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| Module Code GNPM51: (15 credits) |  |
| **Module title: INCLUSION IN THE PRIMARY CLASSROOM** |  |

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| **ITT Core Content Framework (CCF) (2019)** |
| This module contributes to the CCF, explicitly focusing on ‘Learn that’ and ‘Learn how to’ statements for:* High Expectations
* Adaptive Teaching
* Managing behaviour
* Professional behaviours

Other aspects of the CCF are permeated through the module and/or provided as options for personalisation of training and for reflection.  |
| **The QTS Standards 2012 linking to this module:** |
| **Number** | **The wording of the standard** |
|  1 | Set high expectations which inspire, motivate and challenge pupils |
|  2 | Promote good progress and outcomes by pupils |
|  3 | Demonstrate good subject and curriculum knowledge |
|  4 | Plan and teach well-structured lessons |
|  5 | Adapt teaching to respond to the strengths and needs of all pupils |
|  6 | Make accurate and productive use of assessment |
|  7 | Manage behaviour effectively to ensure a good and safe learning environment |
|  8 | Fulfil wider professional values |

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| **Learning outcomes:** |
| On successful completion of this module students will be expected at threshold level to: 1. Critically evaluate a range of theoretical, policy and practice issues related to inclusion and the primary classroom.
2. Understand the implications of the SEND Code of Practice (2015) for the classroom teacher, other educational practitioners, parents and pupils.
3. Understand how to develop an inclusive ethos, underpinned by a commitment to all children in the community, and show critical awareness of the wider social and ethical implications of inclusion.
4. Identify factors that contribute to an inclusive learning environment, and critically reflect on a range of practical strategies to achieve this.
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| Key Assignment Dates: |
| **Formative task submission date:** 14/09/21**Final essay submission date:** 29/10/21 | **Formative task feedback return date**: 21/09/21 **Final essay feedback return date**: 26/11/21  |

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| Staffing: |
| **Module Leader** | Kate Firks kfirks@marjon.ac.uk |
| **Module Tutors** | **Teaching Team**Kate FirksVic BrownAlex ParksScott Fisher |

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| **Teaching and learning approaches** |
| Terminology associated with your learning experiences |
| Asynchronous | Enabling students to have some flexibility over the pace of learning and timing in which engagement occurs, asynchronous learning is a student-centred teaching and learning approach that frequently uses digital learning tools and platforms to facilitate lectures and assessment activities outside the constraints of a physical classroom. |
| Synchronous | Learning that takes place with participants all engaging with material in real time, although not necessarily in the same place. Synchronous learning should allow learners to interact. |
| Face-to-Face | Face-to-face learning involves interaction with/between students and staff, including lecturers, technicians, guest lecturers and subject specialists. Synonymous with real-time learning it can include workshops, fieldwork, practical activities, seminars and tutorials in a specific room/location or via the use of technology. |
| Located | A specific and single location for a group is required/chosen to undertake the activities meaning activities take place within campus learning spaces.  |
| Connected  | Learning may be in formal or informal university learning spaces, and also therefore supports those unable to access the university; the key being that not all students are in the same location. There is frequently the use of technological means to connect individuals and groups and may take advantage of both formal learning rooms as well as social/informal learning spaces. |

**Sessions at Plymouth Marjon University**

**Please check your email inbox regularly for updated details regarding rooms, staffing and groups. The day on campus begins at 10.00AM and ends at 4.00PM, and there is also a 30- minute self-directed task to be accessed at your convenience before the next week’s sessions please. This will be in the form of a recorded lecture.**

**The cohort will be split into mixed groups (‘pods’) for seminars.**

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| **Date** | **10.00 – 10.45****Session 1****LECTURE 1 (45 mins)****Synchronous****Face-to-face** **Located****(Connected for PLT)** | **11.00 – 11.30****Session 2****LECTURE 2****(30 mins)****Synchronous****Face-to-face****Located****(Connected for PLT)** | **12.00 – 1.00****Session 3****SEMINAR****(1 hr)****Synchronous****Face-to-face****Located** | **2.00 – 3.00****Session 4****LECTURE 3****(1 hr)****Synchronous****Face-to-face****Located****(Connected for PLT)** | **3.15– 4.00****Session 5****SEMINAR****(45 mins)****Synchronous****Face-to-face****Located** | **SELF-DIRECTED ACTIVITY****Session 5****(30 mins)****Asynchronous****Connected** |
| **13/09** | Introduction to the module  | Inclusion, Social Justice and Equality  | Historical and Personal Perspectives | Learning difficulties, disabilities and the law: the current legal position and the role of the SEND Code of Practice  | *Broad Area of Need 1:* Introduction to Sensory and Physical Impairment  | Writing at M level – Introduction to the M51 essay task |
| **20/09** | Introduction to child development | *Broad Area of Need 2:* Introduction to SEMH issues | Attachment and Adverse Childhood Experiences (ACES) | *Broad Area of Need 3*: Introduction to Cognition and Learning | Focus on friendships |  Writing at M level – Choosing suitable sources |
| **27/09** | *Broad Area of Need 4:* Introduction to Communication and Interaction  | Introduction to SpLDs | Focus on behaviour | An ambitious curriculum for all | Focus on independence | What makes a good essay?  |

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| **VITAL INFORMATION FOR THE SUBMISSION OF ASSESSMENTS** |
| * Include a **TITLE PAGE** please.
	+ Specify your name and student number.
	+ Identify the word count of your essay (excluding the title page and reference list).
	+ Include identification of appendices if you have chosen to/are expected to use these.
	+ Include the assignment title.
* Include this Statement **of Originality** please:

*By submitting this work, I confirm that I have fully acknowledged all sources of information and help received and that, where such acknowledgement is not made, the work is my own*.* Consistency with the **formatting** requirements of the Student Handbook is very important. The following format should be observed:
	+ Create a title page (see above).
	+ Use font Calibri or Arial size 12.
	+ Create line spacing for the main text of 1.5 or 2.0.
	+ Set page margins - left-hand 30mm; right-hand 20mm; top 20mm; bottom 20mm.
	+ Number all pages appropriately.
	+ Compile a reference list on a separate page/pages at the end [alphabetical order by surname and in line with the University reference system (APA 7th edition), available in the Student Handbook and via the Canvas module page].
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| **READING LIST FOR THIS MODULE***The following set of texts are indicative only. The full reading list for the module is available on the module page and also via the library.* **Key texts:**Beaton, M.C, Codina, G.N. & Wharton. J.C. (Eds.). (2021). *Leading on Inclusion: The Role* *of the SENCO.* David Fulton. Cotterill, T. (2019). *Principles and Practices of Working with Pupils with Special Educational Needs and Disability: A Student Guide.* Routledge. Cotterill, T. (2020). *Special Educational Needs and Disabilities: Issues and Debates.* Sage. Crutchley, R. (Ed.). (2017). *Special Needs in the Early Years: Partnership and Participation.* Sage. Devi, A. & Hollis, E. (Eds.). (2020). Essential Guides for Early Career Teachers: Special Educational Needs and Disability. Critical Publishing. Goepel, J., Scruton, J. & Wheatley, C. (2020). *A Critical Guide to the SEND Code of Practice 0-25 Years.* Critical Publishing. Glazzard, J., Stokoe, J., Hughes, A., Netherwood, A. & Neve, L. (2019). *Teaching and Supporting Children**with Special Educational Needs and Disabilities in Primary Schools.* (3rd ed.). Sage.Gray, A. & Wright, M. (2020). *The Effective Teaching Assistant: A Practical Guide to Supporting* *Achievement for Pupils with SEND*. Routledge. Hannell, G. (2019) *Identifying Special Needs.* Routledge.Hellawell, B. (2018). *Understanding and Challenging the SEND Code of Practice.* Sage. Hodkinson, A. & Vickerman, P. (2019). *Key Issues in Special Educational Needs and Inclusion* (3rd ed.). Sage.Martin-Denham, S. & Watts, S. (2019). *The SENCO Handbook: Leading Provision and Practice*. London: Sage. McNamara, S. & Moreton, G. (2020). *Teaching Special Needs: Strategies and Activities for Children in the Primary Classroom.* Routledge. Norwich, B. & Koutsouris, G. (2017). *Addressing Tensions and Dilemmas in Inclusive Education: Living with uncertainty.* Oxford University Press. Packer, N. (2017). *The Teacher’s Guide to SEN.* Crown House Publishing. Peer, L. & Reid, G. (Eds.). (2020). *Special Educational Needs: A Guide for Inclusive* *Practice* (3rd ed.). Sage. Sewell, A. & Smith, J. (2020). *Introduction to Special Educational Needs, Disability and Inclusion: A Student's Guide*. Sage. Sobel, D. & Alston, S. (2021). *The Inclusive Classroom: A new approach to differentiation.* Bloomsbury. Ward, J. (2019). *On the Fringes: Preventing exclusion in schools through inclusive, child-centred, needs-based practice*. Crown House Publishing. Wearmouth, J. (2018). *Special Educational Needs and Disability: The Basics* (3rd ed.). Routledge.Webster, R. (Ed.). (2019). *Including Children and Young People with Special Educational Needs and Disabilities in Learning and Life: How Far Have We Come Since the Warnock Enquiry - and Where Do We Go Next?* Routledge.  |
| **Websites:**Autism Education Trust <https://www.autismeducationtrust.org.uk/>British Dyslexia Association <https://www.bdadyslexia.org.uk/>Challenging Behaviour Foundation <http://www.challengingbehaviour.org.uk/>Disability Matters <https://www.disabilitymatters.org.uk/>Down’s Syndrome Association <https://www.downs-syndrome.org.uk/>Let’s Talk Makaton <https://www.makaton.org/>MindEd – Mental Health <https://www.minded.org.uk/>National Association for Special Educational Needs (Nasen) *This organisation produces very useful mini guides on many aspects of SEND support and is free to join* <http://www.nasen.org.uk/>National Sensory Impairment Partnership <https://www.natsip.org.uk/>RNIB resources for professionals (visual impairment) <https://www.rnib.org.uk/services-we-offer-advice-professionals/education-professionals>Send Gateway <http://www.sendgateway.org.uk/> (*This is a very useful site*)The Communication Trust <https://www.thecommunicationtrust.org.uk/>The National Deaf Children’s Society <http://www.ndcs.org.uk/> |

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| Reading related to writing at M level:Birrell, G., Taylor, H. & Ward, H. (2010) *Succeeding on your Primary PGCE.* Sage.Bryan, H., Carpenter, C. & Hoult, S. (2010) *Learning and Teaching at M-Level: A Guide for student teachers.* Sage.Day. T. (2018). *Success in Academic Writing.* Palgrave. Godwin, G. (2019). *Planning Your Essay*. Red Globe Press. Sewell, K. (2012) *Doing your PGCE at M-level: a guide for students.* (2nd ed.). Sage.Wallace, M. & Wray. A. (2016). *Critical Reading and Writing for Postgraduates.* (3rd ed.). Sage. |

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| Assessment |

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| Module Code: GNPM51  |
| **Module title: INCLUSION IN THE PRIMARY CLASSROOM** |
| **Assessment** | **Assignment title** | **% Towards final module mark** | **Submission date** |
| Essay(3000 words\*)MLOs 1, 2, 3, 4 | What are the barriers to inclusive practice in the primary school? Discuss these, and critically evaluate what the classroom teacher can do to reduce them in order to promote participation, belonging and achievement for every pupil with SEND. *You may wish to focus on pupils that fall under a particular Broad Area of Need, but you do not have to*. | 100 | 29/10/21 |

*\*Please take note of the word limits of this assignment. Part of demonstrating the success criteria is the ability to synthesise your material to fit this word count. There is a discretionary margin of 10% under/over this limit: exceeding this will be reflected in the mark awarded.*

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| **CRITERIA SPECIFIC TO THIS ASSIGNMENT**(In addition to the general M-level criteria – see next page) |
| **Your work needs to provide evidence:*** that you are employing a critical and evaluative approach.
* that you have used a range of scholarly material (e.g peer-reviewed journal articles, books, professional reports and government publications) to support your discussions.
* that you have considered the age, quality and reliability of your sources.
* that you can integrate theory, guidance and legislation with practice.
* that your work is coherent, well-organised and free/virtually free from grammatical, punctuation and spelling errors.
* that you have organised in-text referencing and your reference list in accordance with Marjon APA 7th edition referencing guidelines (available via the module page on Canvas).
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**Masters Level Assessment Criteria 2021-22**

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| Criteria and weighting | **Fail 1 to 29** | **Fail 30 to 39** | **Fail 40 to 49** | **Pass 50 to 59** | **Merit 60 to 69** | **Distinction 70 to 79** | **Distinction 80 to 100** |
| **Knowledge and Understanding 30%** | Unrelated to focus and little evidence of knowledge and understanding of central issues related to topic. | Gives limited indication of knowledge and understanding related to topic.Unstructured, lacks coherence and not supported by relevant literature. | Demonstrates basic knowledge and understanding of topic with limited use of literature. Essentially a descriptive report. | Demonstrates an ordered, relevant and current knowledge and understanding of the topic. Makes use of relevant literature and current research. | Demonstrates systematic, clear, entirely appropriate and relevant knowledge and understanding of the contentions and debates surrounding the topic. Shows a critical understanding of contextual issues. | Demonstrates comprehensive knowledge and informed understanding of complex issues with the capacity to challenge the received knowledge within the topic.  Illuminates links between knowledge based practice and theory. | Demonstrates knowledge and understanding which is at the forefront of the area under study and which contributes impressive knowledge and understanding which contributes to the creation of new knowledge within the topic. Uses knowledge to problematise or construct possible new areas of enquiry. |
| **Synthesis and critical analysis 25%** | Inadequate ability to synthesise and critically analyse information. | Limited demonstration of synthesis and critical analysis. | Demonstrates some evidence of analytical engagement with the subject matter but ideas are not linked nor constructed into a logical argument. | Demonstrates a systematic, coherent and critical analysis of the topic. Critical awareness of the current key issues.Ideas are linked and constructed into a logical argument. | Is consistently analytical with sustained critical interpretation and self-reflection.Demonstrates some new insights into the area of study. | Demonstrates confident, perceptive, critical analysis and synthesis, including elements of innovation and self-criticality. Contributes new insights into the topic. | Comprehensive, innovative and insightful synthesis and critical analysis. Challenges theory and practice and proposes new hypothesis regarding the area of study. |
| **Interpretation and Application of knowledge 25%** | Major omissions and/or serious errors in interpretation and application of knowledge. | Application and interpretation uses a limited range of sources with omissions and/or errors. | Demonstrates some evidence of application and interpretation of the issues. | Demonstrates clear evidence of application of subject knowledge and interpretation of wider issues.Analysis of evidence informs both interpretation and application. | Demonstrates secure application and wider creative interpretation of the subject which contributes to improved practice.The evidence is used to inform and enhance practice. | Confident application and interpretation of complex issues demonstrating evidence of originality and innovation.Evidence is used to illustrate the complexity of knowledge within the topic area. | Demonstrates quality and imagination in application and innovation consistent with publishable academic material.Evidence is used to support argument and innovation. |
| **Communication and presentation 20%** | Is poorly communicated and presented. Is incomplete and lacks focus. | Limited structure, partially complete with inaccurate use of APA referencing conventions. | Lacks fluency in its organisation and structure. May contain irrelevant materials. Has some inaccuracies in APA referencing and acknowledgement of sources. | Is well organised and argued using a structured framework. Uses accurate APA referencing. Has a clear sense of purpose rooted in personal and professional values. | Has a fluent, coherent and appropriate style, structure and language.There is a clear sense of ownership and the writing shows commitment and energy. | Is cohesive and lucid. Implications for personal practice and professional development are made explicit and show insight and self-awareness. | The quality of work is consistent with publishable material within an academic context. |