have used these successfully and are able to evaluate the impact of the adaptations on children’s progress.  With support shows a clear understanding of the effectiveness of different teaching approaches of all children including those special educational needs and disabilities, high ability and EAL in terms of impact on children’s learning and engagement. | Independently has an astute understanding of the effectiveness of different teaching approaches of all children including those with special educational needs and disabilities, high ability and EAL in terms of impact on children’s learning and engagement.  Independently works with individual children using strategies which have been decided on with support from outside agencies and reports confidently to parents about children’s engagement and progress.      Independently has been effective in accessing additional support for babies, toddlers and young children.  Have independently been highly effective in identifying when a child is in need of additional support. Accessing additional support for babies, toddlers and young children when required. |  |  |
| **That a range of factors can inhibit a child’s learning and development.**   |  | | --- | | (PAT) | | Beginning to understand the needs of all children and reflect on how to access support for themselves and individual children when needed.\*  Beginning to have some understanding of the challenges and opportunities of care and education in a diverse society. | With support shows in practice they understand the needs of all children how to access support for themselves and individual children when needed.\*  With support has some understanding of the challenges and opportunities of care and education in a diverse society. | Independently shows they understand the needs of all children and can access support for themselves and individual children when needed.\*  Independently has a clear understanding of the challenges and opportunities of care and education in a diverse society.  Independently and clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the innovative deployment of available staff. |  |  |
| **investigate the nature and complexities of working with families, local communities and professional colleagues \*(ACAD 1199/ ACAD 1347)**   |  | | --- | | (PAT) | | Is beginning to consider in practice they understand the needs of all children how to access support for themselves and individual children when needed.\* | With support shows in practice they understand the needs of all children how to access support for themselves and individual children when needed.\* | Independently shows in practice they understand the needs of all children how to access support for themselves and individual children when needed.\* |  |  |
| **contemporary child development literature can be used to lead practice in accordance with EYFS and Key Stage 1 Curricula \* (ACAD 1198)**   |  |  | | --- | --- | | (PAT) | | | (C) | | Beginning to discuss and analyse the rationale for curriculum choices, the process for arriving at current curriculum choices and how the early years curriculum materials inform learning**. \***  Begin to reflect on how deliver a sequenced curriculum that supports children’s individual learning in PSED, Physical development and Communication and Language (prime areas)\*  Beginning to reflect on non-statutory guidance (birth to 5 and development matters) to develop and support your practice in promoting best outcomes for children in PSED, Physical development and Communication and language.\* | With and expert colleague support discuss and analyse the rationale for curriculum choices, the process for arriving at current curriculum choices and how the early years curriculum materials inform learning**. \***  With support to deliver a sequenced curriculum that supports children’s individual learning in PSED, Physical development and Communication and Language (prime areas)\*  With support use non statutory guidance (birth to 5 and development matters) to develop and support your practice in promoting best outcomes for children in PSED, Physical development and Communication and language.\* | Independently lead others to discuss and analyse the rationale for curriculum choices, the process for arriving at current curriculum choices and how the early years curriculum materials inform learning**. \***  Independently deliver and lead a sequenced curriculum that supports children’s individual learning in PSED, Physical development and Communication and Language (prime areas)\*  Independently use and lead others to use non statutory guidance (birth to 5 and development matters) to develop and support your practice in promoting best outcomes for children in PSED, Physical development and Communication and language.\* |  |  |
| **That different pedagogic observation approaches can be effectively used to inform critical reflective practice (ACAD 1198)**   |  | | --- | | (PB) | | Begin to develop further reflection on instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context.\* | With support provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context.\* | Develop deliver instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context.\* |  |  |
| Weeks 11-18 | **Block placement/formative assessment/ winter break** | Block placements allows trainees and mentors to revisit underpinning of theory and practice to consolidate learning and development from term 1. |  |  |  |  |
| Week 19 | **Targeted development day**  **Areas for development from term one’s formative assessments will be addressed.**  **The sessions will be designed to enable trainee to consolidate and address any gaps in their term 1 learning.** | Areas for development from term one’s formative assessments will be addressed.  Instructional coaching will be focused to enable trainee to revisit, consolidate and address any gaps in their term 1 learning. |  |  |  |  |
| **Weeks 20-29**   |  | | --- | | (C) |  |  | | --- | | (PAT) |  |  | | --- | | (A) | | **Specific Area:**  **Mathematics:**  **Young children should be supported to develop their own understanding of number, quantity, shape and space.**  **Every young child is entitled to a strong mathematical foundation which is built through playful exploration, apprenticeship and meaning-making. Children should freely explore how they represent their mathematical thinking through gesture, talk, manipulation of objects and their graphical signs and representations, supported by access to graphic tools in their pretend play.**  **It is crucial to maintain children’s enthusiasm, so they develop positive self-esteem as learners of mathematics and feel confident to express their ideas** | Beginning to reflect on how to provide appropriate opportunities for children to develop their own understanding of number, quantity, shape and space in relation to the ELG’s.  Beginning to reflect on how to provide effective early mathematics experiences that involve seeking patterns, creating and solving mathematical problems and engaging with stories, songs, games, practical activities and imaginative play.  Beginning to have an appropriate knowledge and understanding of the principles and practices of teaching and assessing early mathematics and are able to consider how to apply this effectively across the birth to five age range, giving regard to the Early Learning Goals. | With support displays in practice a secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age-ranges they are training to teach in relation to the ELG’s.  With support in practice can provide effective early mathematics experiences involve seeking patterns, creating and solving mathematical problems and engaging with stories, songs, games, practical activities and imaginative play  With support can use a well-developed range of strategies to teach and assess mathematics and are able to develop children’s interests in learning about number, pattern, shape, space and measures.  With support can use practical and systematic methods of teaching that enable children to make connections in their mathematical learning, giving regard to the Early learning Goals. | Independently draws on their very strong knowledge and understanding of the principles and practices of teaching early mathematics to select and employ highly effective teaching strategies across the age-ranges they are training to teach and is leading others in this practice in relation to the ELG’s.    Independently uses a innovative range of strategies to teach mathematics and are able to develop children’s interests in learning about number, pattern, shape, space and measures, including engaging with stories, songs, games, practical activities and imaginative play.    Independently utilises suitable incidental opportunities during teaching across a range of curriculum contexts to apply principles of mathematics, giving regard to the Early Learning Goals. |  |  |
|  | **Specific area:**  **Mathematics.**  **Babies and young children have a natural interest in quantities and spatial relations – they are problem-solvers, pattern-spotters and sense-makers from birth. This curiosity and enjoyment should be nurtured through their interactions with people and the world around them, drawing on their personal and cultural knowledge.**   |  | | --- | | (C) | | Beginning to reflect on best practice strategies to plan for, implement and support early mathematics. | With support can implement and support early mathematics, ensuring plenty of time is required for children to revisit, develop and make sense for themselves. This is supported by sensitive interactions with adults who observe, listen to and value children’s mathematical ideas and build upon children’s interests, including those developed with their families. | Independently and consistently implements and support early mathematics, ensuring plenty of time is required for children to revisit, develop and make sense for themselves. Leading practice that is supported by sensitive interactions with adults who observe, listen to and value children’s mathematical ideas and build upon children’s interests, including those developed with their families. |  |  |
|  | **Specific area:**  **Literacy:**  **Literacy is about understanding and being understood. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is engaging, purposeful and creative.**   |  | | --- | | (C) | | Beginning to reflect on how to plan for, implement and support early literacy, including how to provide experiences from birth of gesturing, talking, singing, playing, reading and writing.  Beginning to reflect on how to provide children with the opportunities in developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies.  Beginning to consider how to develop a love of books and reading in young children and work in ways that prepare them well for later stages of reading and writing, including reflection on the Reading Framework (DfE, 2022) to support curriculum development. | With support can plan for, implement and support early literacy, including experiences from birth of gesturing, talking, singing, playing, reading and writing.  With support can provide children with the opportunities in developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies.  With support can develop a love of books and reading in young children and work in ways that prepare them well for later stages of reading and writing, including using the Reading framework (DfE, 2022) to support curriculum development. | Can independently plan for, implement and support early literacy, including experiences from birth of gesturing, talking, singing, playing, reading and writing.  Can independently plan for and provide children with the opportunities in developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies.  Can independently lead practice and develop a love of books and reading in young children and work in ways that prepare them well for later stages of reading and writing, using the Reading framework (DfE, 2022) to influence curriculum development. |  |  |
|  | **Specific area:**  **Literacy:**  **Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires high-quality pedagogical activities to enhance learning.**  **Have a very secure knowledge and understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing in the context of the age-phases they are training to teach.**   |  | | --- | | (C) | | *Is beginning to reflect on the following:*  Why children need to be listened to by attentive adults who recognise and value children’s choices.  That children need enjoyable, playful opportunities of being included and involved in the literacy practices of their home, early years setting, and community environments.  That children need experiences of creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors, as well as learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills.  That early years practitioners/  teachers need to have sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics.  Beginning to reflect on utilising applicable incidental opportunities during teaching across a range of curriculum contexts to apply principles of systematic synthetic phonics. | *With support is able to apply the following in practice:*  That children need to be listened to by attentive adults who recognise and value children’s choices.  That children need enjoyable, playful opportunities of being included and involved in the literacy practices of their home, early years setting, and community environments.  That children need experiences of creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors, as well as learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills.  With support can utilise applicable incidental opportunities during teaching across a range of curriculum contexts to apply principles of systematic synthetic phonics. | *Is Independently able to apply the following in practice:*  Independently carries out and leads practice ensuring that children are to be listened to by attentive adults who recognise and value children’s choices.  Independently provides enjoyable, playful opportunities that include and involve literacy practices of children’s home, early years setting, and community environments.  Independently provides children with experiences that include exploring sound and developing alphabetic and phonetic skills.  Can Independently utilise applicable incidental opportunities during teaching across a range of curriculum contexts to apply principles of systematic synthetic phonics.  Can independently draw on their very strong understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age-phases they are training to teach. |  |  |
|  | **Specific area: Understanding of the world:**  **That children need to make sense and understand their physical world and their community and their place within it.**  **An understanding of the world requires regular and direct contact with the natural, built and virtual environments around them.**  **First-hand involvement in caring for wildlife and the natural world provides children with an appreciation of ecology.** | Beginning to reflect on how to plan sequenced activities that support children to understand their physical world and their community by widening their experiences through resources and activities.  Beginning to consider how to plan and organise experiences within the local community and beyond, addressing children’s cultural capital and widening their vocabulary.  Beginning to reflect on how to support children in understanding ecological balance, environmental care and how to live a sustainable life. | With support can plan sequenced activities that support children to understand their physical world and their community  by widening their experiences through a range resources and activities.  With support can plan and organise experiences within the local community and beyond, addressing children’s cultural capital and widening their vocabulary.  With support they can implement strategies to support children in understanding ecological balance, environmental care and how to live a sustainable life | Independently plans sequenced activities that support children to understand their physical world and their community, making the most of the environment and wider community, as well as a wide range of resources, activities.  Independently plans and organises experiences within the local community and beyond, addressing children’s cultural capital and widening their vocabulary.  Independently they can develop and implement strategies to support children in understanding ecological balance, environmental care and how to live a sustainable life and are leading practice in this area. |  |  |
| **Specific area:**  **Expressive Arts and Design:**  **Fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation and provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking.**   |  | | --- | | (C) | | Beginning to use reflection to consider how to give children the time, space and opportunities to re-visit and reflect on experiences that support expressive arts and design. | With support in practice gives children the time, space and opportunities to re-visit and reflect on experiences that support expressive arts and design. | Independently and consisitently leads practice that gives children the time, space and opportunities to re-visit and reflect on experiences that support expressive arts and design. |  |  |
| **Specific area:**  **Expressive Arts and Design:**  **Children use a variety of ways to express and communicate, through music, movement and a wide range of materials.**  **Expression conveys both thinking (ideas) and feeling (emotion).** | Beginning to reflect on the appropriate materials to support children with expressive arts and design and enables children to express themselves through a variety of mediums. | With support can provide the appropriate materials to support children with expressive arts and design and enables children to express themselves through a variety of mediums. | Independently leads practice that promotes practitioners/  teachers to provide the appropriate materials to support children with expressive arts and design and enables children to express themselves through a variety of mediums. |  |  |
| **Wellbeing & Adverse childhood experiences (ACE’s):**  **ACES can impact on children's learning and development.**   |  | | --- | | (BW) |  |  | | --- | | (PB) | | (PAT) | | | (C) | | Beginning to reflect on how to support children who have encountered adverse childhood experiences through understanding their specific needs and how to address them.  Beginning to reflect on how to support children's mental health and wellbeing through reflecting and using strategies such as audits, wellbeing scales. | With support can support children who have encountered adverse childhood experiences through understanding their specific needs and how to address them.  With support is supporting children's mental health and wellbeing through reflecting and using strategies such as audits, wellbeing scales. | Independently fully embeds children’s wellbeing and safety into practice.  Independently champions children’s rights in practice and can rationalise why. |  |  |
| **Wellbeing & Adverse childhood experiences (ACE’s):**  **Can plan for the impact of ACES and support children's learning and development.**   |  |  | | --- | --- | | (BW) | | | (C) |  |  | | --- | | (PB) | | (PAT) | | | Beginning to show a sufficient understanding of how babies, toddlers and young children develop physically, emotionally, socially and intellectually, often taking account of this in their planning to be able to address factors that inhibit children’s learning.  Beginning to understand that learning and development can be affected by individual circumstances, for example key events including, bereavement, family break-up, moving home and illness that are likely to make young children feel insecure and this may inhibit their progress and be reflected in their behaviour. | With support in practice shows a clear understanding of how babies, toddlers and young children develop physically, emotionally, socially and intellectually, often taking account of this in their planning to be able to address factors that inhibit children’s learning.  With support in practice shows that they understand that learning and development can be affected by individual circumstances, for example key events including, bereavement, family break-up, moving home and illness that are likely to make young children feel insecure and this may inhibit their progress and be reflected in their behaviour. |  |  |  |
| **Equality, Diversity and Inclusion:**  **Appreciating diversity and multiple perspectives enriches ways of thinking, being, and understanding. Skills are learned in the process of meaning-making, not in isolation.**   |  | | --- | | (BW) |  |  | | --- | | (PB) | | (PAT) | | | Beginning to reflect on how to help children to learn to respect and celebrate each other’s differences and build their understanding of diversity beyond their immediate environment.  Is beginning to reflect on how to plan adequately for activities, which promote inclusion | With support in practice can help children to learn to respect and celebrate each other’s differences and build their understanding of diversity beyond their immediate environment.  With support can plan effectively for activities, which promote inclusion | Independently helps children to learn to respect and celebrate each other’s differences and build their understanding of diversity beyond their immediate environment and is leading practice in this area.  Can independently plan highly effective activities, which promote inclusion.  They are acutely aware of how to support babies, toddlers and young children. They actively promote inclusive practice and can respond and support children at a high level, inspiring and challenging according to their needs. |  |  |
| **Outdoor learning:**  **Time outdoors benefits children by offering unique opportunities and**  **benefits children’s health, wellbeing and all areas of development and learning. Being outdoors offers children unique possibilities to see longer distances, observe the horizon, experience the natural world as they feel weather, hear sounds in nature or experience changes in natural light. There is also greater scope to manipulate loose parts and other versatile resources, and to engage in appropriately energetic, risky and adventurous play.**  **Natural environments support children’s imaginative play and the development of peer relationships, encouraging collaboration with others. The relative freedom from rules outdoors can lead to more relaxed interactions between adults and children. The outdoors also offers the chance to experiment with the larger scales of space, shape and measure.**   |  |  | | --- | --- | | (C) | (BW) | | Beginning to reflect on how to plan for, implement and support outdoor learning. Including how to offer first-hand experience outdoors to help children to make sense of the world, and to learn to care for their environment and to  provide children with opportunities to get involved in risky play  Beginning to reflect on how to provide children with unique opportunities to engage themselves and their senses in in the natural outdoor learning environment.  Beginning to consider how to measure risks and benefits to babies, toddlers and young children to create an environment that allows them to take risks safely. | With support can plan for and implement outdoor learning, helping children to make sense of the world, to learn to care for their environment and to  provide children with opportunities to get involved in risky play.  With support can provide children with unique opportunities to engage themselves and their senses in in the natural outdoor learning environment.  With support can help children gain an understanding of risk through activities that encourage them to explore. | Can independently plan for and implement outdoor learning, helping children to make sense of the world, to learn to care for their environment and is leading practice to provide children with opportunities to get involved in risky play.  Can independently provide children with unique opportunities to engage themselves and their senses in in the natural outdoor learning environment.  Can independently and consistently measure risks and benefits to babies, toddlers and young children to create an environment that allows them to take risks safely and is leading practice in this area. |  |  |
| **All children need to be supported to reach their full potential through adaptive teaching. (ACAD 1387)**  **Adaptive teaching is used to support children with EAL and SEND to enable them to integrate and reach their full potential. (ACAD 1387)**  **Adaptive teaching also enables us to support more able children to reach their full potential. (ACAD 1387)**  **Know when a child is in need of additional support and how this can be accessed, working in partnership with parents and/or carers and other professionals.\* (SOCW 1007)** | Is beginning to develop skills in adaptive teaching, stretching and challenging individual children to reach their full potential. \*  Is beginning to understand how to identify the most able children and possible areas of underachievement. \*  Is beginning to reflect on how to develop strategies to provide challenge and practical enrichment for the most able children, \*  And how to use distinctive approaches to engage and support children EAL and additional needs. \*  Is beginning to reflect on how to work with individual children using strategies which have been decided on with support from outside agencies. \*  Is beginning to report confidently to parents about children’s engagement and progress\* and have been effective in accessing additional support for babies, toddlers and young children.\* | With support has developed skills in adaptive teaching, stretching and challenging individual children to reach their full potential. \*  With support understands how to identify the most able children and possible areas of underachievement. \*  With support can develop strategies to provide challenge and practical enrichment for the most able children, \*  And how to use distinctive approaches to engage and support children EAL and additional needs. \*  With support has worked with individual children using strategies which have been decided on with support from outside agencies. \*  With support can report confidently to parents about children’s engagement and progress\* and have been effective in accessing additional support for babies, toddlers and young children.\* | Can independently adapt teaching, stretch and challenge individual children to reach their full potential. \*  Can independently identify the most able children and possible areas of underachievement.  Can independently develop strategies to provide challenge and practical enrichment for the most able children.  Can independently use distinctive approaches to engage and support children EAL and additional needs. \*  Has independently worked with individual children using strategies which have been decided on with support from outside agencies. \*  Can independently report confidently to parents about children’s engagement and progress\* and have been effective in accessing additional support for babies, toddlers and young children.\* |  |  |
| **The continuum of learning:**  **How the EYFS prepares children for their future learning in the national curriculum (Including supporting guidance).**   |  | | --- | | (BW) |  |  | | --- | | (PB) | | (PAT) | | | Beginning to be reflective on how prior learning within the early years leads to successful learning at school.  Beginning to reflect on how teaching and the curriculum continue into Key Stages 1 and 2 and what will be expected of children moving on from the EYFS curriculum.  Beginning to reflect on the reading framework. | With support can reflect on and hold professional conversations on how prior learning within the early years leads to successful learning at school. (Including the reading framework)  With support can identify how teaching and the curriculum continue into Key Stages 1 and 2 and what will be expected of children moving on from the EYFS curriculum. | Are highly reflective on and on how prior learning within the early years leads (Including the reading framework) to successful learning at school and how teaching and the curriculum continue into Key Stages 1 and 2 and what will be expected of children moving on from the EYFS curriculum. Is able to independently plan and lead practice in this area. |  |  |
| **Working in partnership with parents and/or carers is essential to supporting children's wellbeing, learning and development.\* (SOCW 1007/ ACAD 1387/ ACAD 1346)** | Is beginning to develop and sustain partnerships with parents and/or carers to support positive outcomes for their child’s wellbeing, learning and development.  \*\*  Is beginning to develop an understanding of how to support engagement with parents, including those who may be more reluctant to contribute. | With support has developed and sustained partnerships with parents and/or carers to support positive outcomes for their child’s wellbeing, learning and development.  With support is able to engage with parents, including those who may be more reluctant to contribute and is contributing to oral/written feedback for parents which look at a child’s progress over a number of weeks and sets new goals. | Can independently develop and sustain partnerships with parents and/or carers to support positive outcomes for their child’s wellbeing, learning and development.  Can independently engage with parents, including those who may be more reluctant to contribute and is consistently working with parents and children to make good progress towards shared goals |  |  |
| **Baseline assessment and transitions:**  **Effective observation, assessment and planning cycle supports children’s long term development and outcomes.**   |  | | --- | | (A) | | Is beginning to reflect on how to base their planning and teaching on a secure knowledge and understanding of how to promote the learning, care and development of babies, toddlers and young children, taking into account the prior learning. Considering how this leads to babies, toddlers and young children making good progress against Early Learning Goals.  Is beginning to consider best practice in completing regular and precise assessments of babies, toddlers and young children and use these to plan suitably challenging and relevant activities.  Is beginning to reflect on best practice in how to regularly listen perceptively to, carefully observe, and skilfully question babies, toddlers and young children during activities in order to re-shape tasks and explanations to improve learning. As a result children they are accountable for improve consistently over a sustained period taking account of their starting points and individuals with special educational needs and/or disabilities.  Is beginning to reflect on how to use assessments and evaluations to secure timely interventions and support, based on a comprehensive knowledge of the child and their family. | With support can base their planning and teaching on a secure knowledge and understanding of how to promote the learning, care and development of babies, toddlers and young children, taking into account the prior learning. Considering how this leads to babies, toddlers and young children making good progress against Early Learning Goals.  With support can complete regular and precise assessments of babies, toddlers and young children and use these to plan suitably challenging and relevant activities.  With support can regularly listen perceptively to, carefully observe, and skilfully question babies, toddlers and young children during activities in order to re-shape tasks and explanations to improve learning. As a result children they are accountable for improve consistently over a sustained period taking account of their starting points and individuals with special educational needs and/or disabilities.  With support can use assessments and evaluations to secure timely interventions and support, based on a comprehensive knowledge of the child and their family. | Can Independently base their planning and teaching on a secure knowledge and understanding of how to promote the learning, care and development of babies, toddlers and young children, taking into account the prior learning. Considering how this leads to babies, toddlers and young children making good progress against Early Learning Goals.  Can independently complete regular and precise assessments of babies, toddlers and young children and use these to plan suitably challenging and relevant activities.  Can independently and regularly listen perceptively to, carefully observe, and skilfully question babies, toddlers and young children during activities in order to re-shape tasks and explanations to improve learning. As a result children they are accountable for improve consistently over a sustained period taking account of their starting points and individuals with special educational needs and/or disabilities.  Can independently use assessments and evaluations to secure timely interventions and support, based on a comprehensive knowledge of the child and their family. |  |  |
| **How to act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child. (SOCW 1007)** | Is beginning to be highly effective in safeguarding and promoting the welfare of children, and provide a safe learning environment. \*  Is beginning to demonstrate leadership ensuring others are working within acceptable policies and practices.\*  View children’s safety and safeguarding as central to everything they do.\*  Is beginning to effectively support children’s understanding of how to keep themselves safe and healthy.\* | With support is highly effective in safeguarding and promoting the welfare of children, and provide a safe learning environment. \*  With support can demonstrate leadership ensuring others are working within acceptable policies and practices.\*  View children’s safety and safeguarding as central to everything they do.\*  With support can effectively support children’s understanding of how to keep themselves safe and healthy.\* | Is independently and highly effective in safeguarding and promoting the welfare of children, and provide a safe learning environment. \*  Independently demonstrates leadership ensuring others are working within acceptable policies and practices.\*  View children’s safety and safeguarding as central to everything they do.\*  Is independently and effectively able to support children’s understanding of how to keep themselves safe and healthy.\* |  |  |
| **How child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. (SOCW 1007)** | Is beginning to be fully aware of and sensitive to potential and actual harm to children.  Is beginning to have a secure underpinning knowledge and understanding of how they would deal with issues of abuse following correct procedure and protocol.\* | With support is fully aware of and sensitive to potential and actual harm to children.  With support has secure underpinning knowledge and understanding of how they would deal with issues of abuse following correct procedure and protocol.\* | Is independent and fully aware of and sensitive to potential and actual harm to children.  Independently has a secure underpinning knowledge and understanding of how they would deal with issues of abuse following correct procedure and protocol.\* |  |  |
| |  | | --- | | (PB) | | **The role of the mentor**  **effective mentoring can support colleagues to develop in their practice (OMED 1231)** | Is beginning to use different mentoring approaches to support colleagues in their development | With support can use different mentoring approaches to support colleagues in their development | Is independently using different mentoring approaches to support colleagues in their development |  |  |
| |  | | --- | | (PB) | | **Critically examine the theory and contemporary policy and practice to support neo -nates to entering and being part of a school /educational environment. (ACAD 1346)** | Is beginning to reflect on best practice in identifying tools and reflect upon approaches which evidence and make visible holistic development within Early Childhood. | With support is identifying tools and reflect upon approaches which evidence and make visible holistic development within Early Childhood. | Is independently identifying tools and reflect upon approaches which evidence and make visible holistic development within Early Childhood. |  |  |
| |  | | --- | | (PAT) | | **The principles of Reggio and this way of working with children.(ACAD 1346)** | Is beginning to reflect on different pedagogical approaches to support children’s learning and development. | With support can use different pedagogical approaches to support children’s learning and development | Is independently use different pedagogical approaches to support children’s learning and development |  |  |
| Weeks 30-33 | **Block placement/formative assessment/ spring break** | Block placements allows trainees and mentors to revisit underpinning of theory and practice to consolidate learning and development from term 2. |  |  |  |  |
| Week 33 | **Targeted Development day**  **Areas for development from term one’s formative assessments will be addressed.**  **The sessions will be designed to enable trainee to consolidate and address any gaps in their term 1 learning.** | Areas for development from term two’s formative assessments will be addressed.  Instructional coaching will be focused to enable trainee to revisit, consolidate and address any gaps in their term 1 learning. |  |  |  |  |
| Weeks 33-37   |  |  | | --- | --- | | (PB) | | | (BW) | | | | (PAT) | | | | (A) | | (C) | | | **How leading an area of specialism supports ongoing improvement of provision and practice (ACAD 1200)**  **Leading Practice** | Conduct an area of specialism to improve provision and practice  Is beginning to reflect on best practice to consistently and confidently model and implement effective care and education for babies, toddlers and young children.    Is beginning to reflect on how to lead and support others in an area of practice e.g. through a staff meeting/training | With support can model and implement effective care and education for babies, toddlers and young children.    With support can lead and support others in an area of practice e.g. through a staff meeting/training. | Can independently, consistently and confidently model and implement effective care and education for babies, toddlers and young children.    Can independently lead and support others in an area of practice e.g. through a staff meeting/training. |  |  |
| **The inspection framework** | Beginning to use reflection to evaluate provision using the inspection framework. Showcasing their knowledge of the inspection framework to improve provision and practice. | With support can evaluate provision using the inspection framework. Showcasing their knowledge of the inspection framework to improve provision and practice. | Can independently evaluate provision using the inspection framework. Showcasing their knowledge of the inspection framework to improve provision and practice. |  |  |
| **That there are a range of transitions, for example from home to an early years setting, movement within or between different settings, changes of staff that work with the child and the move from an early years setting to school.**  **About the impact that transitions can have on a child’s healthy growth and development.** | Is beginning to identify through reflection strategies that practitioners can use to support young children through transitions.  Beginning to reflect on effective strategies in planning to support babies, toddlers and young children through a range of different periods of transition, including working closely with all adults who are involved with the child and ensuring that effective and on going communication takes place. | With support in practice can identify and use strategies to support young children through transitions.  With support can use effective strategies in planning to support babies, toddlers and young children through a range of different periods of transition, including working closely with all adults who are involved with the child and ensuring that effective and on going communication takes place. | can independently identify and use strategies to support young children through transitions.  can independently use effective strategies in planning to support babies, toddlers and young children through a range of different periods of transition, including working closely with all adults who are involved with the child and ensuring that effective and on going communication takes place. |  |  |
| **The statutory assessment requirements for the EYFS including the Progress check at 2, Baseline assessment and the EYFSP.** | Is beginning to have an adequate understanding of the statutory assessment requirements for the EYFS including the Progress check at 2 and the EYFSP.  Is beginning to use national and/or local benchmarks to assess achievement, set targets and monitor progress.  Is beginning to employ strategies appropriately to evaluate the impact of teaching on the progress and development of children and as a basis for modifying their teaching and practice when necessary. | With support is balancing routines based on assessment of children’s needs, taking careful note of what the children are interested in to ensure an appropriate balance of experiences.      With support can make accurate assessments of children’s’ attainment against national benchmarks.      With support can employ a range of appropriate formative assessment strategies effectively and can adapt their teaching and delivery within lessons and activities in light of children’ responses.  With support can assess children’ progress regularly and accurately and discuss assessments with them so that children know how well they have done and what they need to do to improve. | Is independently balancing routines based on assessment of children’s needs, taking careful note of what the children are interested in to ensure an appropriate balance of experiences.      Can independently make accurate assessments of children’s’ attainment against national benchmarks.      Can independently employ a range of appropriate formative assessment strategies effectively and can adapt their teaching and delivery within lessons and activities in light of children’ responses.  Can Independently assess children’ progress regularly and accurately and discuss assessments with them so that children know how well they have done and what they need to do to improve. |  |  |
| Weeks 35-42 | **Block school placement** | The school block placement enables trainees to consolidate and put into practice their learning around school age specific practice. |  |  |  |  |
| Week 37  (PB) | **First aid** | Complete paediatric first aid  . |  |  |  |  |
| Week 38   |  | | --- | | (PAT) | | (PB) | | | **The importance of leadership in multi-agency working (SOCW 1007/ ACAD 1346/ACAD 1387)** | Is beginning to contribute to professional discussion about meeting a child’s needs where a multi-agency team have been involved and act upon these discussions. \*\*  Is beginning to respond to information and advice from specialist staff about individual children with specific needs. \*\* | With support can contribute to professional discussion about meeting a child’s needs where a multi-agency team have been involved and act upon these discussions. \*\*  With support can confidently respond to information and advice from specialist staff about individual children with specific needs. \*\* | Can independently lead professional discussion about meeting a child’s needs where a multi-agency team have been involved and act upon these discussions. \*\*  Can independently and confidently respond to information and advice from specialist staff about individual children with specific needs. \*\* |  |  |
| Weeks 37-44 | **Block placement (KS1 and young children)** | Block placements allows trainees and mentors to revisit underpinning of theory and practice to consolidate learning and development from term 1,2 and 3. |  |  |  |  |
| Week 45 | **VIVA’s- Formative assessment** |  |  |  |  |  |