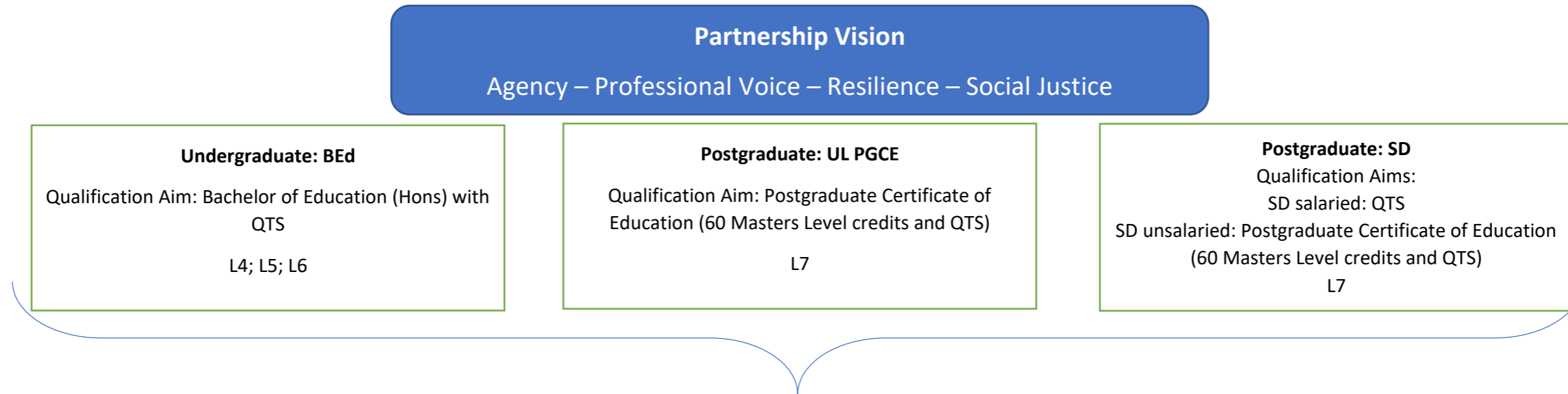


# Primary ITE Curriculum



Expertise – Enrichment – Opportunity

Modules:

Professional learning – Subject and curriculum studies – School-based training

## Principles for inclusive practice

**Have high expectations for all students – TS 1.**

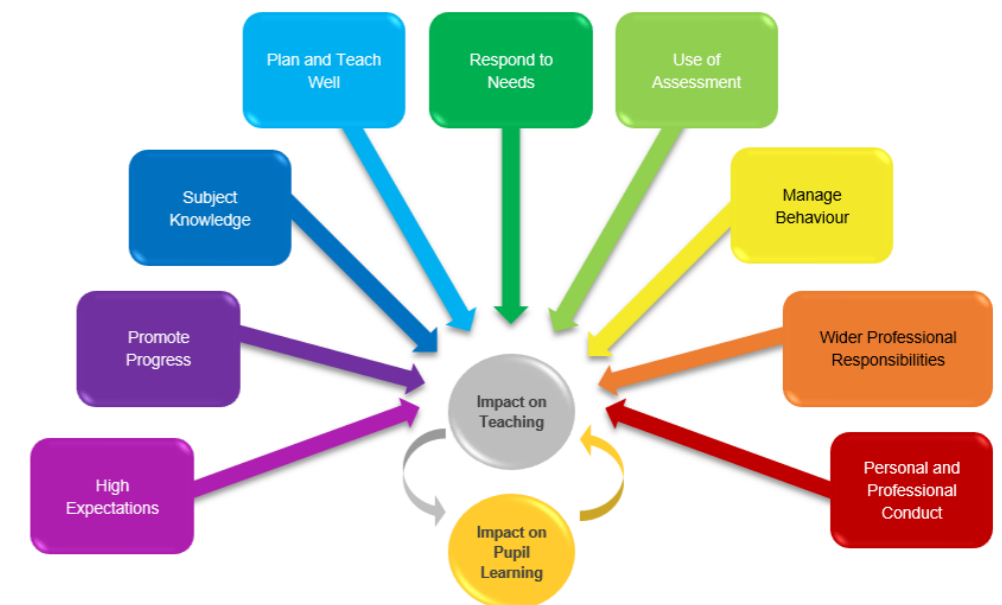
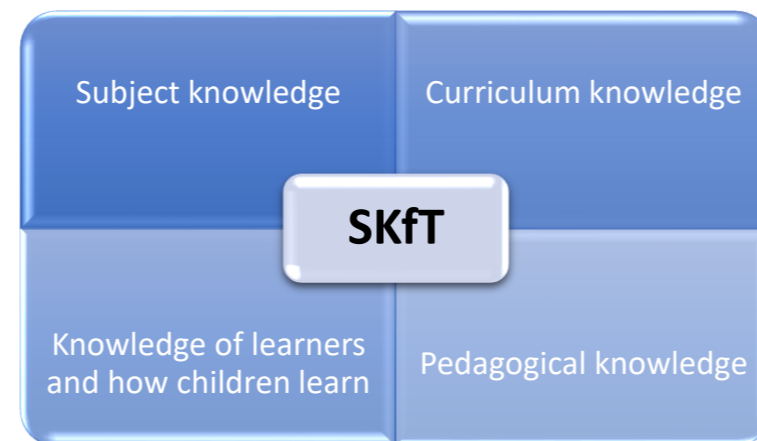
Assessment of/for learning TS6.  
Relationship TS7  
Awareness of how pupils' learn TS2

**Anticipate possible barriers to learning** and plan to remove/minimise so that pupils can learn, make progress and achieve.



**Know the needs of the child you teach**  
SEND? EAL? Most able?  
Inclusion register  
Past reports  
Talk to other professionals  
Involve pupils in their learning

Equality Act 2010 - SEND Code of Practice - Keeping children safe in education



Teachers' Standards

Agency – Professional Voice – Resilience – Social Justice

## Key reading

**DfE ITT Criteria and Supporting Advice** <https://www.gov.uk/government/publications/initial-teacher-training-criteria> (statutory)

### ITT Core Content Framework (2016)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536890/Framework\\_Report\\_11\\_July\\_2016\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536890/Framework_Report_11_July_2016_Final.pdf) (non-statutory)

ITE Core Content Framework (Nov, 2019) <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

**Teachers' Standards** <https://www.gov.uk/government/publications/teachers-standards> (statutory)

**Primary National Curriculum** <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum> (statutory) **Inclusion statement**

**Secondary National Curriculum (2014)** <https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>

**Teacher Recruitment and Retention Strategy** <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

(Removal of unnecessary workload – **Early Career Framework** – Flexible working)

**Education Inspection Framework** <https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education> **Equality, diversity and inclusion statement**

**Equality Act 2010** <https://www.gov.uk/guidance/equality-act-2010-guidance> Protected characteristics <https://www.gov.uk/discrimination-your-rights>

**SEND Code of Practice (2015)** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**ALT Achievement for All (2016)** [https://www.atl.org.uk/system/files\\_force/publication-files/achievement-for-all-oct-2016\\_0.pdf?download=1](https://www.atl.org.uk/system/files_force/publication-files/achievement-for-all-oct-2016_0.pdf?download=1)

**Statutory framework for the early years foundation stage (2017)** <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

**Development Matters in the Early Years Foundation Stage (2012)** <https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>