

Devon Primary SCITT Diversity, Equity and Inclusion Policy

“Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice heard.” (Liz Fosslien and Mollie West Duffy, 2019)

Introduction

Devon Primary SCITT is unequivocally committed to establishing, maintaining, and developing a culture where diversity, equity and inclusion are actively promoted across all aspects of our work. This policy identifies our underpinning values and principles, before outlining our key commitments, and how these are achieved. Roles and responsibilities are clarified, along with arrangements for monitoring and reviewing the policy and strategy.

An *Action Plan (Appendix 1)* sets out the specific actions to be taken in the next 3 years to further develop our provision, ensuring a shared understanding and consistent approach across our Partnership.

Appendix 2 provides an overview of how the mental health and wellbeing of trainees is supported, and *Appendix 3* is a *Curriculum Map* showing how trainees’ understanding of diversity, equality and inclusion is developed through central and school-based training.

This policy is guided by our responsibilities under the Equality Act (2010), and the Public Sector Equality Duty (2011), along with current research and guidance from Professional Associations and organisations such as Diverse Ed (www.diverseeducators.co.uk).

Principles

As a provider of Initial Teacher Training, we recognise the significant impact that we can have on how diversity, equity and inclusion are promoted within the DPSCITT community and beyond. We are determined, therefore, that through every aspect of our provision, diversity in all its forms is celebrated, and equitable, inclusive practice is explicitly modelled. This includes by:

- recruiting, supporting and valuing trainee teachers, trainers and staff with different personal characteristics and lived experiences
- providing training and education that enables trainees to teach in a diverse society and be advocates of diversity, equity and inclusion throughout their careers
- raising awareness and collaborating with schools in the DPSCITT Partnership and wider stakeholders to build a shared understanding and consistently inclusive ethos.

Our *Curriculum Intent and Implementation* document recognises the moral imperative of improving the life-chances of all children. It identifies the promotion of equality and diversity as core values, along with supporting trainees’ wellbeing, building their resilience, prioritising *Trainee Voice* and personalising their training.

Commitments

The values and principles outlined above inform our commitment to:

- Recruit, welcome and treat all trainees, staff and trainers fairly and equitably, regardless of the protected characteristics of age, gender, race, disability, religion, sexual orientation, gender reassignment, marital status and pregnancy/maternity
- Cater for economic and neurological variation and support individual wellbeing and mental health needs - see *Appendix 2*
- Develop, maintain and support an ethos and culture of diversity, equity and inclusion across the partnership, where all individuals are recognised to be of equal value and are able to make the best use of their skills
- Encourage and value the diversity of trainee teachers and staff within the partnership, celebrating differences and using these positively to develop our own understanding
- Ensure that all of our activities contribute – directly or indirectly - to the promotion of diversity, equity and inclusion
- Make reasonable adjustments to our policies, programmes and activities where needed to ensure equality of opportunity for individuals and groups
- Challenge discrimination of any kind, including (but not limited to) that based on the protected characteristics
- Ensure we meet, and where possible exceed, all legal requirements for ensuring equality of opportunity and promoting diversity, through our work.

How the Commitments are Achieved

Whilst the values, principles, and commitments above inform all aspects of DPSCITT's business, they are achieved in specific areas of provision as follows:

Design and Implementation of DPSCITT Policies

In developing and reviewing policies and practices, we consider the potential impacts of proposals on diversity and equality of opportunity to remove any aspects that could contribute to potential direct or indirect discrimination or disadvantage.

This policy should be read alongside the following DPSCITT policies that directly address our diversity and equity principles:

- Recruitment and Selection Policy
- Safeguarding Policy
- Safe Working Practices Policy
- Trainee Code of Conduct (Section 7 of the Programme Handbook, which includes information about the Complaints Procedure and Hardship Fund)
- Trainee Causing Concern Policy

And the following Tarka Learning Partnership policies which have been adopted by DPSCITT:

- Staff Code of Conduct
- Staff Disciplinary Policy & Procedure
- Complaints Policy
- Dignity at Work
- Adoption, Maternity, Paternity, Shared Parental and Parental Policy
- Flexible Working Policy
- Staff Grievance Policy
- Managing Sickness Absence Policy
- Special Leave Policy
- Performance Appraisal Policy

Trainee Recruitment and Support

Our recruitment and selection processes are designed to promote equity and diversity, prevent discrimination and mitigate against unconscious bias. Through considered marketing, we seek to attract applications from under-represented groups, for example, by ensuring a wide range of visible characteristics are included in visual images, and that video and written testimonials confirm our inclusive ethos and the quality of support given to meet individual needs.

Candidates are given every opportunity to demonstrate the skills, attributes and potential identified in our published selection criteria, and reasonable adjustments are made for candidates with disabilities.

Prior to starting the course, trainees are surveyed to identify their individual needs to enable their support to be personalised from the start. Once on the course, trainees receive regular support from their DPSCITT Personal Tutor who, along with school staff, monitors their health and wellbeing, as well as providing individual guidance for maintaining sustainable ways of working. Personal Tutors can also help trainees to access more specialist support to promote access and help wellbeing, including services provided through the University of Plymouth. – see *Appendix 2*.

Trainee voice and ownership is given high priority, with Trainee and former Trainee Reps contributing to strategic decision making and supporting trainee welfare through regular communication with DPSCITT staff.

School Placements

Individual personal characteristics and circumstances (e.g. childcare commitments) are taken into account when allocating trainees' main and contrasting placements. We endeavour to ensure diversity in the placement settings of each trainee, ensuring that they experience different school communities and practices during their training.

The expectations of all partner schools to support the implementation of the principles and commitments set out in this policy are clarified within our Partnership Agreement and through mentor training.

Design and Implementation of Central Training

We ensure that the design and delivery of all central training (including that supplied by external advisors and experts) adheres to the principles outlined above, and this is monitored as part of our quality assurance procedures. All trainers carefully consider the range of characteristics represented through their resources and highlight the importance of this in trainees' practice.

Trainees also receive specific training in inclusion, equality & diversity, and the application of fundamental British Values. As well as supporting understanding of legal frameworks and responsibilities, all of this training explores the impact of discrimination, and focuses on the positive contribution and lasting impact of promoting diversity, equity and inclusion, whilst supporting the development of effective approaches and strategies. Cultural awareness is developed through a visit to a mosque, a school with a high proportion of pupils with EAL and links with a provider in one of the most culturally diverse cities in the UK.

Further detail of central and school-based training to support diversity, equality and inclusion is included in the *Curriculum Map (Appendix 3)*

Trainee Assessment

The holistic process for assessing and supporting trainees' progress is underpinned by a robust cycle of individual target setting, review, and focused support, providing a highly personalised programme to meet the individual needs of each trainee.

Comprehensive and rigorous QA systems include visits to schools and central training by DPSCITT staff, file reviews and regular feedback from stakeholders. These inform the monitoring and evaluation cycle overseen by the Executive Board, which ensures consistency, equity, and equality of opportunity across the Partnership.

Staff Recruitment and Support

The recruitment of DPSCITT staff is managed by the Tarka Learning Partnership as the accountable body, and its policies and procedures are followed. These policies are consistent with the principles and commitments of this DPSCITT policy, and include detailed and specific measures to prevent discrimination, unconscious bias and ensure that processes are carried out equitably. Robust policies and procedures are in place for the induction and ongoing support of all TLP staff (*see policies listed above*).

Roles and Responsibilities

Every person who contributes to DPSCITT's work, including staff, trainees, trainers and partner school staff, is required to understand and support the principles relating to diversity, equity and inclusion set out in this policy. Any person instructing, inducing or encouraging others - by inaction or action - to behave in a manner which is inconsistent with the principles of this policy will be in breach of it.

The following specific roles and responsibilities also apply in relation to this policy:

The Chair of DPSCITT has ultimate responsibility for ensuring the development, implementation and monitoring of the Diversity, Equity and Inclusion Policy as it relates to DPSCITT's core business.

The CEO of Tarka Learning Partnership has ultimate responsibility for ensuring that the principles and commitments are applied to the recruitment and ongoing support of DPSCITT staff.

The Programme Director is responsible for

- Ensuring that all staff, trainees and partners are aware of the Diversity, Equity and Inclusion Policy and Strategy, and understand how it impacts on their roles and responsibilities
- Overseeing the effective implementation of the policy and action plan (*Appendix 1*)
- Monitoring and reporting on the implementation of the policy and action plan to the DPSCITT Board (including through quality assurance of trainers and partner schools)
- Developing relationships with external bodies regarding the policy so that the organisation's actions are in line with best advice and practice
- Managing any breaches of this policy in line with agreed processes.

Programme Staff and Trainers

DPSCITT staff and trainers (including external contractors), are responsible for

- Understanding this policy and how it relates to their training role

- Being proactive in ensuring that diversity, equity and inclusion are promoted through their specific duties
- Highlighting any questions or training requirements to enable them to discharge their responsibilities in relation to this policy

Programme Mentors (SBTs / CTs)

Mentors (School-based tutors and class teachers) are responsible for

- Understanding this policy, and incorporating the principles and commitments within their support for the trainee (e.g. in weekly seminar meetings)
- Drawing the attention of the Director to any potential conflicts or inconsistencies between this policy and the placement school's policies or procedures
- Highlighting any questions or training requirements to enable them to implement this policy in their partnership work.

Trainees

Trainees are responsible for

- Understanding this policy and ensuring that they adhere to the principles and commitments in their work with children, colleagues and peers
- Communicating their individual needs and drawing the attention of their Personal Tutor to any potential conflicts of inconsistencies in their training.

Breaches of this Policy

If a trainee, trainer, or mentor believes that they have been treated in a way, or they have witnessed behaviour, that is inconsistent with this policy, they are encouraged to raise the matter with the DPSCITT Programme Director at the earliest opportunity. The Director will then consider the appropriate course of action (drawing on relevant policies). The Director will take advice from the DPSCITT Chair, if necessary, and any breaches will be reported to the DPSCITT Board as part of the Director's update.

Publication, Monitoring and Review

The Diversity Equity and Inclusion Policy will be *published* on the DPSCITT website and circulated to trainees, trainers and partner schools annually. Staff, trainees, and mentors can also access the policy and associated documents through the DPSCITT intranet.

Implementation of the policy is *monitored* by the Programme Director through established QA procedures of trainers, mentors and partner schools. This is reported to the Executive Board at least twice every 12 months.

The policy will be *reviewed* every three years, although the Programme Director will bring forward any review as appropriate to ensure DPSCITT meets the needs of any new legislation or guidance.

Policy Adopted/Amended by	Date
Executive Board	18.5.22

Appendix 1: Diversity, Equity, and Inclusion Action Plan: 2022-2025

	2021-22	2022-23	2023-24
Raising Awareness	<p><i>Staff:</i></p> <ul style="list-style-type: none"> Director to attend NASBTT Masterclass in DEI Dissemination and discussions within Core Team 	<p><i>Trainees, HTs & Mentors:</i></p> <ul style="list-style-type: none"> Policy & Action Plan shared with Trainees (Programme Handbook & Induction Training), all HTs (Partnership Agreement) and SBTs & CTs (Training) 	<p><i>Trainees, HTs & Mentors:</i></p> <ul style="list-style-type: none"> Policy & Action Plan shared with Trainees (Handbook & Training), all HTs (Partnership Agreement) and SBTs & CTs (Training) Partnership DEI Conference?
Consultation	<p><i>Trainees:</i></p> <ul style="list-style-type: none"> Survey trainees mid year – how well have their personal characteristics have been supported/celebrated & further action/training needed <p><i>Exec:</i></p> <ul style="list-style-type: none"> Core Team to update DEI Policy in consultation with Executive Board 	<p><i>Trainees:</i></p> <ul style="list-style-type: none"> Survey trainees prior to starting course – personal characteristics & support / training needed <p><i>Mentors:</i></p> <ul style="list-style-type: none"> Consultation and training of SBTs and CTs (Sept/Jan) Survey SBTs? 	<p><i>Trainees:</i></p> <ul style="list-style-type: none"> Incorporate survey into trainees' Course Prep Plans <p><i>Mentors:</i></p> <ul style="list-style-type: none"> Review impact of central & SB training (Sept/Jan)
Embedding DEI	<p><i>Staff:</i></p> <ul style="list-style-type: none"> Prioritise promotion of EDI when reviewing marketing materials Develop EDI area of website <p><i>Trainees:</i></p> <ul style="list-style-type: none"> Signpost DiverseEd research & resources <p><i>Trainers:</i></p> <ul style="list-style-type: none"> Policy, Strategy & Action Plan shared with all central trainers Central trainers asked to review the content and resources of their sessions for delivery in 2022-23. 	<p><i>Trainees:</i></p> <ul style="list-style-type: none"> Signpost DiverseEd Complete Learning Walks in Sch. A (Nov) & Sch. B (Jan), evaluating and how DIE is promoted & celebrated against '8 Descriptors of Excellence'. <p><i>Mentors:</i></p> <ul style="list-style-type: none"> Discuss Learning Walks in Seminars (Nov & Jan) & joint meetings (March). <p><i>Trainers:</i></p> <ul style="list-style-type: none"> QA of central training to focus on promotion & celebration of EDI 	<p><i>Mentors:</i></p> <ul style="list-style-type: none"> Discuss outcomes of Learning Walks during Sept. training and provide opportunities to share good practice <p><i>Trainees:</i></p> <ul style="list-style-type: none"> Signpost DiverseEd Learning Walks in School A (Nov) & School B (Jan), evaluating and how Diversity is promoted & celebrated against '8 Descriptors of Excellence'.
Monitoring and Evaluation	<p><i>Staff:</i></p> <p>Analyse recruit. data to inform marketing</p> <p><i>Exec:</i></p> <ul style="list-style-type: none"> Specific members of Exec Board nominated to champion DEI and consider specific personal characteristics when reviewing policies 	<p><i>Staff:</i></p> <ul style="list-style-type: none"> Monitor & discuss promotion of EDI in central & school-based training (QA visits) <p><i>Exec:</i></p> <ul style="list-style-type: none"> Review promotion of EDI & and issues from QA of placements schools Focus on EDI when reviewing policies 	<p><i>Staff:</i></p> <ul style="list-style-type: none"> Monitor & discuss promotion of EDI in central & SB training (QA visits) <p><i>Exec:</i></p> <ul style="list-style-type: none"> Review promotion of EDI & and issues from QA of placements schools Focus on EDI when reviewing policies

Appendix 2:

Supporting the Mental Health & Wellbeing of Trainees - Building Firm Foundations for Sustainable Careers

Research-informed Strategies to Promote Resilience: *(Rotter, 1954: 'locus of control' & Baqutayan, 2011: social support)*

- Increase feeling of **control** (communicate explicitly, involve in decision-making & model healthy behaviours)
- Promote **commitment & challenge** (Promote reflection, learning from experiences, value individuals & celebrate successes)
- Provide **social support**

Core Course Themes:

- Understanding and developing personal values, beliefs & teacher identity
- Focus on reflection, dialogue & coaching
- Personal approach – strong relationships & pastoral care
- 'Value for Effort' to manage workload
- Collaboration

Course Structures, Processes & Ongoing Support:

- Personal Tutors (1:1 Mtgs & QA)
- Seminar Meetings (SBT & CT)
- Interactive nature of CB training
- Trainee Voice (Trainee Reps – prof, pastoral & social)
- Relationship building (Trainee lunch, Residential, CB Training, shared online space, WhatsApp group, paired placements)
- Individual Support Plans
- Access to specialist services provided by the University of Plymouth '*Student Hub*', including Student Counselling and Mental Health Support, the Health and Medical Wellbeing Service, and Disability Services (which helps students with study support requirements as a result of a specific learning difficulties, dyslexia, autism, mental health difficulties, or a long term health condition.)
- Trainee Causing Concern Policy (clear & transparent with specific Action Plans)

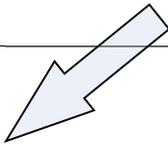
	Embedded Practice	Devs for 2021-22
Pre-Course	<ul style="list-style-type: none"> Egs of personal resilience elicited & discussed during interview, along with strategies for work/life balance & support networks. Course Prep Plans – Trainees asked explicitly about MH/Wellbeing needs & support (Core Team & SBTs) Individual factors (eg childcare) taken into account when allocating placements. Visits to placement schools in July – familiarise & establish relationships. 	
Induction Residential	<ul style="list-style-type: none"> 1:1 Mtgs with Personal Tutors (Review induction into school, discuss Course Prep Plans & identify Trainees who need Individual Support Plans). Explicit guidance and strategies given to support Ts to manage their workload, health and wellbeing, and achieve a sustainable work-life balance. Course expectations clarified and a session on Voice Care reinforces importance of maintaining a balanced, healthy approach. Resources available for pastoral support outlined and signposted. 'Emotional graph' introduced to reassure Ts that fluctuations in emotional states are normal, and beneficial for their learning. (Provides a language for Ts to self-monitor - asked to communicate when they need additional personal or prof. support). 	
SBT & CT Training	<ul style="list-style-type: none"> Supporting T wellbeing & workload addressed explicitly with SBTs and CTs during training, with both being asked to monitor and support. SBTs encouraged to use their professional judgement to mediate day-to-day tasks, and alert KR/JC if they feel more significant interventions are required. SBTs asked to identify any school-based tasks which represent poor 'value for effort', to aid annual reviews of the course. 	
Central Training	<ul style="list-style-type: none"> 'Emotional graph' referenced at key points, encouraging Ts to consider their emotional states, and seek personal support. This often takes the form of individual coaching and always takes account of individual needs and circumstances. Specific strategies agreed with individuals to use on training days to alleviate pressures caused by dyslexia and/or anxiety (Individual Support Plans). Prof Studies training focuses on personal beliefs, values & motivations for teaching. TP1 Debrief includes specific discussions on managing workload & work/life balance, encouraging Ts to share effective strategies from TP1. Prep TP2 session evaluates the efficacy of different assessment, feedback and recording strategies. Ts' Session Evals are monitored with individual & group comments followed up as soon as possible. 	Workload: 4 additional 'Assignment Study Days' and contents of Trainee Files reduced significantly.
School-based Training	<ul style="list-style-type: none"> Weekly Seminar meetings – start by checking wellbeing & discussing workload. Each QA visit and scheduled 1:1 meeting with KR/JC includes individual discussions about how each Trainee is managing their workload and wellbeing. If a SBT is also the CT, another named teacher is provided for support. Quality of support from CT, SBT & other staff in each placement is tracked (Trainee Evals) & used to determine future placement decisions. 	

Appendix 3: Diversity, Equity, and Inclusion Curriculum Map – Overview

<i>When?</i>	<i>What?</i>	<i>Purpose</i>
Pre-Course	Trainees review Inclusive Primary Teaching ” by Goepel J. et al. (2015)	<ul style="list-style-type: none"> To provide trainees with an overview of some of the key issues in relation to DEI in primary education in advance of the start of the course.
Autumn Term	<ul style="list-style-type: none"> Course Induction: A Vision for Learning 	<ul style="list-style-type: none"> Exploring and understanding the importance of developing one’s own values as a teacher.
	<ul style="list-style-type: none"> Inclusion – Session 1 Inclusion – Session 2 	<ul style="list-style-type: none"> Introduction to philosophies and principles of an inclusive education system, and how this is designed and deployed in practice. Understanding the distinction between equality and equity. Introduction to SEND and approaches to supporting children with additional needs.
	<ul style="list-style-type: none"> Inclusion Assignment 	<ul style="list-style-type: none"> Trainees apply principles in first course assignment; applying and reviewing different approaches to inclusion through school-based action research.
	<ul style="list-style-type: none"> Phonics & Early Reading 	<ul style="list-style-type: none"> Introduction to principles and practice of phonics/early reading. Understanding of the fundamental role that mastery of P&ER plays in a child’s learning & life chances.
	<ul style="list-style-type: none"> Promoting DEI – Session 1 Teaching EAL - Session 1 	<ul style="list-style-type: none"> Understanding the legal/statutory frameworks for equality, the potential challenges faced by pupils with different characteristics, and the role of the teacher in addressing these. Introduction to meeting needs of pupils with EAL in the primary environment.
	<ul style="list-style-type: none"> Subject Central Training 	<ul style="list-style-type: none"> All training is expected to reflect DEI proactively (and is part of the QA process). R.E. and PSHE training develop understanding in relation to particular elements of DEI (e.g. developing empathy & mutual respect for different views/faiths/beliefs).
	<ul style="list-style-type: none"> Teaching Practice 1 	<ul style="list-style-type: none"> Trainees assessed against graded statements relating to DEI.
Spring Term	<ul style="list-style-type: none"> Fundamental British Values 	<ul style="list-style-type: none"> Understanding why FBVs are taught, and how they are integrated into the primary curriculum.
	<ul style="list-style-type: none"> Promoting DEI – Session 2 	<ul style="list-style-type: none"> Building on trainees’ experiences in the Autumn, this session explores the benefits of promoting and celebrating diversity in the school environment/curriculum, and strategies to support this.
	<ul style="list-style-type: none"> Teaching EAL – Session 2 	<ul style="list-style-type: none"> Training held in a school with a high proportion of EAL pupils to explore practice.
	<ul style="list-style-type: none"> Subject Central Training 	<ul style="list-style-type: none"> E.g. - R.E Training: Visit to Mosque to develop SK & understanding of teaching approaches.
	<ul style="list-style-type: none"> Information sharing session with Leicester SCITT 	<ul style="list-style-type: none"> Collaboration with Leicester SCITT where trainees share & compare experiences of promoting DEI and teaching SEND pupils in schools in different contexts in terms of diversity & inclusion.
	<ul style="list-style-type: none"> Interventions to support SEMH needs in children 	<ul style="list-style-type: none"> Developing understanding of assessing and addressing the needs of children with SEMH. Examines sound practice in planning, & skills needed to deliver these effectively.
	<ul style="list-style-type: none"> Teaching Practice 2 	<ul style="list-style-type: none"> Trainees assessed against graded statements relating to DEI.
Summer Term	<ul style="list-style-type: none"> Pupil Progress and Interventions 	<ul style="list-style-type: none"> Developing understanding of tools to help identify children at risk of academic disadvantage.
	<ul style="list-style-type: none"> Subject Central Training 	<ul style="list-style-type: none"> Outdoor learning training explores design of learning activities to ensure full inclusion.
	<ul style="list-style-type: none"> Teaching Practice 3 	<ul style="list-style-type: none"> Trainees assessed against graded statements relating to DEI.
	<ul style="list-style-type: none"> Transition to first school 	<ul style="list-style-type: none"> Gain an understanding of the approach to DEI taken by trainees’ employing school.

Detail and Sequencing

Wk	Centre-based Training	School-based Training
0	<ul style="list-style-type: none"> ➤ Pre-course: Review 'Part 1 – Developing Inclusive Environments' from Inclusive Primary Teaching: A Critical Approach to Equality and Special Educational Needs and Disability” by Janet Goepel et al, published by Critical Publishing in 2015. 	
1	[School Induction week]	<ul style="list-style-type: none"> ➤ School A Induction: Review the school's Equality and Diversity Policy. ➤ Observe and discuss with the Class Teacher how the initial set up of learning in the first week is designed to support an inclusive classroom.
2 3	<p>Underpinning research and reading</p> <ul style="list-style-type: none"> • Pollard, A (2018); Reflective Teaching, Chapters 4,5 & 15 • Goepel J; (2015); Understanding Learners with SEND Chapter 4 	
	<p>Course Induction: Framework for Teaching and Learning As part of exploring the professional responsibilities of teachers, and expectations of professional conduct, trainees are introduced to principles of diversity, equity and inclusion.</p> <p>This is built on in the induction within sessions on 'Child Development' and 'Learning Behaviours', where trainees consider how their own beliefs and values – including those pertinent to DEI - shape their vision and approach to teaching and learning.</p> <p>Inclusion 1 Training explores the philosophy and principles of an inclusive education system. Trainees learn about teaching and learning strategies that are deployed to promote an inclusive classroom environment. They are introduced to the concept of SEND, understanding frameworks for supporting children with additional needs.</p>	<ul style="list-style-type: none"> ➤ Trainees to speak to the School A Headteacher/SENCO about interventions in place for children who attract pupil premium. ➤ <i>(From September 2022)</i> Trainees to undertake learning walk with School A SBT, to include identifying aspects of school provision that support DEI (e.g. approaches to promoting diversity, interventions to support inclusion etc.) ➤ Trainees meet with the SEND lead in school to develop an understanding of the range of specific needs that children have, and how these are supported. ➤ With their class teacher, trainees identify a child to work with for their inclusion Assignment. They meet with SENDCO/CT/TA as appropriate to gain an understanding of the pupil's strengths, challenges and educational needs, and the provision that is already in place to meet these needs.



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Underpinning research and reading

- Goepel, J (2015); Chapter 13; Communicating with Children
- DfE/DoH (2015); **Special Educational Needs and Disability Code of Practice: 0 – 25 years**
- Waugh,D; Jolliffe, W; Allcott, K (2020); **Primary English for Trainee Teachers; Chapters 1,4&5 (Phonics)**

Inclusion 2

Building on Inclusion 1, trainees consider inclusive practice in relation to particular areas of additional need. They explore the role of structure/scaffolding in supporting children with 'high incidence'/ 'low incidence' difficulties and explore further strategies for learning.

Inclusion Assignment

Trainees explore and reflect on current practice in the teaching of pupils with additional learning needs. They assess, plan for, and teach a pupil with an additional learning need, drawing on research and best practice to support the child's learning. They reflect on the barrier to learning, approaches to addressing this, the chosen strategy adopted and its impact on the individual pupil. They develop conclusions to inform their ongoing approach to creating an inclusive classroom.

Phonics and Early Years reading

Subject training on the use of SSP and strategies for Early Years Reading emphasises the critical role that these play in promoting an inclusive, equitable classroom (and why additional support for any children who are struggling with this must be a key priority.)

- When in school in these weeks, trainees observe how the class teacher ensures that all children are able to access learning in lessons through, for example, use of scaffolds, adult support and other strategies.
- Trainees observe the child identified for their Inclusion Assignment, and with the support of their CT, plan intervention sessions to address a pertinent learning target and specific barrier to learning.
- Trainees observe the teaching of phonics in school, including intervention / catch up sessions to help children who need extra support. They reflect on why this is important in enabling pupils to access the wider curriculum.



Autumn Half Term

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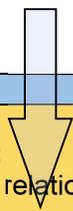
Teaching Practice 1 – No Central Training

Teaching Practice 1:

Trainees begin to develop the competencies relating to DEI:

- Treat all children with dignity and respect; maintain good relationships underpinned by care and warmth and empathy.
- Develop pupils' confidence and self-esteem
- Plan for, brief and deploy other adults to support children access learning.
- Trainees teach a range of subjects including phonics.

Weekly Seminar Meetings allow the trainee to discuss their progress in the above areas with their School-based Tutor and identify specific targets & actions for improvements.



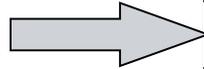
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Underpinning research and reading

- Government Equalities Office (2010): *Equality Act 2010 – What do I need to know?*
- Goepel, J (2015): Chapters 7 & 8
- Arnot, M et al. (2014): *School Approaches to the Education of EAL students*

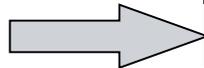
Promoting DEI in the Primary Classroom 1

Trainees are introduced to the legal/statutory frameworks which govern equality in schools and wider society. They consider the implications of the Equalities Act 2010 on school/classroom practice, explore challenges & discrimination that individuals may face in an educational context due by having protected characteristics (e.g. potential challenges faced by BME pupils / those from different religions) and how the teacher can mitigate these.



Teaching English as an Additional Language 1

Trainees develop an understanding of the needs of pupils with English as an Additional Language. They consider how schools manage the induction and integration of pupils with no or limited English, and the use of strategies to enable them to participate and progress in their learning.



Subject Training:

All trainers are required to incorporate DEI appropriately within subject training during the course. In term 1, this includes introductions to:

- **Maths:** Supporting children with specific challenges to numerical learning, such as dyscalculia.
- **English:** Supporting children with specific challenges to progress in literacy, including impact of dyslexia.
- **R.E.:** How developing an understanding of the principles, values and customs of different religions contributes to promoting and celebrating diversity within the school community and beyond.

- In advance of the session, trainees reflect on their experience of DEI – both in their school A placement to date, and more widely. This includes any personal experience of racism or other discriminatory practices.
- As part of the transition into their spring term placement, trainees review DEI policy and practice in their School B, identifying similarities and differences in approach from their school A placement. (Also see week 28.)
- In advance of the EAL session, trainees consider any experience they have in a multi-lingual context. Working with their SBT, they identify their school's approach to supporting EAL and, where possible, observe and reflect on this.
- Following EAL training, trainees complete the school self-evaluation matrix from the *New Arrivals Excellence Programme* and reflect on current practice in their school and class.
- Trainees follow up theory from subject training through practical learning tasks in school, and during their teaching practice. For example, they are supported to incorporate principles of inclusion into subject planning and teaching through effective differentiation and scaffolding.

Christmas Holiday

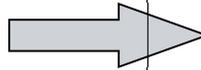
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Underpinning research and reading

- DfE (2014) *Promoting Fundamental British Values as part of SMSC in Schools*

Fundamental British Values

Trainees explore the concept and principles of *Fundamental British Values*, and how they support the promotion of diversity, equity and inclusion within schools and the wider community. Trainees review different approaches to incorporating FBV within school curricula, including planning and teaching key elements at an age-appropriate level.



- Trainees to speak to the School B Headteacher/SENCO about interventions in place for children who attract pupil premium.
- Trainees review approaches taken in their placement schools to promote Fundamental British Values. They reflect on and discuss this with their SBT and consider opportunities to incorporate elements of FBV within their planning for Teaching Practice 2.



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Teaching Practice 2 – No Central Training

Teaching Practice 2:

Trainees continue to develop the following competencies relating to DEI:

- Treat all children with dignity and respect; maintain good relationships with children underpinned by care and warmth and empathy.
- Take advantage of opportunities to develop pupils' confidence and self-esteem
- Plan for, brief and deploy other adults in class to support children access learning.
- Trainees teach a range of subjects including phonics.

Weekly Seminar Meetings allow the trainee to discuss their progress in the above areas with their Mentor and identify specific targets & actions to ensure improvements.

Spring Half Term

Underpinning research and reading

- Moffat, A (2020) *No Outsiders: Everyone Different, Everyone Welcome: Preparing Children for Life in Modern Britain*
- Education Endowment Foundation (2017): *The Attainment Gap*
- Bomber, L (2007): *Inside I'm Hurting: Practical Strategies for Supporting Children with Attachment Difficulties in Schools*

Promoting DEI – Session 2

Trainees explore how teachers and schools promote and celebrate diversity. As well as being a moral imperative, they consider the benefits of proactive incorporation of diversity into curricula and planning. They examine different approaches schools take and reflect on ideas. Trainees further develop their understanding of equity, as well as notions of power and marginalisation in society and how these impact on life experiences (including access to, and experience of, education).

- (From Spring 2023) Trainees to undertake learning walk with School B SBT, to include identifying aspects of school provision that support DEI. Trainees supported to reflect on similarities and differences between their placement schools.

Teaching EAL – Session 2

Trainees visit a primary school in Exeter with the highest levels of EAL in Devon. They gain first-hand experience of the strategies and resources used to support children's integration into school, and the specialist help provided to enable these pupils to engage with, and progress in, their learning.

- Trainees observe and review provision for a child with EAL in their School B Placement. They speak with the child about their experience and what they have found most helpful. Trainees reflect on this provision with their SBT.

Interventions to support SEMH

This training seeks to further develop trainees' understanding of assessing and addressing needs of children with SEMH, and explores practice in planning effective interventions, and the skills needed to deliver these effectively.

- Following this training, trainees meet with the person responsible for SEMH interventions in their school to discuss measures to support mental health and wellbeing – both proactively through the curriculum and reactively in response to individual need. Trainees reflect on this and identify five different approaches they could incorporate into their classroom practice to support SEMH.

Incorporating DEI in primary teaching: A different perspective

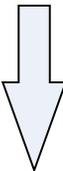
Trainees meet virtually with their peers in the Leicester SCITT to compare and contrast different approaches to DEI in communities with different cultural backgrounds.

Subject Training :

All trainers are required to incorporate DEI appropriately within subject training during the course. In term 2, this includes

- **History:** Emphasis on the importance of understanding different perspectives of historical events; supporting trainees' understanding of how to teach 'contested'

- Trainees are encouraged to incorporate elements from subject training into planning and delivery of Integrated Project Assessment.

	<p>historical events and issues, such as the benefits of Empire.</p> <ul style="list-style-type: none"> • Geography: Considers the subject's role in helping children to develop an understanding of different cultures, as well as their skills to compare, contrast and analyse. • R.E.: Trainees visit one of the largest mosques in the South West, learning about the traditions and customs of the Islamic faith, and reflecting on how these can be taught effectively within the curriculum as part of RE. 	<p>➤ Trainees are encouraged to incorporate elements from subject training into the planning and delivery of their Integrated Project Assessment.</p> 
<p>25 26 27</p>		<p style="text-align: center;">Integrated Project Assignment (Plan and teach a cross-curricula sequence of work combining objectives from core and foundation subjects)</p> <p>As well as continuing to refine their DEI related practice (see statements below), trainees are also encouraged to incorporate an element of Fundamental British Values teaching if they have not already done so in TP2.</p> <ul style="list-style-type: none"> • Take advantage of opportunities to develop pupils' confidence and self-esteem. • Plan for, brief and deploy other adults in class to support children to access learning. • Treat all children with dignity and respect; maintain good relationships with children underpinned by care and warmth and empathy.
<p>Easter Holiday</p>		
<p>28 29 30</p>	<p>Underpinning research and reading</p> <ul style="list-style-type: none"> • Brooks, G (2016): What works for children with literacy difficulties? • Gipps, C and Murphy, P (1994): A Fair Test? Assessment, Achievement and Equity • Pollard, A (2018): Chapter 14 	
	<p>Pupil Progress and Interventions</p> <p>In this session, trainees develop their understanding of how pupil progress is monitored through and across school years. They explore how assessments may need to be tailored for children with SEND to ensure they fully reflect the pupil's knowledge and understanding. Trainees also discuss how these are then used to inform intervention planning and escalation.</p>	 <p>➤ In planning for their final teaching practice, trainees review the progress and achievement data for each child in their class. They use this to inform teaching strategies, groupings and interventions.</p>
<p>31 32</p>	<p style="text-align: center;">Teaching Practice 3 – No Central Training</p>	<p style="text-align: center;">Teaching Practice 3:</p> <p>Trainees teach 80% of the timetable, across all core and foundation subjects, including phonics. They continue to refine practice across all elements of the teaching standards to the level required to achieve <i>Qualified Teacher Status</i>.</p>

Summer Half Term	
33 34 35 36 37 38	<p>(TP3 – continued)</p> <p>In completing their final Teaching Practice, trainees are expected to promote DEI in their classes through, for example, planning to ensure all pupils are able to access learning, taking opportunities to celebrate diversity and promote inclusion. Each lesson taught is evaluated in terms of its impact on pupils’ learning so that next steps can be identified and <i>learning conversations</i> following observed lessons explore this in detail.</p> <p>Trainees reflect on pupils’ progress in their weekly evaluations and discuss this with their Mentor. They also take samples of pupils’ books their seminar meetings to support these discussions</p> <p>Weekly Seminar Meetings allow the trainee to discuss their progress in the above areas with their Mentor and identify specific targets & actions to ensure they meet (or exceed) the threshold for QTS.</p>
39	<p style="text-align: center;">Early Career Induction</p> <p style="text-align: center;">Trainees visit their employing schools to become familiar with school policies & practices to ensure smooth transitions into their careers.</p>
40	<p>Course Debrief</p> <ul style="list-style-type: none"> ➤ Trainees review the core beliefs and values underpinning their practice.

In addition to this provision, focused training and support is provided to meet the individual needs of trainees within a continuous review cycle. Individual needs are identified through observations of teaching, Subject Knowledge Trackers, Termly Reports and Action Plans. These are prioritised and addressed via weekly Seminar Meetings with their Mentor.