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| **PROGRAMME** |
| BA (Hons) Primary Education & QT |

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| LEVEL | MODULE CODE | MODULE TITLE |
| 2 | PE203 | The Whole Child |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| IEP and Evaluation | 60% |

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| DESCRIPTION OF TASK  Rather than perform controlled experiments, much practitioner research in education takes the form of action research, in which the teacher undertakes an action believed to be beneficial to teaching, analyses the outcome and then refines practice as a result.  In this assignment your action will take the form of an individual education programme for a child in your class.  During the first two weeks of your First Solo Placement (PE204) you need to select your two profile pupils. These should be children with special educational needs. Please note that behavioural and / or social problems will as relevant to this assignment as learning difficulties. If you do not have children with officially recognised needs within the class, you should choose the two children in the class who seem to have the most significant difficulties. Consider how you could help the children to develop their skills. Once you have chosen the children you need to record PIES information for them and include samples of work that have been assessed and related to National Curriculum or Foundation Stage Profile levels. If the child has an IEP already, that should be included as well.  During the planning period for the placement you should design a **small step** IEP for one profile child. Choose the child for whom you have collected the most evidence. You need to state:   * the issue, * small step(s) you wish the child to achieve * the strategies / actions to help the child * the success criteria.   It will be important to choose sufficiently **small** steps so that progress may be noted during the **three weeks** you are teaching. Because of this your IEP will be quite different from the school’s IEP (if any) because the school’s would be for a much longer term.  The IEP for the chosen child must be accompanied by a rationale which explains why you have chosen the small steps, strategies and success criteria. These should be based on the **evidence** you have collected from the PIES and **samples of work/assessment evidence** (such as photographs, record of an observation and other related materials) and **reading** related to child development and SEN / behaviour issues. The reading should be undertaken during the gap in the placement.  During the three weeks as teacher in charge you should implement the IEP and collect evidence about the results and then review it.  **Evidence from the observations during the Special School Visit**  The second part of the assignment relates to the observations you completed during the three days in the special school setting. Using evidence from these observations, consider the issues related to inclusion. How have both experiences, in the mainstream school and the special school, influenced your views on inclusion? Have they:   * Strengthened your original viewpoint? * Made you question your assumptions? * Created further questions? * Influenced how you will include children with special needs in a mainstream school in your future teaching career?   Contents:   |  |  |  | | --- | --- | --- | | Introduction Rationale | About 750 words | **Briefly** give the context: type of school and class, why this child was chosen. Remember not to name either the school or the child to preserve anonymity. Include the IEP you have written for the child in **the appendix**.  Clearly state the area to be discussed in the IEP and explain why this was chosen. You must refer to the PIES and assessment evidence in explaining your choices. You also need to relate your choices within the IEP to literary sources about child development and SEN / behaviour. | | Results & Analysis | About 750 words | Outline your findings and analyse them. Give a brief description of relevant findings and refer the reader to the appendices for further details. The emphasis of this section should be on analysis rather than description. Did the child achieve the small steps? Were the strategies appropriate? How did your findings compare to theoretical models? What did the findings tell you? Briefly review the IEP and state the next steps for that child. Include references to literary sources about SEN/behaviour. | | Discussion on the inclusion debate | About 1500 words | Discuss the issues raised by educating children with special needs in a mainstream setting and compare this to how their needs can be met in a specialised teaching and learning environment. Include your experiences in the special school to support your argument. What have you learned? How is the study relevant to your future teaching career, especially considering SEN issues? Include references to literary sources about SEN/behaviour and inclusion. |   The above word guides should be taken as suggestions only. The total word length should be approximately 3000. |

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| MODULE OUTCOMES TO BE TESTED   * conduct focused research tasks * apply child development theories to planning and teaching, selecting appropriate techniques   QTS References  Q3, Q5, Q7, Q10, Q18, Q19, Q20, Q21, Q26, Q29 |

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| ASSESSMENT CRITERIA   * knowledge of child development and its relationship to teaching * ability to relate evidence collected to established theories * ability to analyse findings * ability to communicate clearly and succinctly |

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| **MARK SCHEME** | **Knowledge of Child Development and Its Relationship to Teaching** | **Ability to Relate Evidence Collected to Established Theories** | **Ability to Analyse Findings** | **Ability to Communicate Clearly and Succinctly** |
| A\*  80+ | Demonstrates a detailed knowledge of major theories of child development and how they relate to SEN / behaviour issues. Clearly identified key areas of need, selected relevant targets with graduated steps to achieve them, supported by a range of appropriate teaching and learning strategies. Highly perceptive insights into the issues and debates related to inclusion and the ability to handle controversial themes. Evidence of independent thinking. | A scholarly approach to presenting the evidence within the context of contemporary research and debate | Able to demonstrate insight and sophistication through making complex connections; able to evaluate the research evidence and IEP design. Able to use observations from the special school experience with perception and discernment. | Excellent communication and presentation |
| A  70 - 79 | Able to identify a key area of need and showing awareness of the interplay between child development theories and SEN / behaviour issues. All the targets were appropriate and achievable. Uses a range of suitable teaching strategies. Perceptive knowledge of the issues and debates related to inclusion, including recognition of controversial themes. Beginning to show evidence of independent thinking. | Able to handle conflicting evidence from own research and reading; evidence of broad and balanced reading | Able to make connections across a variety of aspects, elements and areas, demonstrating critical judgement. Able to use observations from the special school experience with insight and understanding. | Concise communication of high quality with precision of phrasing |
| B  60 - 69 | Able to identify a key area of need and relate it to child development and SEN / behaviour issues. Able to choose relevant targets and appropriate strategies for achieving them. Good knowledge of the debates and issues related to inclusion. | Able to relate different forms of evidence competently and compare to a range of established theories and current thinking | Able to recognise common features and make connections. Able to use observations from the special school experience with awareness and understanding. | A written style which contributes to clear communication of meaning and is generally precise |
| C  50 - 59 | Able to identify an area of need and relate it to child development and SEN / behaviour issues. Able to choose some relevant targets and some appropriate strategies to achieve them. Appropriate knowledge of issues related to inclusion. | Able to select appropriate evidence from PIES, work samples and the special school experience and relate it to material from several child development and SEN sources | Able to describe and analyse the evidence. Able to use observations from the special school experience appropriately. | Able to communicate meaning despite an informal register |
| **MARK SCHEME** | **Knowledge of Child Development and Its Relationship to Teaching** | **Ability to Relate Evidence Collected to Established Theories** | **Ability to Analyse Findings** | **Ability to Communicate Clearly and Succinctly** |
| D  40 - 49 | Able to identify an area of need and relate it to child development and / or SEN / behaviour issues. Able to choose some relevant targets. Some knowledge of issues related to inclusion. | Some ability to select evidence from PIES, work samples and the special school experience and relate it to material from a few child development and SEN sources | Some ability to analyse findings but the account is primarily descriptive. Some ability to use observations from the special school experience but with the balance towards the descriptive | Able to keep within the word limit and some key messages are conveyed |
| E  35 - 39 | Identified an area but did not select relevant targets or relate it to child development. Limited understanding of issues related to inclusion. | Limited ability to relate evidence to sources | Minimal interpretation and analysis of research evidence and special school experience. | Communication is hindered by many inaccuracies |
| F  below 35 | Was unable to identify a relevant area of need. Did not set appropriate targets or use suitable strategies. Did not demonstrate understanding of issues related to inclusion. | Unable to relate evidence to sources | An account which is largely descriptive, derivative or uninformed | Is unable to communicate meaning |

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| DATE AND TIME OF SUBMISSION  Friday 19 December 2008 by 4:00 p.m.  **This assignment will be marked anonymously so you must use your student number rather than name.**  Note to students: Any work submitted after this date will receive a mark of zero. All requests for extensions must be submitted to the Programme Leader for approval before the date stated. Such claims must be on the standard pro forma and must be accompanied by corroborating evidence. Following the date of submission requests may be made for the Board of Examiners to take extenuating circumstances for non-submission into account. All such requests must be made on the standard pro forma and must be accompanied by corroborating evidence. |

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| DATE ON WHICH MARKED WORK WILL BE AVAILABLE FOR COLLECTION  Thursday 5 February 2009 |

PLAGIARISM

Note to students: Your attention is drawn to the College’s Code of Practice covering plagiarism. Penalties for work found to be plagiarised are severe and can include the withdrawal of the right to resubmit work and termination of studies. On the submission of the assignment you will be required to sign a declaration that the work is your own and that all sources have been properly acknowledged.