

Ealing Primary Teaching School Alliance

# Growth and

Enrichment Programme

2019 - 2020



A school based training and development programme



# Ealing Primary Teaching School Alliance

# Growth and

## Enrichment Programme

2019 - 2020



Our professional development programme offers a portfolio of training and development opportunities, which we constantly evaluate, improve and broaden.

Our training has been developed through our own understanding and research into how pupils learn best and the most effective practice that makes a difference.

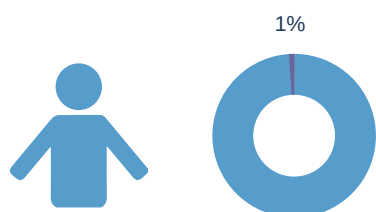
It includes a number of nationally recognised programmes by well-established, respected educational organisations.

We recognise the importance of training all staff, not only to be effective in their professional roles but also to prepare them for further successful responsibilities.

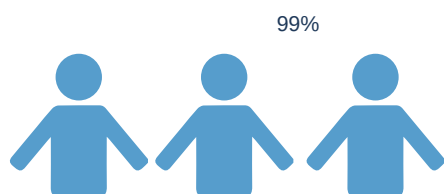
We offer a framework of professional development from the first three years of teaching through to Headship.

Our training programmes for specialist teachers includes conferences for SENCOs and other senior leadership roles.

The Alliance can offer CPD in other schools. This can either be from our portfolio or bespoke programmes to meet your needs. We jointly facilitate and deliver comprehensive professional development opportunities for all school staff throughout Ealing and the wider community.



99% of delegates recommend our training



over 3600 participants have attended our training



We have delivered over 180 programmes and conferences

## Contents

### Teaching and Learning

- teaching reading comprehension
- teaching grammar in the primary classroom
- planning and delivering high-quality guided reading sessions
- deployment of teaching assistants
- securing and developing early years practice
- an introduction to bar modelling
- challenge - how to plan for challenge in the classroom
- .b foundations 8 week mindfulness course
- mindfulness for all learners: an inclusive curriculum

### School Support

- specialist leaders of education
- lesson study
- SEND peer reviews

### Leadership Development

- stepping stones
- national professional qualifications (NPQs)
- welcome event for new deputy/assistant headteachers
- leadership conference for deputy/assistant headteachers
- business / finance for deputy/assistant headteachers
- coaching for leadership (DHTs)

### SEND

- primary SENCo network meetings
- SENCo induction
- national award for sen coordination (NASENCO)
- autism education trust training (AET)
- accessing the curriculum for pupils with SEND
- enhancing motivation - a change in the classroom
- managing behaviours for pupils with SEND
- multi-sensory approaches to learning
- early careers framework

## .B FOUNDATIONS 8 WEEK MINDFULNESS COURSE

Designed for:  
Adults working within an education setting  
including:- Teachers, Senior Management,  
Teaching Assistants, Learning Mentors

### DATE AND TIME:

#### Taster Session 18th September 2019

Session 1: 10th October 2019

Session 2: 17th October 2019

Session 3: 31st October 2019

Session 4: 7th November 2019

Session 5: 14th November 2019

Session 6: 21st November 2019

Session 7: 28th November 2019

Session 8: 5th December 2019

4.00 - 5.30 pm

### VENUE:

Castlebar School

### COST:

£195 per participant

Please note that a **FREE TASTER SESSION**  
**will be held on**  
**Wednesday 18th September 2019**

This session will offer an experiential  
explanation of the possibilities mindfulness  
may offer in a school context.

It includes an introduction to mindfulness, an  
explanation of the .b foundations course, and  
also details of the pathway for bringing  
mindfulness to children and young people.

### WHY IS THIS TRAINING FOR YOU?

.b Foundations is a well-structured introduction to mindfulness designed by Mindfulness in Schools Project (MiSP)

The course follows the same structure as the strongly evidence-based 8-week MBSR/MBCT (Mindfulness Based Stress Reduction/Mindfulness Based Cognitive Therapy) adult courses, adapted to make it as accessible and effective as possible for adults in school settings.

The aim of the course is to introduce mindfulness to adults to support stress management and to promote well-being

It can be the first step towards training to teach mindfulness to children and young people

**It is part of the prerequisite for the Mindfulness for All Learners 2-day course, training adults to teach mindfulness to children and young people.**

### WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- This course comprises eight, weekly 90 minute sessions
- Sessions will include 10-15 minute mindfulness practices, opportunities to reflect on the experience of the practices, and discussions around different mindfulness themes each week
- Over the 8 week course you will be provided with guidance, tools and strategies to develop a mindfulness practice and to bring mindfulness into your daily life
- 'Mindfulness: A Practical Guide to Finding Peace in a Frantic World' is the key text and you will be asked to buy your own copy of the book for approx. £10 (in order that you can access the practices through audible) and read a chapter each week
- Also, each week you will be asked to do 10-20 minute daily mindfulness practices at home. This commitment is vital to get the full benefits of the course
- It is important that you attend all 8 weeks of the course. To receive a .b Foundations certificate, it is necessary to attend at least 6 out of the 8 sessions.

**Please note: There are times when mindfulness courses are advised with caution or sometimes not recommended, for example following a recent bereavement or if experiencing a major episode of depression.**

**If you have any queries or would like to discuss anything of this nature in strictest confidence, please email the course facilitator:  
lyneccopeland@outlook.com**

# MINDFULNESS FOR ALL LEARNERS: AN INCLUSIVE CURRICULUM

Designed for:  
Senior Leadership Team,  
NQTs, Teachers, HLTAs,  
Teaching Assistants

## DATE AND TIME:

Two Part Programme:  
Session 1: 31st January 2020  
Session 2: 7th February 2020

Session 1: 13th March 2020  
Session 2: 20th March 2020

9.30 - 3.30 pm

## VENUE:

Castlebar School

## COST:

£190 per participant  
(Includes handbook  
and resource starter pack)

Mindfulness for all Learners is a mindfulness curriculum created by two practitioners: an Educational Psychologist and mindfulness practitioner, and a special school teacher who has completed a masters dissertation on [the use of mindfulness with children in specialist provisions]

The curriculum has been carefully developed and trialled to ensure that it can be used with pupils of all ages and abilities.

If you have completed an 8-week mindfulness course for adults and are hoping to take the next step and bring mindfulness activities to your pupils, this course will provide you with activities, lesson plans and practical guidance on how to teach mindfulness to children and young people.

If you are looking to promote and strengthen learning behaviours and the mental health and well-being of your pupils. Initial research into mindfulness for children and young people shows positive impact in the areas of attention regulation and emotion regulation.

**You must have completed the .b foundations 8 week programme and participated in at least 3 months of daily Mindfulness practice prior to attending this training.**

## WHY IS THIS TRAINING FOR YOU?

If you are planning to implement Mindfulness for pupils within your setting

If you are looking for high quality training that will have an impact on the provision for SEND learners in your school

If you are looking to promote and strengthen the mental health and well-being of your pupils

## WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- This is a two day training course that will provide you with a diverse Mindfulness curriculum you can deliver in your school for all learners, including pupils with SEND
- Practical ideas, strategies and assessment tools to ensure an effective curriculum delivery
- An opportunity to trial practical activities from within the curriculum
- A hard copy curriculum handbook as well as a starter pack of physical resources to set up a Mindfulness intervention within your setting
- Follow up network meetings to offer on-going support from trainers and peers to ensure quality curriculum delivery

# TEACHING READING COMPREHENSION

A DEEPER UNDERSTANDING OF THE READING CURRICULUM AND HOW TO DELIVER IT

Designed for:  
NQTs, RQTs, Teachers

## DATE AND TIME:

17th October 2019

1.00 - 3.00 pm

## VENUE:

Perivale Primary School

## COST:

£60 per participant

## WHY IS THIS TRAINING FOR YOU?

Gain a better understanding of strategies to teach reading comprehension

Refresh and deepen your knowledge of the reading curriculum

Learn excellent and innovative strategies to support you in developing children comprehension skills

## WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- A chance to unpick the National Curriculum for Reading and discuss what this looks like in your classroom
- A chance to share good practice and develop a range of strategies to use in class
- A focus on vocabulary development and its impact on reading
- An opportunity to share experiences and reflect on what you learn, forward planning, considering how and what you will put in place in your own setting

## FEEDBACK FROM PREVIOUS ATTENDEES:

**100% would recommend this session**

*'The resources will be very useful to adapt and support our aims'*

*'Ideas for how to develop key comprehension skills'*

*'The pedagogy and resources provided were excellent. Great ideas from teacher!'*

# TEACHING GRAMMAR IN THE PRIMARY CLASSROOM

DEEPEN YOUR KNOWLEDGE OF GRAMMAR TERMINOLOGY AND DEVELOP STRATEGIES FOR TEACHING GRAMMAR

Designed for:  
NQTs, RQTs, Teachers,, Teaching Assistants

## DATE AND TIME:

13th November 2019

1.00 - 3.30 pm

## VENUE:

Selborne Primary School

## COST:

£60 per participant

## WHY IS THIS TRAINING FOR YOU?

You want to deepen your knowledge of grammar, especially when recognising the changes in terminology

Refresh your understanding of word classes and how to classify words in different sentence structures

Address the most common features of grammar that teachers find tricky to teach as well as develop some fun strategies

To examine types of sentence structures and clauses in detail

To develop your knowledge of how children are tested at the end of KS2 (SPaG SAT)

You want to discover how grammar can be taught in a meaningful way over a series of English lessons

## WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- A secure understanding of grammar terminology
- A comprehensive overview of grammar taught in the different year groups as well as across a series of lessons
- Ideas and resources to use in the classroom, including an opportunity to develop a resource of your own

## FEEDBACK FROM PREVIOUS ATTENDEES:

**100% would recommend this session**

*'It will influence my practice in many various ways - planning, teaching, lesson ideas'*

*'Increased subject knowledge. More confident and when teaching grammar'*

# PLANNING AND DELIVERING HIGH-QUALITY GUIDED READING SESSIONS

HOW TO PLAN AND DELIVER GUIDED READING SESSIONS THAT MEET THE NEEDS OF ALL GROUPS OF PUPILS (YEARS 1-6)

Designed for:  
NQTs, RQTs, Teachers, English Leaders -  
both new to role and experienced

## DATE AND TIME:

16th January 2020

1.00 - 3.15 pm

## VENUE:

Fielding Primary School

## COST:

£60 per participant

## WHY IS THIS TRAINING FOR YOU?

You want to develop the quality and consistency of Guided Reading sessions in your school

Learn how to plan and assess Guided Reading successfully

Learn how to support the range of pupil needs in Reading across Key Stage 1 and 2

Understand how to foster a love and enthusiasm for reading

## WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An understanding of how to plan and deliver Guided Reading sessions from Years 1-6
- A toolbox of resources and strategies to support your teaching of reading skills for all groups from Years 1-6
- Examples of high-quality planning from each year group from Years 1-6
- An opportunity to plan a sequence of Guided Reading sessions for use in your own school setting

## FEEDBACK FROM PREVIOUS ATTENDEES:

**100% would recommend this session**

*'I wanted to consider the best way forward for guided reading - carousel / whole class approach. The course has given me ideas as to how to proceed'*



# DEPLOYMENT OF TEACHING ASSISTANTS

AN EVIDENCE BASED APPROACH TO EFFECTIVE DEPLOYMENT OF TEACHING ASSISTANTS

Designed for:  
SENCOs/Inclusion Managers,  
NQTs, RQTs, Teachers, Teaching Assistants

## DATE AND TIME:

4th February 2020

1.00 - 3.00 pm

## VENUE:

Perivale Primary School

## COST:

£60 per participant

## WHY IS THIS TRAINING FOR YOU?

There has been much research into the impact of teaching assistants on outcomes for pupils

Findings are that when used well, TAs can have a positive impact on learning, while certain practices lead to worse outcomes for SEN pupils

This training examines the research and offers ways to ensure effective practice

## WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An understanding of the research on Teaching Assistants
- A model Teaching Assistant Deployment Policy Strategies for effective deployment in the classroom
- Ideas to develop the practice of your Teaching Assistants
- Ways to support communication between teachers and teaching assistants

## FEEDBACK FROM PREVIOUS ATTENDEES:

**100% would recommend this session**

*'It will equip me with the correct skills and knowledge on how to best deploy a TA in my class'*



# SECURING AND DEVELOPING EARLY YEARS PRACTICE

EXPLORING HOW TO ENHANCE YOUR EARLY YEARS SETTING AND PRACTICE

Designed for:  
EYFS Practitioners

## DATE AND TIME:

7th February 2020

1.00 - 3.15 pm

## VENUE:

Fielding Primary School

## COST:

£60 per participant

## WHY IS THIS TRAINING FOR YOU?

Explore how to effectively structure your Early Years day to support all aspects of learning within EYFS

Understand how the learning environment can be used effectively to support and extend children's development and learning

You want to explore and embed the Characteristics of Learning into your own setting

You want to develop your understanding of what effective assessment can look like in Early Years

Exploring the role of the Early Years Practitioner

Developing confidence in using data effectively to inform your next steps

## WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An opportunity to see how our school approaches our Early Years practice
- Provide strategies of how to use assessment effectively within Early Years
- An opportunity to see our Early Years practitioner's model effective interactions with our pupils
- An opportunity to reflect on your current practice and explore ways to enhance your Early Years setting

## FEEDBACK FROM PREVIOUS ATTENDEES:

**100% would recommend this session**

# AN INTRODUCTION TO BAR MODELLING

HOW TO INTRODUCE AND DEVELOP THE USE OF BAR MODELLING IN MATHS LESSONS

Designed for:  
NQTs, RQTs, Teachers, Teaching Assistants

## DATE AND TIME:

17th March 2020

1.00 - 3.30 pm

## VENUE:

Selborne Primary School

## COST:

£60 per participant

## WHY IS THIS TRAINING FOR YOU?

You are interested in the possible benefits of using bar modelling.

You want to introduce bar modelling into your calculation policy.

You want to improve your use of representations when teaching maths

You want to develop your student's problem solving skills

You want to observe examples of good practice

## WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An introduction into bar modelling and the research behind it.
- A whole school overview looking at the progression of the bar model
- How to introduce bar modelling into FS/KS1
- The importance of bar modelling in KS2
- Resources you can use in your classroom.
- A chance to look at children's books where they have used bar models effectively
- Observing a class teacher using bar modelling

## FEEDBACK FROM PREVIOUS ATTENDEES:

**100% would recommend this session**

*'I feel more confident in understanding bar models'*

## CHALLENGE

### HOW TO PLAN FOR CHALLENGE IN THE CLASSROOM

Designed for:  
NQTs, RQTs, Teachers

#### DATE AND TIME:

21st May 2020

1.00 - 3.00 pm

#### VENUE:

Perivale Primary School

#### COST:

£60 per participant

#### WHY IS THIS TRAINING FOR YOU?

Research shows that more able pupils tend to decline from starting points over time, especially those who are disadvantaged

Consistent high levels of challenge in the classroom are required to reach and maintain higher standards

Planning high enough levels of challenge every day is in itself a challenge

Learn how to offer opportunities to all your pupils to help them reach higher standards

#### WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- A look at some of the research on challenge in education
- A toolbox of resources and ideas to provide challenge in lessons
- A chance to share ideas and try out some planning for your lessons

#### FEEDBACK FROM PREVIOUS ATTENDEES:

##### 100% would recommend this session

*'This has influenced my practice as I will be able to use the variety of resources as time fillers and activities to promote challenge and discussion'*

*'This will influence our planning and the delivery of lessons as children were fully engaged and sharing ideas today'*

*'More ideas to encourage the children to think deeper and develop their understanding'*

## SPECIALIST LEADERS OF EDUCATION

Who may be involved:  
Senior Leaders, Curriculum Leads,  
SENCOs/Inclusion Managers,  
NQTs, RQTs, Teachers,  
School Business Managers

### WHAT ARE SPECIALIST LEADERS OF EDUCATION?

Specialist leaders of education are outstanding, middle and senior leaders who have the skills to support individuals or teams in similar positions in other schools

They understand what outstanding leadership practice in their area of expertise looks like and are skilled in helping other leaders to achieve it in their own context

SLEs are deployed in other schools to develop and improve practice by working alongside teachers and leaders. By offering credible peer support rooted in current practice and drawing on real experience, SLEs will share and develop outstanding, inclusive and innovative practice to support school improvement

They use a collaborative coaching approach to help develop other teachers and leaders to ensure long term sustainable improvement

**Our team of experienced leaders can offer expertise in Early Years, SEND, Maths, Reading, Writing, Assessment, Lesson Study, Business and Finance, and other primary subject areas**

Our SLEs could:

- Carry out diagnostic visits
- Develop action plans, identifying key priorities and SMART Targets
- Provide one-to-one or group support
- Offer coaching and mentoring support
- Provide access to resources and training and lead professional development
- Offer extra capacity
- Lead specific interventions

### REQUESTING SUPPORT:

Contact us:  
Melanie Hogan or  
Philippa Quenby at  
[eptsa@castlebar.ealing.sch.uk](mailto:eptsa@castlebar.ealing.sch.uk)

T: 020 8998 3135

### DATE AND TIME:

By arrangement

### VENUE:

Own setting

### COST:

£350 per day

To support cost effectiveness  
we offer bespoke packages with  
individualised costings

# LESSON STUDY

**Who may be involved:**  
Senior Leaders, Teachers

## WHAT IS LESSON STUDY?

A research and development process lead by a research theme  
Do you need support to engage individual children to be inspired to learn?  
A process focussed on the learning of pupils  
Collaborative working with high levels of trust through non-judgemental dialogue  
A focus on improving teacher ability to anticipate pupils learning approaches, problems and solutions  
Development of a focus on sustaining improvements to pupil achievement that goes beyond the lesson study process  
Ownership of own professional development: teachers have the potential to improve their own practice given the right support and conditions

## WHAT WILL IT ENTAIL?

An introduction to the principles, process and practices of Japanese lesson study, an approach to teacher professional development. Lesson Study supports teachers to work in cycles of practice and reflection in which they:

- identify a research question
- explore the evidence base for their research proposal
- work in collaborative groups to plan a research lesson which tests the proposal
- teach the jointly designed research lesson and gather evidence as to its success
- discuss what was observed and the wider implications for teaching and learning

The programme supports practitioners to lead groups of teachers engaged in lesson study research in their own settings. Led by school practitioners, alongside experts in the approach, the programme blends practical experience of lesson study with a theoretical understanding of its goals and processes.

Schools will be invited to send two members of staff to this programme, ideally a senior leader and a class teacher. The programme involves three and a half face-to-face days across the academic year including the opportunity to observe a research lesson in a local school, led by a Lead Practitioner. Each school will receive a personalised coaching visit to support with the implementation of their own lesson study project. The programme offers two thematic foci, from which participants can select their research theme:

- using collaborative learning to raise attainment
- developing self- and peer-assessment to enable successful learning

## IMPLEMENTING THE APPROACH IN YOUR SCHOOL

There will be an opportunity to discuss / request a bespoke package of support to enable you to implement the process in your own school

We have a team of Specialist Leaders and a growing number of lead teachers that are ready to support schools who are interested

**Contact us:**  
**Melanie Hogan or**  
**Philippa Quenby at**  
[epts@castlebar.ealing.sch.uk](mailto:epts@castlebar.ealing.sch.uk)

**T: 020 8998 3135**

## LESSON STUDY AND NETWORK

**Who may be involved:**  
Senior Leaders, Teachers

### DETAILS OF THE PROGRAMME SESSIONS:

Session 1: Launch Day:

Thursday 10th October 2019

9.30 am – 4.00 pm

£100.00 per participant

Live observation of a research lesson (dates will be confirmed shortly) -  
John Chilton, Selborne and Castlebar School

Session 2:

12th November 2019

1.30 – 4.00 pm

Session 3:

Lesson Study Celebration afternoon

18th June 2020

1.30 - 4.00 pm

### LESSON STUDY NETWORK

**4.00 - 5.30 pm**

12th November 2019

26th March 2020

**Venue (for all sessions): Castlebar Special School, led by staff from  
Castlebar, Selborne and John Chilton schools**

### IMPLEMENTING THE APPROACH IN YOUR SCHOOL

There will be an opportunity to discuss /  
request a bespoke package of support to  
enable you to implement the process in  
your own school

We have a team of Specialist Leaders  
and a growing number of  
lead teachers that are ready to  
support schools who are interested

**Contact us:**  
**Melanie Hogan or**  
**Philippa Quenby at**  
**[eptsa@castlebar.ealing.sch.uk](mailto:eptsa@castlebar.ealing.sch.uk)**

**T: 020 8998 3135**

## SEND PEER REVIEWS

Who may be involved:  
Senior Leadership Team  
SENCoS/Inclusion Managers

### DATE AND TIME:

By Arrangement

### VENUE:

Own Setting

### COST:

Varies depending on the time needed to complete the review and experience of the reviewer (A typical day rate for a system leader is £350 to £500)

Funding may be available for Ealing Schools

### THE REVIEW:

The review process usually takes 1.5 days including the preparatory work before going into a school, time required to collect evidence during the school visit, and report writing and feedback after the review

Reviewers will include experienced SENCo practitioners (NASENCO qualified, with over 3 years' experience) and Senior Leaders

### WHAT IS A SEND PEER REVIEW?

A SEND Peer Review is a professionally-led peer review which highlights areas of strength, including areas of outstanding knowledge and practice within schools

This is a joint exercise between the school and reviewer/s. All observations and meetings include the SENCo/Inclusion Manager from the school being reviewed, working alongside the reviewers. Discussion about the findings and the writing of the report are a collaborative effort between the reviewer/s and the school's senior leadership team.

This approach enables honest and open conversations about where the school is and where it is going, to the benefit of all concerned.

It also identifies areas for development, bringing key challenges and priorities to schools for the coming year and is based on the principles of System Leadership

### WHAT WILL IT ENTAIL?

- Preparation: School completes a self-evaluation of current provision
- Reviewers: meet to prepare a Pre-Visit Analysis of the school. This takes account of the documentation provided and identifies possible questions for discussion with the school
- School visit: The reviewers visit the school and work alongside the SENCo to gather evidence and provide verbal feedback to the SLT
- Reporting: The reviewers submit a written report within a timescale agreed with the school
- Evaluation and follow up: The school may agree follow-up visits and support

### FEEDBACK FROM REVIEWS:

*'Thank you for a valuable experience. The Governors have found both the SEND SEF and the SEND Peer Review Report particularly useful as it has enabled them to see the links with School Improvement and a detailed review of the provision of SEND within the school'*

*'The fresh-eyes approach helps to sharpen practice, enables the school to celebrate its strengths and know what to do next in the never ending cycle of improvement'*

*'This was an amazing experience for me as a newly appointed SENCo. I came out of this with clear goals and targets for myself and the school. We also went through an OFSTED inspection and having this report was very helpful'*

*'... a very positive experience and a very useful audit for the school. It has helped the SEN Lead reflect and share practice and answer probing questions in preparation for OFSTED. A great model and should be rolled out to other schools'*

*'The reviewers were approachable and their knowledge and understanding of all aspects of SEND was secure. The review was highly informative and has contributed immensely to our school development'*



## STEPPING STONES

Designed for:  
Teachers starting/developing co-ordinator  
roles/skills, Teachers who  
want to become middle leaders

### DATE AND TIME:

to be confirmed

### VENUE:

to be confirmed

### COST:

£200 per participant

### WHY IS THIS TRAINING FOR YOU?

You want to learn how to lead a year group or subject effectively

You want to learn how to write a successful action plan based on impact

Develop ways to share your vision

Experience monitoring and giving feedback

Practice communicating in different situations e.g. meetings/Insets/difficult conversations

### WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- Opportunity to network with other schools
- Provide you with induction to year group/Coordinator role
- Prepare you for difficult conversations
- Identify leadership traits
- Learn how to lead meetings/feedback
- Learn how to write an action plan

The programme consists of 3 workshops:

Session 1: My Role

Session 2: Effective Communication

Session 3: Action Planning/Leading Change

### FEEDBACK FROM PREVIOUS ATTENDEES:

**100% would recommend this session**

*'The course has now given me the confidence to delegate roles and jobs within my team'*

*'Has certainly built confidence and helpful to think about what impact a middle leader can have'*

*'Both facilitators have been so friendly, welcoming, knowledgeable and helpful. It's the first course I've been to in a while that I've looked forward to attending. Thank you'*

*'I really enjoyed the course. It was well presented, engaging and helpful'*

## NATIONAL PROFESSIONAL QUALIFICATIONS

Designed for:  
middle and senior leaders

### WHY IS THIS TRAINING FOR YOU?

In 2019/20 we will be offering the NPQML programme for middle leaders and the NPQSL programme for senior leaders. This is a local Ealing Programme, delivered in partnership with UCL Institute of Education (IoE) as the license provider

Our training is led by experienced practitioners and hosted in Ealing schools and Ealing Primary Teaching School Alliance will co-ordinate the programmes

### WHO CAN APPLY?

#### NPQML:

You should be a middle leader in a school with the responsibility of leading a team, for example:

- a key stage leader
- a curriculum area leader
- a pastoral services leader
- a subject leader
- a head of department

Develop the skills, knowledge and confidence that you need to lead a high-performing team in a school and to improve classroom practice

#### NPQSL:

You should be in a leadership role with cross-school responsibilities, for example:

- an experienced middle leader
- a deputy head
- a special educational needs co-ordinator (SENCO)
- an advanced skills teacher
- other senior staff

Develop the skills, knowledge and confidence you need to be a highly effective senior leader in a school

**Note: You do not have to be a member of the teaching school alliance to apply for places on the programmes**

### PROPOSED DATES (VENUES tbc)

#### NPQML:

16th October 2019  
3rd December 2019  
20th January 2020  
19th March 2020

#### NPQSL:

10th October 2019  
20th November 2019  
27th January 2020  
24th March 2020  
23rd April 2020

Optional Study Day  
(for both programmes)  
26th June 2020

#### TIMES:

9.30 am - 3.30 pm

#### COST:

NPQML £890  
NPQSL £1100

## WELCOME EVENT FOR NEW DEPUTY/ASSISTANT HEADTEACHERS (PRIMARY)

Designed for:  
Deputy and Assistant Headteachers  
new to role

### WHY IS THIS EVENT FOR YOU?

This is for all new Deputy and Assistant Headteachers to discover what is available this year and hear from senior staff

There will be an opportunity to meet other new Deputy and Assistant Headteachers and discuss priorities for the year ahead

Benefit from the experience of other established leaders and take advantage of having your own mentor/coach in the first year

Q & A with experienced Deputy Headteachers

Light refreshments will be served

### DATE AND TIME:

25th September 2019  
4.00 - 5.30 pm

### VENUE:

Castlebar School

### COST:

Free to attend

## LEADERSHIP CONFERENCE FOR DEPUTY/ASSISTANT HEADTEACHERS (PRIMARY)

Designed for:  
Deputy and Assistant Headteachers

### WHY IS THIS CONFERENCE FOR YOU?

This conference is dedicated to you in recognition of the important role you play, and how essential it is to have time to explore and reflect

This is a one day conference for all Deputy and Assistant Headteachers to strengthen links with colleagues and be part of building a future for our schools

Our theme this year is '**Leading from the Heart**'

There will be presentations and workshops led by Ealing school leaders as well as an opportunity to network with colleagues

Outline of the day: to follow

### FEEDBACK FROM PREVIOUS ATTENDEES:

#### 100% would recommend this conference

*'An excellent and inspiring conference.... I found the whole day extremely useful and thought provoking'*

*'Thank you - enjoyed every minute - was filled with inspiration and food for thought. Refreshing!'*

*'Thank you for a very inspiring thought provoking and enlightening day. Organisation and content was perfect'*

*'Inviting an inspirational speaker was brilliant! so refreshing to hear about 'why' rather than more 'what'. Thank you so much!'*

*'Thank you for a very inspiring informative conference and for valuing our contribution'*

*'Today was very inspiring and provided me with different strategies to develop my leadership role'*

*'Invaluable leadership CPD and networking'*

### DATE AND TIME:

6th November 2019

8.30 am - 3.00 pm

### VENUE:

Holiday Inn, Brentford

### COST:

£50 per participant

# COACHING FOR LEADERSHIP FOR DEPUTY HEADTEACHERS

Designed for:  
Deputy Headteachers

## DATE AND TIME:

Part 1 - 9th January 2020  
Part 2 - 29th January 2020  
Part 3 - 23rd April 2020  
Part 4 - 3rd June 2020

1.30 - 3.30 pm

## VENUE:

Castlebar School

## COST:

£200 per participant

## WHY IS THIS TRAINING FOR YOU?

An introduction to coaching in the context of school leadership

Over the course of the four sessions we will explore the effectiveness of coaching as a means to effective communication in organisations

Coaching is now well established as a leadership style and one which research (Goleman, Boyatzis and McKee (2002)) shows has a positive impact on the climate of organisations with a particular focus on the development of staff as a driver for change and improved outcomes

We will explore:

- The GROW coaching model
- Coaching for Effective Leadership
- Promoting a coaching culture in schools
- The use of Transactional Analysis to support coaching in schools
- How coaching can support the development of staff in schools

There will be opportunities in all four sessions to put coaching into practice

## FEEDBACK FROM PREVIOUS ATTENDEES:

### 100% would recommend this training

*'I thought it was really well organised and planned'*

*'I found all the training useful. It was good to practice coaching and see the importance of questioning in a skillful way'*

*'I found it all useful, taking what we had learned and putting it into a practical situation'*

# BUSINESS AND FINANCE FOR DEPUTY / ASSISTANT HEADTEACHERS

Designed for:  
Deputy and Assistant Headteachers

## DATE AND TIME:

Part 1: 12th february 2020  
Part 2: 12th March 2020

2.00 - 4.00 pm

## VENUE:

Castlebar School

## COST:

£100 per participant

## WHY IS THIS TRAINING FOR YOU?

This two-part programme has been developed to improve knowledge around the school budget and strategic financial planning

It will cover each stage of the budget process and include:

- Budget planning
- Budget setting
- Objectives/priorities to be considered
- Funding Streams
- Budget monitoring
- Financial Procedures/Protocols
- Bench Marking

There will be opportunities to ask questions and share experiences

## FEEDBACK FROM PREVIOUS ATTENDEES:

### 100% would recommend this training

*'Much more knowledgeable about aspects of finance and business and what influences strategic decisions'*

*'Two extremely useful sessions with great balance of excellent information and opportunities to discuss and share own/other schools experiences'*

*'Thank you for responding to the needs of DHs and putting on such a bespoke training package led by highly knowledgeable staff'*

*'Some excellent strategies/websites/resources to tap into to support outcomes in school especially with an ever decreasing budget'*

*'Really appreciated the tailored approach based on our needs and requirements from the last session. Q&A was brilliant again to tailor knowledge based on our needs'*

*'All outcomes met. Very useful to go through each stage of the budget setting/bench marking. understanding of where monies come from and restrictions'*

*'Clear, concise information. Relaxed atmosphere, very comfortable to ask questions'*

*'Very useful, thank you. I feel much more confident and have a better understanding of the budget'*

## PRIMARY SENCO NETWORK MEETINGS

Designed for:  
SENCOs/Inclusion Managers

### WHY IS THIS FOR YOU?

Half termly meetings providing training and updates on relevant SEN/Inclusion issues

These meetings take place at the EEC and also in Quadrant Groups in schools, please check the location for each meeting

### WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

Opportunities to collaborate, receive updates and information  
Influence SEN practice in Ealing

Listen to guest speakers and network with colleagues

These meetings are free to attend, please remember to register your place through Ealing CPD

### DATES OF MEETINGS:

8th October 2019 - EEC - 2.00 - 4.00 pm

4th December 2019 - Quadrant Groups - 2.00 - 4.00 pm

30th January 2020 - Trailfinders - Conference – 8.30 am - 3.00 pm

24th March 2020 - EEC - 2.00 - 4.00 pm

20th May 2020 - Quadrant Groups - 2.00 - 4.00 pm

30th June 2020 - EEC - 2.00 - 4.00 pm

### DATES AND TIMES:

See Dates

### VENUE:

See schedule

### COST:

Free to Ealing Maintained Schools  
£600 for Out of Borough /  
Academy schools

### MEETINGS:

Agendas will be circulated in advance  
with details of themes for each meeting

## SENCO INDUCTION

Designed for:  
SENCOs/Inclusion Managers  
new to role

### DATES AND TIMES:

Session 1: 24th September 2019  
Session 2: 15th October 2019  
Session 3: 5th November 2019  
Session 4: 19th November 2019  
Session 5: 3rd December 2019

Each session will run from  
1.00 pm – 4.00 pm

### VENUE:

Castlebar School

### COST:

Free to Ealing Maintained Schools  
£500 for Out of Borough /  
Academy schools

### WHY IS THIS TRAINING FOR YOU?

This programme is an induction for new SENCOs and should be completed prior to the NASENCO qualification

Delivered by Dr Amelia Roberts, from UCL (Institute of Education)

Network and develop skills alongside Primary and Secondary colleagues as you attend 5 sessions

One session will be delivered by ESCAN, around local Ealing themes

### WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

The Programme consists of 5 sessions all aimed to offer advice and guidance on issues related to the role of the SENCO

### FEEDBACK FROM PREVIOUS ATTENDEES:

#### 100% would recommend this training

*'Brilliant sessions - supportive, informative, knowledgeable, providing outstanding next steps and looking at the bigger picture in a strategic manner'*

*'Thank you for an outstanding induction to SENCO. I am going to miss the sessions'*

*'Thank you for your unconditional positive regard for me as a SENCO'*

*'Great opportunity to share practice from other schools, meet other SENCOs, share concerns'*

*'A fascinating sessions with a very knowledgeable. and interesting tutor'*

*'Fantastic balance between practical advice and current thinking delivered in an engaging manner with humour'*



## NATIONAL AWARD FOR SEN COORDINATION (NASENCO)

Designed for:  
SENCOs/Inclusion Managers  
new to role/aspiring SENCOs,  
Headteachers, Deputy Headteachers

### DATES AND TIMES:

Session 1: 22nd January 2020  
Session 2: 4th March 2020  
Session 3: 29th April 2020  
Session 4: 10th June 2020  
Session 5: 23rd September 2020  
Session 6: 25th November 2020

### VENUE:

Alliance Schools

### COST:

£1980+VAT per person  
**£100 early bird offer** for all NASENCO  
applicants who  
**register before 31st July 2019**  
**This offer will also be backdated for  
anyone who has already applied for a  
spring 2020 start**

### Contact:

**Philippa Quenby**  
for further details  
including how to apply for the  
programme

**E: [eptsa@castlebar.ealing.sch.uk](mailto:eptsa@castlebar.ealing.sch.uk)**

**T: 020 8998 3135**

### WHY IS THIS TRAINING FOR YOU?

It will equip you to fulfill the duties outlined in the 2015 Code of Practice to develop your confidence and expertise in meeting the SENCO Learning Outcomes

**SENCOs must achieve the NASENCO qualification within three years of appointment (appointed after 2009)**

This Ealing-based NASENCO programme is delivered in partnership with Best Practice Network and starts in January 2020.

Best Practice Network (BPN) is a provider of the National Award for Special Educational Needs Coordination. They are a long established provider supporting over 100 SENCOs each year to gain this award.

This programme is also delivered in partnership with the School of Education's CPD Department at Bath Spa University (BSU). It incorporates the **Postgraduate Certificate in Inclusive Education from their Professional Master's Programme, worth the first 60 credits towards a Master's (MA) degree.**

**Partner code: EPTSA**

### DURATION OF STUDY AND OUTLINE OF PROGRAMME

Participants will have four school terms within which to submit their academic assignments and demonstrate that they meet the 49 specified learning outcomes.

To complete the programme participants will be expected to:

- Attend 6 face-to-face day sessions delivered by BPN and AfA specialists to engage in learning, share good practice and practice key skills
- Write two assignments that add up to 60 credits
- Complete an e-portfolio to ensure that documentary evidence is provided for any learning outcomes not covered elsewhere
- Invest time in personal study - reading, research and on-going reflection on practice will be required
- Liaise with their group and academic tutor (a personal tutor will also support them from start to finish)

To support successful completion we ask and encourage schools to provide appropriate release time in order to give participants the opportunity to:

- Carry out some days of school based activities for research and development activity in school
- Visits other work places, where appropriate

# AUTISM EDUCATION TRUST (AET) TRAINING

## GOOD AUTISM PRACTICE - TIER 2

For Practitioners working directly with pupils on the autism spectrum to develop their practice (pupils in the 5 - 16 age group)

### WHY IS THIS TRAINING FOR YOU?

AET is a nationally recognised programme whose aim is to share knowledge and good practice to a wider community

Tier 2 looks at individual children and how to understand their specific needs relating to Autism

The course provides guidelines and activities to support practitioners to reflect on and improve their own practice which can be used for professional development

Do you have a pupil profile of the children with Autism within your setting?

Do you need support to understand their individual anxieties and difficulties and discover ways to move them on?

You are looking for an exciting and new bank of tried and tested resources for children with Autism

### WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- This is a 6 hour training programme designed to support all practitioners working directly with pupils on the autism spectrum to develop their practice, delivered in two, three hour sessions
- More understanding to support an individual who is finding it difficult to flourish in your setting; each part of the course will help to solve problems and offer solutions to trial
- A pupil profile that you can share with your team during inset days and a CPD opportunity to work through and reflect upon standards relating to Autism Build on previous knowledge around the four key areas of difference between pupils with Autism and their peers
- Have a chance to understand sensory processing difficulties in depth through film clips and practical activities
- A certificate of attendance will be issued to all delegates

Designed for:

Senior Management, Teachers,  
Teaching Assistants

### DATES AND TIMES:

#### Castlebar School:

1st October and 8th October 2019

1.30 - 4.30 pm

#### Springhallow School

19th November and 26th November 2019

14th January and 21st January 2020

30th June and 7th July 2020

2.30 - 6.00 pm

### COST:

Free to Ealing Schools  
£195 to Out of Borough /  
Academy Schools

**We also deliver whole school training,  
please contact us for further details**

**Contact:**

**Philippa Quenby**

**E: [eptsa@castlebar.ealing.sch.uk](mailto:eptsa@castlebar.ealing.sch.uk)**

**T: 020 8998 3135**

# AUTISM EDUCATION TRUST (AET) TRAINING

## LEADING GOOD AUTISM PRACTICE - TIER 3

Designed for:

Staff with a leadership role including responsibility for developing provision for pupils on the autism spectrum in a school setting, SENCos/Inclusion Managers

For Practitioners working directly with pupils on the autism spectrum to develop their practice (pupils in the 5 - 16 age group)

### WHY IS THIS TRAINING FOR YOU?

AET is a nationally recognised programme whose aim is to share knowledge and good practice to a wider community

This programme provides leaders with the skills needed to evaluate Autism practice within their own setting

It shows how to develop a CPD program for individuals and has an optional certification pathway in place

Enhance your own knowledge and understanding of good autism practice

Help delegates to question, evaluate and develop autism practice within their setting

Provides delegates with the tools to audit staff skills and identify training needs

Develops skills and knowledge so that delegates can support their organisation to meet/exceed the requirements of external reviewers such as Ofsted and be compliant with legislative requirements

### WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- This one day session brings lead practitioners together to discuss, share and develop practice and understanding
- You will leave with a 'tools for teachers' online folder
- CP training for individuals and understanding of how to make smart targets around changing practice within your setting

There is also an optional certification pathway

### DATES AND TIMES:

**Springhallow School**

23rd March 2020

9.00 - 3.30 pm

### COST:

Free to Ealing Schools  
£195 to Out of Borough /  
Academy Schools



## ACCESSING THE CURRICULUM FOR PUPILS WITH SEND

Designed for:  
SENCOs/Inclusion Managers,  
Teachers, Teaching Assistants

### WHY IS THIS TRAINING FOR YOU?

You want to gain a better understanding of how to develop a curriculum rich learning environment for all pupils

Refresh and deepen your knowledge of how to differentiate to ensure all pupils access learning opportunities

Learn excellent and innovative strategies to support pupils in a large classroom setting

You want to develop your understanding of how to best support children's progress and enable them to achieve positive outcomes

### WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An opportunity to identify tools and strategies to support pupils with SEND
- A range of strategies and ideas for supporting pupils with SEND to achieve, learn and develop independence in a Numeracy Lesson
- A range of strategies and ideas for supporting pupils with SEND to achieve, learn and develop independence in a Literacy Lesson
- A tool box of resources and strategies to support you in your daily practice for behaviour strategies
- An opportunity to share experiences and reflect, forward planning, considering how and what you will put in place in your own setting
- An understanding of the Outreach Service available to support you in your setting

### FEEDBACK FROM PREVIOUS ATTENDEES:

**100% would recommend this training**

*'All very informative. Good examples of resources we could use'*

### DATE AND TIME:

21st January 2020

1.00 pm - 4.00 pm

### VENUE:

Castlebar School

### COST:

£60 per participant

## ENHANCING MOTIVATION - A CHANGE IN THE CLASSROOM

Designed for:  
SENCOs/Inclusion Managers,  
Teachers, Teaching Assistants

### WHY IS THIS TRAINING FOR YOU?

Are you looking for ways to positively engage all learners then here is an opportunity for you to explore different motivators and motivational techniques

See how pupils can be inspired to learn

You are looking for alternative ways to positively manage behaviours within your classroom

### WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An understanding of the different motivational techniques that are available
- A developed action plan relevant for pupils in your setting inspired and motivated to use motivational strategies to help support teaching and learning
- Video clips of pupils being motivated to learn

### FEEDBACK FROM PREVIOUS ATTENDEES:

#### 100% would recommend this training

*'This will help all teachers to understand how to help their students and motivate them'*

*'Very organised and led well by friendly staff'*

*'New ideas and strategies to trial and implement to motivate pupils with challenging behaviours/difficulties'*

*'It was very interesting to see a different educational setting and exchange some useful strategies/ideas with other professionals'*

*'Really lovely facilitators. Informative and great knowledge'*

*'It was helpful to generalise this more towards my mainstream pupils'*

*'An outstanding presentation and excellent resources - thank you'*

### DATE AND TIME:

3rd March 2020

1.00 pm - 4.00 pm

### VENUE:

Castlebar School

### COST:

£60 per participant

## MANAGING BEHAVIOURS FOR PUPILS WITH COMPLEX NEEDS

Designed for:  
SENCOs/Inclusion Managers,  
Teachers, Teaching Assistants

### WHY IS THIS TRAINING FOR YOU?

You want to gain a better understanding of why a child is exhibiting behaviours

Refresh and deepen your knowledge of how to positively manage behaviours Learn excellent and innovative strategies to support you in positively managing behaviours

You want to develop your understanding of how to best support children's progress and enable them to achieve positive outcomes

### WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An understanding of what a child may be communicating to you through the behaviours they exhibit
- An opportunity to work through scenario's, including Do's and Don'ts to give you a clear focus for the desired outcome
- A tool box of resources and strategies to support you in your daily practice
- An opportunity to share experiences and reflect on what you learn, forward planning, considering how and what you will put in place in your own setting
- An understanding of the Outreach Service available to support you in your setting

### FEEDBACK FROM PREVIOUS ATTENDEES:

**100% would recommend this training**

*'Very informative and constructive course. Definitely will use the helpful tips discussed'*

*'Fresh ideas and interesting ways to tackle challenging issues'*

*'Better understanding of children's individual needs. Ability to discuss ideas to help behaviour. Positive behaviour approach'*

### DATE AND TIME:

28th April 2020

1.00 pm - 3.30 pm

### VENUE:

Castlebar School

### COST:

£60 per participant

## MULTI-SENSORY APPROACHES TO LEARNING

Designed for:  
Senior Leadership Team,  
SENCOs/Inclusion Managers,  
Teachers, NQTs, HLTAs

### WHY IS THIS TRAINING FOR YOU?

You are interested in using a multi-sensory approach in your teaching

You are interested in different techniques that can be easily implemented into the classroom learning

### WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An interactive session, where you will get the opportunity to take part in a variety of sensory games / activities
- Experience what it is like to walk in the footsteps of a person who has sensory difficulties in order to understand how a multi-sensory approach can support a pupils ability to learn
- An understanding of how the different senses can have an impact on a child's learning
- Strategies that can be used to support multi-sensory approaches within the classroom
- A variety of resources that support multi-sensory learning.
- Inspired and ready to implement some multi-sensory approaches in your own setting

### QUOTES FROM PREVIOUS PROGRAMMES:

'Now feel more confident in providing more structure to children with SEND'  
'Very useful. I have many ideas to take back ... will positively impact the children in my class'  
'Practical and highly useful ... absolutely loved the level of expertise, very fortunate to be part of it'  
'Brilliant ideas on types of resources which can be used with the children'  
'All aspects and contents will be useful as we can be more mindful of how senses effect an individual's ability to learn and process information'  
'Gives a really good, all round knowledge of the 7 senses - how children may suffer from over/under sensitivity and what strategies may help with those. Great to get involved and really try to 'see' what it might feel like in different circumstances'  
'I found this raining very useful - through the use of various activities focussing on the different senses and the clear format of the training'  
'Practical ideas I can use for staff training. Great ideas for strategies. Very practical and useful. Hayley was so knowledgeable, passionate and enthusiastic. I learned so much and will take back so much'

### DATE AND TIME:

16th June 2020

1.00 pm - 4.00 pm

### VENUE:

Castlebar School

### COST:

£60 per participant

## EARLY CAREERS FRAMEWORK

### 'CURRICULUM / SUBJECT KNOWLEDGE'

Designed for:  
NQTs, - primary/secondary, early careers  
(first 2 years), new to special, mainstream  
Teachers working with pupils with SEND

#### WHY IS THIS TRAINING FOR YOU?

A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning

This session will highlight the importance of planning a creative curriculum where all pupils make good and outstanding progress.

It will include:

- Understanding how to link knowledge and skills into schemes of work
- How to use effective and creative resources linked to the programmes of study
- Planning for the importance of repetition of critical skills and knowledge
- Using Intent, implementation and impact in curriculum design through to lesson planning

There will be an opportunity to :

- Work with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.
- See curriculum models which set out a vision for pupils with SEND

#### DATE AND TIME:

13th November 2019

9.30 am - 3.00 pm

#### VENUE:

The Village / Woodfield School

#### COST:

£90 per participant



## EARLY CAREERS FRAMEWORK

### 'BEHAVIOUR'

Designed for:  
NQTs, - primary/secondary, early careers  
(first 2 years), new to special, mainstream  
Teachers working with pupils with SEND

#### WHY IS THIS TRAINING FOR YOU?

This session will highlight the principles of Positive Behaviour Management

It will include:

- Looking at the communication behind the behaviours
- An opportunity to work through scenarios, including dos and don'ts giving a clear focus on desired outcomes
- The use of de-escalation techniques and the role of the motivator
- The use of documentation to support the school approach- Behaviour Management plans, ABC charts

There will be an opportunity to:

- Observe in class
- Share experiences, reflect on what you have learnt from the day and forward planning – how and what you will put in place for your own setting

#### DATE AND TIME:

15th January 2020

9.30 am - 3.00 pm

#### VENUE:

Castlebar School

#### COST:

£90 per participant

# EARLY CAREERS FRAMEWORK

## 'ADAPTED TEACHING'

Designed for:  
NQTs, - primary/secondary, early careers  
(first 2 years), new to special, mainstream  
Teachers working with pupils with SEND

### WHY IS THIS TRAINING FOR YOU?

This session will highlight the importance of differentiation within the classroom and planning for personalised learning.

It will include:

- A definition of 'Adapted teaching' and what purposeful adaptations looks like.
- How to work with a multi-disciplinary team and how to engage their participation in the teachers planning and individual education plans.
- Marking pupils work and the next steps
- Supporting your classroom team to be able to mark pupils work and provide effective feedback in order to influence next steps

There will be an opportunity to:

- Go on a Learning Walk within the school where the facilitator will describe opportunities, resources in place, to support personalised learning.
- Observe in class

### DATE AND TIME:

18th March 2020

9.30 am - 3.00 pm

### VENUE:

Castlebar School

### COST:

£90 per participant

## EARLY CAREERS FRAMEWORK

### 'ASSESSMENT'

Designed for:  
NQTs, - primary/secondary, early careers  
(first 2 years), new to special, mainstream  
Teachers working with pupils with SEND

#### WHY IS THIS TRAINING FOR YOU?

This session will highlight the principle that effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs

It will include:

- Planning formative assessment tasks linked to lesson objectives where teachers can think ahead about what would indicate understanding
- How to draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments
- Exploring a range of externally validated materials and systems for use when required to make summative assessments

There will be an opportunity :

- Obtain up to date information on the Rochford Review and its outcomes-implications for practice

#### DATE AND TIME:

13th May 2020

9.30 am - 3.00 pm

#### VENUE:

The Village / Woodfield School

#### COST:

£90 per participant

Ealing Primary Teaching School Alliance

# Growth and

Enrichment Programme

2019 - 2020



Contact Us:

T: 020 8998 3135

E: [eptsa@castlebar.ealing.sch.uk](mailto:eptsa@castlebar.ealing.sch.uk)

W: [www.eptsa.castlebar.ealing.sch.uk](http://www.eptsa.castlebar.ealing.sch.uk)

