Professional Development and Training
2015-16
Introduction

We are delighted to present the full CPD brochure for next year. We have listened to feedback and, as a result, 2015/16 will see all courses move to different regions (South-East, Midlands, East Anglia and London). This will support schools in saving travel time and costs.

The CPD programmes cover the scope of the needs that have been presenting within our Trust, and are split into the following main areas:

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Headteacher Residential Conferences

The Headteacher Residential Conferences are important opportunities to develop thinking, be inspired by great speakers and engage with current thinking and research. The residentials are also there to have fun, build the sense of ‘trust-wide family’ and network with each other. These residentials enable us to get to ‘know the wider family’ in an informal setting and, through workshops, contribute valuable thinking towards REAch2’s development.

Cost: Free

- 17th and 18th September 2015 - Horwood House (near Milton Keynes)
- 23rd and 24th June 2016 - National College (near Nottingham)
### Course Title: Reviewing & Updating your School Development Plan

**Target Audience:** Headteachers, Deputy Headteachers

**School Impact:**
- Simple and manageable systems for Whole School Strategic Development Planning
- Link the New OFSTED Evaluation Schedule to the School Strategic Development Plan (SSDP)
- Develop an annual cycle for self-evaluation and School Strategic Development Plan writing
- Ensure that school improvement priorities are informed by robust self-evaluation
- Write action plans focused on success criteria and impact on children’s learning
- Develop high quality, manageable systems for Strategic Development Planning

**Time:** 9.30am coffee, 10am Start, 4.00pm Finish

**Course Leader:** Mark Mullin

**Price:** Paid for by REAch2 Academy Trust (2 delegates per school)

**Venue:**
- Hillyfield- London: Date: 22/09/15
- Scientia- Burton on Trent: Date: 15/09/15
- Ashley School- Lowestoft- East Anglia: Date: 23/09/15
- Croydon, London: Date: 30/09/15

### Course Title: Securing Outstanding Progress in Pupils’ Work Over Time (Focus: workbooks & pupil voice)

**Target Audience:** Headteachers, Deputy Headteachers, Senior Leaders

**School Impact:**
- Know how workbooks are used during an inspection to secure an “over-time” judgement
- Know what good and outstanding progress looks like in pupils’ workbooks using case studies
- Strategies, systems and proformas to monitor progress in pupils’ workbooks over time
- Identify best practice in the use of marking and feedback to secure good and outstanding progress
- Know how marking and feedback can best contribute to pupils showing “rapid progress” in their own work “over time”
- Review and update your whole school policy and expectation of standards and progress in all pupils’ workbooks

**Time:** 9.30am coffee, 10am Start, 4.00pm Finish

**Course Leader:**
- Liam Tepper
- Fiona Gowers

**Price:** Paid for by REAch2 Academy Trust (2 delegates per school)

**Venue:**
- Hillyfield- London: Date: 08/10/15
- Scientia- Burton on Trent: Date: 13/10/15
- Ashley School- Lowestoft- East Anglia: Date: 09/10/15
- Croydon, London: Date: 04/11/15
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Reviewing and Updating from your NEW RAISEonline Data 2015</th>
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<tbody>
<tr>
<td>Target Audience:</td>
<td>Head teachers, Deputy Headteachers, Senior Leaders</td>
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</tbody>
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| School Impact: | • Understanding and interpreting data through RAISEonline;  
  • Interpreting the new additions to RAISEonline;  
  • Making evaluative judgements from data in RAISEonline to update school self-evaluation;  
  • Understanding of how to use the different features of RAISEonline to monitor progress of all groups;  
  • Linking RAISEonline analysis to your NEW SEF and SSDP;  
  • Identification of possible inspection trails;  
  • All aspects of your RAISEonline evaluated;  
  • Understanding of how to interpret the NEW 'expected' and 'more than expected' progress charts and 'narrowing the gap' measures;  
  • Key actions, strengths and areas for development identified;  
  • A completed RAISEonline summary for your school using ECM materials. |
| Time: | 9.30am coffee, 10am Start, 4.00pm Finish |
| Course Leader: | John Evans |
| Price: | Paid for by REAch2 Academy Trust (2 delegates per school). |
| Venue: | Hillyfield- London |
| Date: | 11/1/15 |
| Venue: | Scientia- Burton on Trent |
| Date: | 05/1/15 |
| Venue: | Ashley School- Lowestoft- East Anglia |
| Date: | 12/1/15 |
| Venue: | Croydon, London |
| Date: | 24/1/15 |

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Reviewing &amp; Updating Your Succinct Evaluative Achievement Section of Your SEF</th>
</tr>
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<tbody>
<tr>
<td>Target Audience:</td>
<td>Head teachers, Deputy Headteachers, Senior Leaders</td>
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</table>
| School Impact: | • A streamlined approach to writing evaluative SEF statements, using a unique ECM formula and format for ACHIEVEMENT SEF writing;  
  • A robust and succinct summary of the school's key strengths and areas for development;  
  • A blue print for strategic development planning over 3 years;  
  • A clear understanding of the 'New Grade Descriptors' and 'Guidance for Inspectors' in the new OFSTED Framework 2014;  
  • Better prepared for what inspectors will expect of schools and how to present self-evaluation evidence most effectively;  
  • High quality, manageable systems for ACHIEVEMENT self-evaluation;  
  • Access to exemplar material to support leaders to write their ACHIEVEMENT SEF beyond the training day. |
| Time: | 9.30am coffee, 10am Start, 4.00pm Finish |
| Course Leader: | Liam Tippet  
  David Tingle  
  Mark Mullin |
<p>| Price: | Paid for by REAch2 Academy Trust (2 delegates per school). |
| Venue: | Hillyfield- London |
| Date: | 01/12/15 |
| Venue: | Scientia- Burton on Trent |
| Date: | 24/11/15 |
| Venue: | Ashley School- Lowestoft- East Anglia |
| Date: | 02/12/15 |
| Venue: | Croydon, London |
| Date: | 08/12/15 |</p>
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Securing a good judgement in an Ofsted Inspection or Securing an outstanding judgement in an Ofsted inspection</th>
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<tr>
<td><strong>Target Audience:</strong></td>
<td>Head teachers, Deputy Headteachers, Senior Leaders</td>
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<tr>
<td><strong>School Impact:</strong></td>
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- **Securing a good judgement in an Ofsted inspection**  
  - Understand how you will be judged – taking the mystery out of inspection;  
  - Understand the requirements needed for Achievement, Quality of Teaching, Behaviour and Safety and Leadership and Management to be judged to be good;  
  - Identify explicitly the next steps you need to take to secure a good judgement in your next inspection;  
  - Understand how achievement is a ‘driver’ for a good inspection outcome;  
  - Identifying key actions to bring about change to aid the move to good;  
  - You will be ready for an inspection.  
- **Securing an outstanding judgement in an Ofsted inspection**  
  - See examples of outstanding practice through school case studies;  
  - Understand how you will be judged – taking the mystery out of inspection;  
  - Understand the requirements needed for Achievement, Quality of Teaching, Behaviour and Safety and Leadership and Management to be judged to be outstanding;  
  - How to present your outstanding school;  
  - Identify explicitly the next steps you need to take to secure an outstanding judgement in your next inspection. |
| **Time:** | 9.30am coffee, 10am Start, 4.00pm Finish |
| **Course Leader:** | Liam Teppier, Marguerite Murphy, Deana Aldred |
| **Price:** | Paid for by REAch2 Academy Trust (2 delegates per school) |
| **Venue:** |  
- Hillyfield, London  
  Date: 12/01/16  
- Scientia, Burton on Trent  
  Date: 24/02/16  
- Ashley School, Lowestoft, East Anglia  
  Date: 25/02/16  
- Croydon, London (Securing Good)  
  Date: 04/03/16  
- Croydon, London (Securing Outstanding)  
  Date: 04/03/16 |

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>REAch2 GB Conference</th>
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<tr>
<td><strong>Target Audience:</strong></td>
<td>Governors, Head teachers</td>
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<tr>
<td><strong>School Impact:</strong></td>
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</table>
- Focus of the GB Training Session to be confirmed |
| **Time:** | 9.30am coffee, 10am Start, 4.00pm Finish |
| **Course Leader:** | Gail Maguire |
| **Price:** | Head teachers, Deputy Headteachers, Senior Leaders |
| **Venue:** |  
- Hillyfield, London  
  Date: 24/02/16  
- Scientia, Burton on Trent  
  Date: 01/03/16  
- Ashley School, Lowestoft, East Anglia  
  Date: 25/02/16  
- Croydon, London  
  Date: 04/03/16 |

- Please note for training purposes all courses are downloadable for 96 hours of CPD. Limit applied to 24 hours per person.
Course Title: Outstanding Subject Leaders - Driving Consistency and Improving the Quality of Teaching & Learning in your Subject Over Time

Target Audience: Subject Leaders

School Impact:
- Subject leaders will leave this course being more confident in making judgments about the quality of teaching and learning over time, as evidenced by lesson observation and learning walks, staff conferencing and pupil voice discussions – all linked to the new OFSTED Handbook.
- Judgements on the quality of learning will be accurate and consistent;
- High quality feedback to staff following monitoring activities will enhance continuous improvement in teaching and learning;
- Work scrutiny will be consistently rigorous with systematic procedures to have high impact;
- A range of supportive proformas for gathering and evaluating evidence from work scrutiny, learning walks, lesson observations, and pupil voice discussions will be used in school;
- A whole school approach to monitoring and evaluation and improving the quality of teaching and learning for subject leaders.

Time: 9.30am coffee, 10am Start, 4.00pm Finish
Course Leader: Steve Williams

Venue: School Impact:
- Ashley School - Lowestoft - East Anglia
- Hillyfield - London
- Scientia - Burton on Trent
- Endeavour Teaching School Alliance

Date:
- 26/04/16
- 28/04/16
- 19/04/16
- 12/05/16
- 29/04/16
- 26/04/16

Notes

Endeavour Teaching School Alliance

Residential Dates

Programmes     ECM Development Courses     Knowledge Centres

Challenge Partners     Leadership Development

Outstanding Subject Leaders - Driving Consistency and Improving the Quality of Teaching & Learning in your Subject Over Time
Challenge Partner Training

Challenge partner training is intended to complement and extend the investment training for Headteachers of academies judged to be good or outstanding; it will lead to accreditation as a REAch2 Challenge Partner and contribute to a REAch2-wide peer review process.

Training Days 1 & 2
- Establish protocols and timescales for ‘Challenge Partner’ visits.
  - Analysis of key documentation: RAISEonline; school’s own data; previous reports (Ofsted & REAch2).
  - Develop a hypothesis prior to a school visit based upon evidence and linked to the Evaluation Schedule.
  - Establish a pre-visit summary including monitoring trails for a ‘Challenge Partner Visit’.

Training Days 3 & 4
- Secure judgements linked to the School Inspection Handbook for learning observations, work scrutiny, learning walks.
- Consider evidence observed and evidence gathered ‘over time’ in order to secure judgements about key areas of the Evaluation Schedule.
- Write evidence forms during the ‘Challenge Partner’ visit.
- Change the focus of ‘Challenge Partner’ visits based upon evidence observed during the visit.
- Manage the ‘Challenge Partner’ process.

Training Days 5 & 6
- Coach through the ‘Challenge Partner’ role.
- Interview school stakeholders.
- Evaluate ‘Challenge Partner’ evidence.
- Provide feedback to school leaders.
- Write the ‘Challenge Partner Record of Visit’.

This will lead to Accreditation as a REAch2 ‘Challenge Partner’.

Dates and Venues:
- 17th and 18th November 2016: Gilwell Park, London E4
- 6th and 9th February 2017: National College, Nottingham
- 19th and 20th May 2017: National College, Nottingham

Notes
John West-Burnham Leadership Suite

1. Introduction and rationale

This suite offers a model of leadership development programmes as part of the REAch2 strategy to support the development of leadership capacity across the Trust.

The English education system is going through a period of profound change, with many fundamental assumptions being questioned in terms of purpose, patterns of accountability, structures and relationships. This change coincides with a period of sustained economic recession and social change with profound implications for schools and school leaders. Such a period of turbulence requires confident and in-depth leadership. The REAch2 philosophy of leadership focuses on leadership as a collective capacity across the Trust, rather than the personal status of individuals.

These programmes are designed to help develop school leaders who are capable and confident in working in a very different environment from the historic models of leadership in schools. While they are concerned with the future potential of participants, the programmes are designed to enhance their current practice and have a direct impact on participants’ schools across the Trust and, in particular, develop confidence in leading teaching and learning, closing the gap and, as a systems leader, working collaboratively.

A central theme of the programmes is to enhance current leadership practice and increase participants’ engagement through taking responsibility for and managing their own development and, possibly, acquiring further qualifications. While the focus is on personal development, a key principle of the programmes is to see leadership as translating principle into practice and to emphasise the importance of collaborative working in schools and across the Trust and the wider education system.

The REAch2 leadership philosophy stresses the need to see REAch2 as a learning community. Every individual, classroom, team, school and Trust and the board of REAch2 are part of a learning community. Learning is as much concerned with how learning takes place as with what is learnt.

The REAch2 learning community is open to learning with and from other communities. Excellence in learning is available to all irrespective of age, role or status.

Every member of the community accepts their responsibility to sustain their personal learning.

There is a commitment to openness and sharing and de-privatising of practice.

Embedding effective leadership of staff through engagement, motivation, performance and development.

Developing the strategies and confidence to work as system leaders and collaborate between schools, across the Trust and the wider education system.

1. Excellence in learning is available to all irrespective of age, role or status.
2. Every member of the community accepts their responsibility to sustain their personal learning.
3. Every member of the community recognises their responsibility to support and enable the learning of others.
4. There is a commitment to openness and sharing and de-privatising of practice.
5. All opportunities for learning are based on collaborative strategies.
6. Learning is as much concerned with how learning takes place as with what is learnt.
7. The REAch2 learning community is open to learning with and from other communities.

2. Purpose of the strategy

To develop, nurture and sustain leadership potential across the Trust in order to support the development of a self-improving school system by:

- Developing leaders with the professional strategies, personal resilience and knowledge base to effect sustainable school improvement across the Trust as the educational landscape changes.
- Providing programmes that have an immediate impact on participants’ effectiveness in their current role and will serve as a foundation to enhance their success in their long-term career.
- Building leadership capacity and sustainability in order to embed succession planning and confidence in moving into new leadership roles and structures.
- Harnessing the potential of those in leadership roles who have the capacity to become highly effective school and system leaders.
- Developing cohorts of leaders who will support and develop others to seek leadership positions and attract others with potential into leading schools in the country.
- Developing a group that will become the focus of leadership potential across REAch2 and so inform leadership development, school improvement strategies and collaborative strategies.
- Helping to build a coaching and mentoring culture across REAch2 schools.
- Developing experience and confidence to work collaboratively across the system.

3. Common themes across all programmes:

- Working to translate REAch2’s touchstones and cornerstones from principle into practice across the Trust.
- Developing leadership capacity to secure equality for all pupils focused on achievement, well-being and enhanced life chances.
- Securing leadership focused on consistently outstanding teaching and learning in order to close the gap, especially for the most vulnerable.
- Embedding effective leadership of staff through engagement, motivation, performance and development.
- Developing the strategies and confidence to work as system leaders and collaborate between schools, across the Trust and the wider system.
- Developing the confidence to lead through innovation and creativity and to explore alternative models of education.
- Focusing on the leadership of change, personal learning and development and sustaining personal well-being and sustainability.
4. Principles for leadership learning and development

The programmes have been designed to recognise and translate into practice the following principles of effective leadership development:

- The most effective leadership development is based in the workplace.
- Leadership development programmes have the greatest impact when they combine coaching, experiential learning and a relevant knowledge base.
- Activities on leadership development programmes need to be challenging and focused on personal change.
- Collaborative working and opportunities for peer interaction are essential to enhance the impact of programmes.
- Programmes should enable access to models of outstanding leadership and practice associated with high performance.
- Review and reflection and action-learning approaches are the basis for learning that leads to real change.

All programmes assume that, for every hour spent in workshops, there needs to be equivalent time translating principle into actual practice through experiential learning opportunities e.g. shadowing, intervisiting, and opportunities for real-time project leadership.

The diagram below illustrates the levels of impact to support personal change and leadership development – the greater the depth, the greater the impact in terms of translating principle into practice and supporting personal change. All programmes stress the importance of collaborative learning, theory, evidence and values informing the analysis of existing practice and development of alternative practice.

Inspiring Leaders

This programme is designed for middle leaders and those aspiring to senior leadership. The programme is made up of six workshops across the year plus a school-based project and the support of a school-based coach.

The purpose of the programme is to develop, nurture and sustain leadership potential across REAch2 by:

- Developing a core group of future leaders with the professional strategies, professional confidence, personal resilience and knowledge base to effect school improvement across their school and REAch2 as the educational landscape changes.
- Providing a programme that will have an immediate impact on participants’ effectiveness in their current role and serve as a foundation to enhance their success in their long-term careers.
- Building leadership capacity and sustainability in order to embed succession planning and effectiveness in moving into new leadership roles and structures.
- Harnessing the potential of those in leadership roles who have the capacity to become highly effective school and system leaders.
- Developing cohorts of leaders who will support and develop others to seek leadership positions and attract others with potential into leading schools in the Trust.
- Developing a group that will become the focus of leadership potential across the Trust and so inform leadership development, school improvement strategies and collaborative strategies.
- Developing experience and confidence to work collaboratively across the Trust.

Workshop themes:

- Understanding the changing policy context for middle leaders, leading and working in REAch2 schools, balancing leading and managing.
- Leading teaching and learning, securing improvement, accountability.
- Working with the team and senior staff, relationships, trust and challenge.
- Managing resources, time and meetings; effective communication.
- Collaborative working and learning, leading professional development.
- Developing and sustaining personal effectiveness and learning.
- School-based leadership project using action research/lesson study.
- Leadership stories

Cost: £650
Dates: (2016) 9th February; 11th March; 6th May; 30th June; 3rd October; 16th November
Venue: Hillyfield at the Park, Walthamstow.
Future Leaders PLUS Programme

This programme is intended to continue and expand the themes explored by Cohort 1 of the Future Leaders Programme (2014-2015).

Intended to continue the development of Cohort 1, this is for aspin school headteachers and is designed to support the personal planning and development of participants in order to help enhance their readiness for school leadership. The programme is essentially a structured approach to succession planning in order to secure the next generation of REAch2 school leaders.

The core purposes of the programme are to:

- Embed succession planning across the Trust
- Provide a developmental process that will underpin a range of learning activities that will support and reinforce professional ambition and personal motivation
- Support the development of a mutually supportive network of school leaders who have accepted personal and collective responsibility for their preparation for leadership.
- Develop personal confidence as a potential school leader
- Support personal well-being, capacity building and sustainability

Key features of the programme:

- A two-day diagnostic residential (noon to noon) to help identify a personal developmental strategy and create a learning community.
- Four days across the year to provide opportunities for sharing experiences, analysing effective practice for new heads, sharing leadership stories and reviewing issues and ideas emerging from policy and research.
- Coaching to support personal development planning.
- Shadowing outstanding school leaders.
- Intervisiting programme members' schools.

Cost:

For existing Cohort 1 members: no extra charge on top of last year.
For those aspiring heads new to the programme: £350

Dates:

Friday 4 March 2016 – Saturday 5 March 2016

Venue:

Horwood House, Milton Keynes

Future Changemakers Induction

Target Audience:

Two sessions are available for new schools who have joined the Trust, new headteachers and heads of school; this will enable them to join the first cohort of Future Changemakers on a level footing.

Cost:

£350

Dates:

Two dates for heads new to the Trust to bring them up to date with the first cohort
19th October 2015
25th November 2015

Venue:

Hillyfield at the Park, Walthamstow
Future Changemakers PLUS

Target audience: This programme is for heads of school and headteachers who attended the first round of Future Changemakers and the group who have completed the Future Changemakers Induction (above) who are interested in developing the themes further.

Method of delivery: The Future Changemakers PLUS will provide opportunities across the year to support personal and collective learning and development. The programme has six workshops around key themes with opportunities for exploring shared issues and developing common approaches. The programme will extend and develop further the themes visited in the previous Future Changemakers programme.

Intended outcomes:
- Sharing successful practice
- Developing cross-Trust strategies
- Shared problem solving
- Focus on implementation and intervention
- Supporting personal well-being, capacity building and sustainability
- Reinforcing the culture of coaching across the Trust

Features of the programme:
- Setting school leadership in context, key themes and issues
- Interacting: learning walks
- Engaging with policy and research papers
- Coaching and being coached
- Peer-supported collaborative projects
- Supporting personal well-being, capacity building and sustainability
- Reinforcing the culture of coaching across the Trust

Workshop themes:
- The changing context for school leadership
- Creating a learning community
- Developing a high performance culture
- Securing equity, closing the gap
- Leadership styles and strategies
- Leading change, innovation and creativity
- Engaging with parents and the community

Cost: £650
Venue: Hillyfield at the Park, Walthamstow

Strategic and Systems Leaders PLUS

Target Audience: This programme is for the strategic group of the Trust: the Trust executive, executive principals and executive heads and provides eight days (including an international visit) across the year for collaborative review and strategic thinking. Each day will take the format of a facilitated, open ended workshop working under Chatham House rules. This programme also includes an international visit to the Netherlands.

Focus for the sessions:
- Reviewing and exploring strategic issues and analysing the implications of government policy.
- Capturing the emerging wisdom of the REAch2 community in order to embed coherence, consistency and clarity.
- Learning from practice across the Trust, especially the potential contradictions and tensions in the work of the strategic group.
- Mentoring principle into practice.
- Developing a shared language around the cornerstones.
- Developing the executive as a learning community.
- Supporting well-being, capacity building and sustainability of members of the group.
- Reinforcing the culture of coaching across the Trust

International Visit to the Netherlands
30th – 22nd March 2016

The education system of the Netherlands has much in common with that of England. Educational provision is highly diverse with a range of faith schools, other sponsor and alternative models of governance but all funded by central government.

What is different about education in the Netherlands is that it more successfully combines equality and excellence in effect it has a very narrow gap. This results in the Netherlands occupying tenth place in the current PISA tables and being first in the UNICEF tables for the well-being of children. Visiting schools in the Netherlands has the advantage of English-speaking hosts, comparatively low travel and accommodation costs, and many parallel features in terms of structures and provision but very marked differences in terms of performance and outcomes.

The purpose of the study visit is to explore the following issues:
1. Differences in the policy context, funding and governance.
2. Cultural differences in terms of leadership.
3. Issues centreing on teaching and learning.
4. Reviewing the social context of schooling and the significance of well-being on educational outcomes.
5. Reviewing social education.

The study visit has the potential to establish long-term links between Dutch schools and REAch2 schools.

Cost: £650 (including flights, hotel and transport within Netherlands)
Venue: Hillyfield at the Park, Walthamstow
The purpose of the programme is to inspire and engage teachers in their own sustained development through:

- Developing their understanding of key pedagogical areas to ensure that their practice development is built on empirically firm foundations.
- Exploring, reflecting and refining their current practice through challenging debate and discussion.
- Having opportunities to observe high quality classroom practice to exemplify the area of focus.
- The opportunity to visit other schools to extend their repertoire of effective practice.
- The support of an in-school mentor to ensure the development focus is sustained between programme dates.
- The opportunity to develop their thinking in a safe but challenging environment.
- Developing their understanding of key pedagogical areas to ensure that their practice development is built on empirically firm foundations.

Key areas of focus:

- Teacher standards and how they link to pedagogical theory and practice
- Developing high-quality assessment for learning strategies
- Using feedback effectively to move pupil progress along
- Developing effective questioning
- Developing supportive classroom systems, routines and practices
- Establishing effective learning and supportive emotional environments
- Moving beyond ‘teacher talk’
- Ensuring effective differentiation for all groups of children
- Developing their professional ethos and values

Cost: £550

Programme Dates and Areas of Focus:

**Towards Excellence Phase 1**

The programme is designed to support teachers in developing their practice from ‘requires improvement’ to ‘solidly good’ and is aimed at teachers from their third year of teaching onwards through developing and internalising their own strong foundation of practice. The programme is not intended for teachers who are borderline inadequate but for those identified by their headteachers as capable of achieving solidly good practice with the right support.

This programme is designed to support teachers in developing their practice from ‘requires improvement’ to ‘solidly good’, and is aimed at teachers from their third year of teaching onwards through developing and internalising their own strong foundation of practice. The programme is not intended for teachers who are borderline inadequate but for those identified by their headteachers as capable of achieving solidly good practice with the right support.

To ensure that participants have the best possible experience, schools will be asked to nominate a mentor for the participant who will provide support in between the programme dates.

Programmes are eight full days across eight weeks.

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Programmes are eight full days across eight weeks.
Aerodrome, Croydon

- Conditions for learning – 15th September 2015
- Relationships – 23rd September 2015
- Planning – 6th October 2015
- Behaviour – 20th October 2015
- Assessment for learning – 3rd November 2015
- Questioning – 24th November 2015
- Differentiation – 1st December 2015
- Creative Learning – 12th January 2016
- Modelling – 29th January 2016
- Guided Reading – 5th February 2016
- Effective use of other adults – 10th March 2016
- Maths – 15th March 2016
- EAL – 19th April 2016
- SEN – 10th May 2016
- Speech and Language – 7th June 2016

Cost: Sessions can be booked as a complete programme for £610 or as individual sessions at £60 each.

Venue: All sessions are run at Aerodrome Primary Academy from 1:30pm to 4:15pm. Lunch is provided from 12:45pm at no extra cost.

Hillyfield on the Hill, Walthamstow, East London

- Orientation – 17th September 2015
- Learning Environment – 1st October 2015
- Building Positive Relationships – 15th October 2015
- Behaviour – 5th November 2015
- Observation and Assessment – 18th November 2015
- Questioning and Differentiation – 3rd December 2015
- Guided Reading and Phonics – 14th January 2016
- Writing in the EYFS/Getting the Most from Writing – 28th January 2016
- SEN Including Autism, SL&CC Needs and Dyslexia – 19th February 2016
- Maths – 3rd March 2016
- Creative Use of ICT – 14th April 2016
- The Outdoor Classroom/Physical Education – 28th April 2016
- SEN Including Autism, SL&CC Needs and Dyslexia – 12th May 2016
- Music and Art – 9th June 2016

Cost: Sessions can be booked as a complete programme for £610 or as individual sessions at £60 each.

Venue: Hillyfield on the Hill

Please note: Additional bespoke NQT programmes will run in Midlands and East Anglia, dates to be confirmed.
Facilitator Training

Facilitating the learning and development of others is a complex but key skill for schools that wish to move away from a traditional model of imparting knowledge and skills. Facilitation used with adults can build, invigorate and support sustainable learning through using specific skills and techniques to bring content to life.

This one-day training event aims to share the techniques of effective facilitation so that schools can:

- Develop the quality of their in-house CPD delivery
- Develop staff who can facilitate other programmes beyond the immediate school community
- Expand the range of strategies currently used to support parents and carers
- Build sustainable learning communities among staff in school

The day will be facilitated by an accredited facilitator trainer.

Target Audience: The day is aimed at those members of staff whose headteachers have identified them to deliver any staff training, either in-house twilight CPD for teachers and teaching assistants at the school, or to host other training events, e.g. Towards Excellence.

Please note that effective facilitators have the following characteristics:

- High emotional intelligence.
- Able to create a safe and trusting environment in which people can open up to actively engage in learning.
- Are masterful listeners – listening out for beyond what is being said.
- In educational contexts have excellent pedagogical knowledge.
- Personable and can connect with a wide variety of people.
- Confident in asking challenging questions.
- Bring humour and passion into the room.

School to School Support Training

This one-day training event is aimed at those teachers who will be supporting other teachers to develop the quality of their classroom practice: this could be in their own schools or through supporting colleagues in other schools. The day is of value to schools wishing to raise their own teaching and learning profile through using teacher mentors to share and embed good practice, and also for schools wishing to offer outstanding teachers career development that keeps them in the classroom. The experience of supporting colleagues in other schools is an ideal pathway to SLE status.

The day will:

- Highlight the features of effective teacher-to-teacher support
- Explore the potentially sensitive areas of supporting colleagues, ensuring that the process is smooth and successful
- Hold a Q&A session with a highly experienced Associate School Leader
- Share resources
- Analyse effective practice through observation
- Co-create a series of procedures for effectively supporting teachers

Intended audience: Teachers should have consistently good or outstanding classroom practice.

Cost: Free

Dates:

- Friday 25th September 2015, Scientia, Burton-on-Trent, Staffordshire
- Friday 2nd October 2015, Tidemill, Deptford, SE London
- Friday 16th October 2015, Unity Academy, Essex
Outstanding Teacher Programme

Intention of the Programme:
To equip teachers who are consistently 'good' with a set of skills and strategies that will enable them to become consistently and sustainably outstanding, and to support them in having a wider impact on the school through:

- Demonstrating a higher level understanding of teaching and how to rapidly improve learning for pupils
- Coaching colleagues in their own school and in other schools to support performance
- Creating a proactive school culture where the quality of teaching and learning is observed, discussed and enhanced
- Increase their job satisfaction

The OTP has a long and successful track record and has been used by the DfE and NCTL nationally to support schools in developing their staff and ensuring improved outcomes for their schools.

Eligibility Criteria:
The candidate must:

- Be 'Good' with the potential to achieve 'Outstanding'.
- Demonstrate a consistent, highly developed commitment to teaching and learning in at least one key stage over a two-year period.
- Be a highly respected, inspiring professional who demonstrates high-order interpersonal skills and is a positive role model to both pupils and staff.
- Have a commitment both to continuing their professional development and that of other staff.

Commitment:
The programme runs over an eight-week period. Triads or pairs of teachers are ideal, however it is recognised that some primary schools may not have the capacity for this. Where this is not possible, teachers will work with colleagues from other schools. Although it is not essential, it is highly recommended that a full day's cover is given even on half days so that participants can complete the planned professional development opportunities.

Cost:
The cost to schools is £600. Each school will need to fund cover for three whole days and four half days' release for participating teachers. The cost includes all programme materials, a professional education coach, lunch, light breakfasts (full days) and refreshments. The OTP is facilitated by OLEVI-accredited coaches.

Dates:

MIDLANDS
Venue: Scientia
- Thursday 29th January 2016
- Thursday 5th February 2016
- Thursday 19th February 2016
- Thursday 2nd March 2016
- Thursday 16th March 2016
- Thursday 13th April 2016

EAST ANGLIA
Venue: The Ashley
- Friday 6th May
- Friday 13th May
- Friday 20th May
- Friday 27th May
- Friday 10th June
- Friday 17th June
- Friday 24th June
- Friday 1st July

Speech and Language Training
This training is aimed at all adults who support learners with speech and language difficulties in a mainstream setting: class teachers, support assistants, and SENCOs.

Workshops
24th September 2015
Recognising learners with language difficulties, and how to create a language-friendly classroom. Setting up language-friendly groups.
22nd October 2015
Pre-vocabulary teaching
26th November 2015
Simplifying maths concepts and word problems for learners with language difficulties.

Cost:
Each individual workshop is £30
Venue: Tidemill Academy, Deptford, London
**Specialist Leaders of Education**

Specialist Leaders of Education (SLEs) are outstanding middle and senior leaders who have the experience and skills to support individuals or teams in similar positions in other schools. This ‘teach’ work typically involves providing other leaders with coaching or facilitation support, to help them develop their classroom practice or leadership. Schools have also successfully used SLEs to support teachers in 1:1 classroom support. Each SLE offers (in addition to outstanding classroom practice) a particular area of expertise, on which other school leaders can draw.

Our current SLEs:

- **Carl Vernalls**
  - Early Years Foundation Stage & Initial Teacher Training (Tollem)

- **David Petty**
  - Behaviour and Safety (Tollem)

- **Amelia Bates**
  - Phonics (Tollem)

- **Amy Herbert**
  - Special Educational Needs (Tollem)

- **Flora Chapman**
  - Maths (Palmer Academy)

- **Katy Dillling**
  - Behaviour and Pastoral Care (Aerodrome)

- **Tanya Irvine**
  - Physical Education (Hylfield)

- **Katy Barrett**
  - Science (Aerodrome)

Further details regarding each SLE are available on the Endeavour website: [www.endeavortsa.org](http://www.endeavortsa.org)

**Booking**

SLEs can be used for one-off pieces of leadership consultancy and support, or for a blocked number of days over some weeks where more sustained support is required. All SLEs are brokered through Carl Vernalls:

[carl.vernalls.209@lgflmail.org](mailto:carl.vernalls.209@lgflmail.org)
ECM Development 2015-16
### (CS1) Writing your NEW Succinct Evaluative SEF

**Target Audience:** Head teachers, Deputy Head teachers, Senior Leaders

**School Impact:**
- A streamlined approach to writing evaluative SEF statements, using a unique ECM formula and format for SEF writing.
- A robust and succinct summary of the school’s key strengths and areas for development.
- A blueprint for strategic development planning over 3 years.
- Better prepared for what inspectors will expect of schools and how to present self-evaluation evidence most effectively.
- High quality, manageble systems for self-evaluation.
- Access to exemplar material to support leaders to write their SEF beyond the training day.

**Time:**
- 9.00am coffee.
- 9.30am Start
- 3.00pm Finish

**Price:** £240

**Venue:** Hillyfield - London  
**Course Leader:** Mark Mullin  
**Date:** 9/11/15

**Venue:** Scientia - Burton on Trent  
**Course Leader:** Gail Maguire  
**Date:** 16/9/15

### (CS3) Writing your Succinct Evaluative NEW EARLY YEARS SEF

**Target Audience:** Early Years leaders, Senior Leaders

**School Impact:**
- A streamlined approach to writing evaluative Early Years SEF statements, using a unique ECM formula and format for Early Years SEF writing.
- A robust and succinct summary of the Early Years key strengths and areas for development.
- A blueprint for strategic development planning over 3 years.
- Better prepared for what inspectors will expect of schools and how to present self-evaluation evidence most effectively.
- High quality, manageable systems for self-evaluation.
- Access to exemplar material to support leaders to write their Early Years SEF beyond the training day.

**Time:**
- 9.00am coffee.
- 9.30am Start
- 3.00pm Finish

**Price:** £240

**Venue:** Hillyfield - London  
**Course Leader:** Kathryn Magiera  
**Date:** 9/11/15

**Venue:** Scientia - Burton on Trent  
**Course Leader:** Gail Maguire  
**Date:** 5/10/15

**Venue:** Ashley School - Lowestoft - East Anglia  
**Course Leader:** Gail Maguire  
**Date:** 12/10/15
### (CS6) Monitoring and Evaluation – Driving consistency and improving learning & teaching in your school

**Course Title:** (CS6) Monitoring and Evaluation – Driving consistency and improving learning & teaching in your school

**Target Audience:** Head teachers, Deputy Head teachers, Senior Leaders

**School Impact:**
- Use video material and pupil workbooks to confirm the accuracy of your judgements about the quality of learning using the latest OFSTED Evaluation Schedule;
- Use learning-walks to gain an ‘over-time’ view of the quality of learning in your school;
- Support and coaching on how best to provide unambiguous developmental feedback;
- Use exemplar support materials to generate pupil voice audits for your own school priorities;
- Use school performance data and monitoring outcomes to develop a triangulated approach to secure school improvement;
- Involve governors and subject leaders effectively in the monitoring process.

**Time:**
9.00am Coffee  
9.30am Start  
3.00pm Finish

**Price:** £240

**Venue:**  
Hillyfield- London  
Scientia- Burton on Trent  
Ashley School- Lowestoft- East Anglia

**Course Leader:**  
Steve Williams  
Gail Maguire  
David Tingle

**Date:**  
12/10/15  
21/10/15  
24/11/15

### (CS7) How to Successfully Demonstrate Highly Effective Impact for Disadvantaged Pupils

**Course Title:** (CS7) How to Successfully Demonstrate Highly Effective Impact for Disadvantaged Pupils

**Target Audience:** Head teachers, Deputy/Head teachers, Senior Leaders, Pupil Premium Champions

**School Impact:**
- The implications of the funding on effective practice using the Pupil Premium Grant (PPG);
- How to use a range of tools to monitor provision and impact in your own school;
- How to communicate effectively with parents and carers on the impact of provision;
- OFSTED expectations when evaluating the use of the PPG;
- How to develop the monitoring role of governors;
- How to meet the statutory responsibilities for reporting through the school website;
- Best practice examples of pupil premium spending that have resulted in improved outcomes for schools;
- Understand how the DfE is measuring the impact of spending through Pupil Premium Reviews.

**Time:**
9.00am Coffee  
9.30am Start  
3.00pm Finish

**Price:** £240

**Venue:**  
Hillyfield- London  
Scientia- Burton on Trent  
Ashley School- Lowestoft- East Anglia

**Course Leader:**  
Steve Williams  
Gail Maguire  
David Tingle

**Date:**  
12/10/15  
21/10/15  
25/10/15
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>(CS11) Demonstrating High Quality SMSC and British Values Through your School’s Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Audience:</strong></td>
<td>Head Teachers, Senior Leaders SMSC Coordinators</td>
</tr>
<tr>
<td><strong>School Impact:</strong></td>
<td>• Understand the importance of underpinning a school’s curriculum with SMSC and British values;</td>
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<tr>
<td></td>
<td>• Know and understand the statutory requirements for schools in promoting SMSC;</td>
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<td></td>
<td>• Develop monitoring and evaluation practices in gathering evidence of British values and SMSC across a school’s curriculum;</td>
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<td></td>
<td>• Conduct a whole school audit of SMSC across a school’s curriculum;</td>
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<td></td>
<td>• Conduct a whole school self evaluation of SMSC and British Values in your own school, establishing strengths and areas for development;</td>
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<td>• Understand how Ofsted will impact SMSC and British Values in the New Ofsted Framework 2015;</td>
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<td>• Understand how best to show-case the work of the school in relation to SMSC and British Values in securing IMPACT for pupils.</td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>9.00am coffee. 9.30am Start. 4.00pm Finish.</td>
</tr>
<tr>
<td><strong>Price:</strong></td>
<td>£240</td>
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<tr>
<td><strong>Venue:</strong></td>
<td>Hillyfield- London.</td>
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<tr>
<td>Course Leader: Gail Maguire  Date: 24/9/15</td>
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<tr>
<td><strong>Venue:</strong></td>
<td>Scientia- Burton on Trent.</td>
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<tr>
<td>Course Leader: Gail Maguire  Date: 23/9/15</td>
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<tr>
<td><strong>Venue:</strong></td>
<td>Ashley School- Lowestoft- East Anglia.</td>
</tr>
<tr>
<td>Course Leader: Gail Maguire  Date: 25/9/15</td>
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<table>
<thead>
<tr>
<th>Course Title:</th>
<th>(CS11) Appraisal – Training for Staff Appraisers/ Update and Managing the 2015-16 Staff Performance Related Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Audience:</strong></td>
<td>Head teachers, Deputy Head teachers, Senior Leaders</td>
</tr>
<tr>
<td><strong>School Impact:</strong></td>
<td>• Gain a first-hand ‘operational’ knowledge of what the role of an appraiser entails;</td>
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<td>• Explore how best to hold staff accountable for pupil outcomes through a rigorous and consistent appraisal process;</td>
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<td>• Develop effective whole school documentation to ensure consistency;</td>
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<td></td>
<td>• Further develop appraiser skills and learn how to deal with difficult conversations;</td>
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<td></td>
<td>• Agree what evidence base will be used to support a rigorous appraisal process leading to performance related pay.</td>
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<tr>
<td><strong>Time:</strong></td>
<td>9.00am coffee. 9.30am Start. 3.00pm Finish.</td>
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<tr>
<td><strong>Price:</strong></td>
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<tr>
<td><strong>Venue:</strong></td>
<td>Hillyfield- London</td>
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<tr>
<td>Course Leader: Gail Maguire  Date: 24/9/15</td>
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<tr>
<td><strong>Venue:</strong></td>
<td>Scientia- Burton on Trent</td>
</tr>
<tr>
<td>Course Leader: Gail Maguire  Date: 23/9/15</td>
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<tr>
<td><strong>Venue:</strong></td>
<td>Ashley School- Lowestoft- East Anglia</td>
</tr>
<tr>
<td>Course Leader: Gail Maguire  Date: 25/9/15</td>
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</tbody>
</table>
### Course Title:  (CS12) Securing Outstanding Progress in Pupil’s Work Over time – (Focus: workbooks/pupil voice)

**Target Audience:** Head teachers, Deputy Head teachers, Senior Leaders

**School Impact:**
- Know how workbooks are used during an inspection to secure an ‘over-time’ judgement.
- Know what good and outstanding progress looks like in pupils’ workbooks using case studies.
- Strategies, systems and proformas to monitor progress in pupils’ workbooks over time.
- Identify best practice in the use of marking and feedback to secure good and outstanding progress.
- Know how marking and feedback can best contribute to pupils showing ‘rapid progress’ in their own work (over time).
- Review and update your whole school policy and expectation of standards and progress in all pupils’ workbooks.

**Time:** 9:00am coffee, 9:30am Start, 3:00pm Finish

**Price:** £240

**Venue:** Hillyfield - London  
**Course Leader:** Gail Maguire  
**Date:** 17/3/16

**Venue:** Scientia - Burton on Trent  
**Course Leader:** Naina Ahmed  
**Date:** 27/12/15

**Venue:** Ashley School - Lowestoft - East Anglia  
**Course Leader:** David Tingle  
**Date:** 27/1/15

### Course Title:  (CS15) Securing An Outstanding Judgement in an Inspection

**Target Audience:** Head teachers, Deputy Head teachers, Senior Leaders

**School Impact:**
- See examples of outstanding practice through school case studies.
- Understand how you will be judged – taking the mystery out of inspection.
- Understand the requirements needed for Achievement, Quality of Teaching, Behaviour and Safety and Leadership and Management to be judged to be outstanding.
- How to present your outstanding school.
- Identify explicitly the next steps you need to take to secure an outstanding judgement in your next inspection.

**Time:** 9:00am coffee, 9:30am Start, 3:00pm Finish

**Price:** £240

**Venue:** Hillyfield - London  
**Course Leader:** David Tingle  
**Date:** 14/1/16

**Venue:** Scientia - Burton on Trent  
**Course Leader:** Gail Maguire  
**Date:** 1/2/16

**Venue:** Ashley School - Lowestoft - East Anglia  
**Course Leader:** David Tingle  
**Date:** 25/2/16
### Course Title: (CS20) How to be an Outstanding Science Subject Leader Leading the New Curriculum (Day1)

**Target Audience:** Science Subject Leaders

**School Impact:**
- Know how to be a highly effective science subject leader and understand the difference between a leader and a manager.
- Accurate identification of their leadership style and those of other colleagues.
- Completed science self-evaluation and strategic development planning in order to secure improvements in pupil outcomes.
- Using high quality self-evaluation to identify strengths and weaknesses in science curriculum provision.
- Use outcomes of self-evaluation to plan for effective strategic development to improve teaching and learning in science.
- A clear understanding of the new curriculum for science.

**Time:**
- 9.00am coffee
- 9.30am Start
- 3.00pm Finish

**Price:** 1 day £240

**Venue:**
- **Hillyfield- London**
  - **Date:** 9/11/15
  - **Course Leader:** Donna Harris

- **Scientia- Burton on Trent**
  - **Date:** 19/11/15
  - **Course Leader:** Donna Harris

- **Ashley School- Lowestoft- East Anglia**
  - **Date:** 11/11/15
  - **Course Leader:** Pauline Carter

### Course Title: (CS21) How to be an Outstanding Science Subject Leader Ensuring High Quality Teaching (Day2)

**Target Audience:** Science Subject Leaders

**School Impact:**
- Make best use of a range of practical tools and strategies to effectively lead and motivate colleagues at a time of curriculum change whilst ensuring continued pupil progress.
- How to use monitoring tools effectively in order to review and audit the current schools position.
- Effective assessment of 'working scientifically' across the school including creative approaches to capturing evidence of pupil progress.
- Identify opportunities to develop progression and assessment strategies and tracking at whole school level.
- Up to date information on all latest assessment reporting and requirements.

**Time:**
- 9.00am coffee
- 9.30am Start
- 3.00pm Finish

**Price:** 1 day £240

**Venue:**
- **Hillyfield- London**
  - **Date:** 1/2/16
  - **Course Leader:** Donna Harris

- **Scientia- Burton on Trent**
  - **Date:** 25/2/16
  - **Course Leader:** Donna Harris

- **Ashley School- Lowestoft- East Anglia**
  - **Date:** 24/3/16
  - **Course Leader:** Pauline Carter
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>(CS22) How to be an Outstanding Science Subject Leader Leading Curriculum Provision and Creating Links between the Core and Foundation Subjects (Day3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Audience:</strong></td>
<td>Science Subject Leaders</td>
</tr>
<tr>
<td><strong>School Impact:</strong></td>
<td>- Identification of the strengths and areas for development in science, including your personalised schemes of work covering the new science curriculum; - Plan science activities that develop English and mathematical skills; - Use of increased number of quality teaching and learning strategies to enhance skills across all core subjects to ensure standards are high in all subjects.</td>
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<tr>
<td><strong>Time:</strong></td>
<td>9.00am coffee, 9.30am Start, 3.00pm Finish</td>
</tr>
<tr>
<td><strong>Price:</strong></td>
<td>£240</td>
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<tr>
<td><strong>Venue:</strong></td>
<td>Hillyfield- London</td>
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<tr>
<td><strong>Course Leader:</strong></td>
<td>Donna Harris</td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td>23/5/16</td>
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</tbody>
</table>

| Venue: | Scientia- Burton on Trent |
| Course Leader: | Donna Harris |
| Date: | 29/6/16 |

| Venue: | Ashley School- Lowestoft- East Anglia |
| Course Leader: | Pauline Carter |
| Date: | 26/5/16 |

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>(CS23) High Quality Science Teaching in the New Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Audience:</strong></td>
<td>Class Teachers, Science Subject Leaders, Teaching Assistants</td>
</tr>
<tr>
<td><strong>School Impact:</strong></td>
<td>- An understanding of what good and outstanding teaching and learning in science looks like by exploring the best practice in relation to the Ofsted report ‘Maintaining Curiosity’ (November 2013); - An opportunity to reflect and relate these expectations to the teaching of science in your classroom; - Know what good progress looks like in pupils’ workbooks in science; - Confidence in teaching the content of the new Science Curriculum through challenging and creative approaches; - An understanding of what the expectations are for ‘working scientifically’ and how to embed it throughout all science teaching; - An understanding of age-related expectations for children’s learning in science in order to ensure progression through school; - The opportunity to raise the profile of science and re-establish it as a core subject in your school curriculum.</td>
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<tr>
<td><strong>Time:</strong></td>
<td>9.00am coffee, 9.30am Start, 4.00pm Finish</td>
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<tr>
<td><strong>Price:</strong></td>
<td>£240</td>
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<tr>
<td><strong>Venue:</strong></td>
<td>Hillyfield- London</td>
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<tr>
<td><strong>Course Leader:</strong></td>
<td>Donna Harris</td>
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<tr>
<td><strong>Date:</strong></td>
<td>27/7/15</td>
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| Venue: | Scientia- Burton on Trent |
| Course Leader: | Donna Harris |
| Date: | 22/3/16 |

<p>| Venue: | Ashley School- Lowestoft- East Anglia |
| Course Leader: | Donna Harris |
| Date: | 21/10/15 |</p>
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>(CS24) Outstanding English subject leadership: self-evaluation and strategic planning (Day 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Audience:</td>
<td>New and experienced literacy subject leaders</td>
</tr>
</tbody>
</table>
| School Impact: | 1. Monitoring and evaluation cycle for the subject leader;  
2. SL action planning: Looking at data, tracking, planning and books to establish whole school needs for development  
3. Up-dates including: An understanding of the requirements of the 2016 SATS for SPAG, assessment of reading and writing. |
| Time: | 9.00am coffee.  
9.30am Start  
3.30pm Finish |
| Course Leader: | The Literacy Company |
| Price: | 1 day £240  
3 days £690 |
| Venue: | Scientia  
Hillyfield |

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<tr>
<th>Venue:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Scientia</td>
<td>7/11/2015</td>
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<tr>
<td>Hillyfield</td>
<td>7/12/2015</td>
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<table>
<thead>
<tr>
<th>Course Title:</th>
<th>(CS25) Outstanding English subject leadership: Securing challenge and ensuring good progress in reading for all pupils (Day 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Audience:</td>
<td>New and experienced literacy subject leaders</td>
</tr>
</tbody>
</table>
| School Impact: | The new curriculum for reading focusing on:  
- High quality phonics  
- Reading for pleasure  
- Highly effective leadership and management of reading  
- Strategic planning for whole school development of reading |
| Time: | 9.00am coffee.  
9.30am Start  
3.30pm Finish |
| Course Leader: | The Literacy Company |
| Price: | 1 day £240  
3 days £690 |
| Venue: | Scientia  
Hillyfield  
East Anglia |

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<thead>
<tr>
<th>Venue:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Scientia</td>
<td>9/2/2015</td>
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<tr>
<td>Hillyfield</td>
<td>11/2/2016</td>
</tr>
<tr>
<td>East Anglia</td>
<td>3/3/2016</td>
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</tbody>
</table>
### Course Title: (CS26) Outstanding English subject leadership: Securing challenge and ensuring good progress in writing, spelling, grammar and punctuation (Day 3)

<table>
<thead>
<tr>
<th>Target Audience:</th>
<th>New and experienced literacy subject leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Impact:</td>
<td>The new curriculum for writing focussing on:</td>
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<tr>
<td></td>
<td>- Highly effective leadership and management of writing and SPAG</td>
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<tr>
<td></td>
<td>- Strategic planning for whole school development of writing and SPAG</td>
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<tr>
<td></td>
<td>- A clear understanding of progression in writing</td>
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<tr>
<td>Time:</td>
<td>9.00am coffee</td>
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<tr>
<td></td>
<td>9.30am Start</td>
</tr>
<tr>
<td></td>
<td>3.30pm Finish</td>
</tr>
<tr>
<td>Course Leader:</td>
<td>The Literacy Company</td>
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<tr>
<td>Price:</td>
<td>1 day £240</td>
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<td>3 days £690</td>
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<tr>
<td>Venue:</td>
<td>Scientia Date: 16/5/2016</td>
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<tr>
<td></td>
<td>Hillyfield Date: 19/5/2016</td>
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<td>East Anglia Date: 4/3/2016</td>
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</tbody>
</table>

### Course Title: (CS27) Ensuring high levels of differentiation and challenge for more able pupils in English

<table>
<thead>
<tr>
<th>Target Audience:</th>
<th>Literacy subject leaders, teachers, key stage leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Impact:</td>
<td>- How to challenge the more able pupil in reading and writing</td>
</tr>
<tr>
<td></td>
<td>- Practical ideas and strategies to support more able pupils with reading will be provided</td>
</tr>
<tr>
<td></td>
<td>- Practical ideas and strategies to support more able pupils with writing will be provided</td>
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<tr>
<td></td>
<td>- A knowledge of suitable texts for all year groups to use to support the more able pupils</td>
</tr>
<tr>
<td>Time:</td>
<td>9.00am coffee</td>
</tr>
<tr>
<td></td>
<td>9.30am Start</td>
</tr>
<tr>
<td></td>
<td>3.30pm Finish</td>
</tr>
<tr>
<td>Course Leader:</td>
<td>The Literacy Company</td>
</tr>
<tr>
<td>Price:</td>
<td>£240</td>
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<tr>
<td></td>
<td>3 days £690</td>
</tr>
<tr>
<td>Venue:</td>
<td>Scientia Date: 16/5/2016</td>
</tr>
<tr>
<td></td>
<td>Hillyfield Date: 19/5/2016</td>
</tr>
<tr>
<td></td>
<td>East Anglia Date: 4/3/2016</td>
</tr>
</tbody>
</table>
### Course Title: (CS28) English- Accelerating progress in writing through a NON-FICTION text based approach- Years 1 and 2

**Target Audience:** Year 1 and 2 teachers, literacy subject leaders and teaching assistants

**School Impact:**
- Will support the teaching and progression of non-fiction writing
- Embedding of ‘Talk for writing’ strategies.
- How to plan and teach non-fiction writing in an exciting and creative way
- Developing a text based approach to learning

**Time:**
- 9.00am coffee
- 9.30am Start
- 3.30pm Finish

**Course Leader:** The Literacy Company

**Price:** £240

**Venue:** Scientia

**Date:** 12/11/2015

**Venue:** Hillyfield

**Date:** 10/10/2015

### Course Title: (CS29) English- Accelerating progress in writing through a NON-FICTION text based approach- Years 3 and 4

**Target Audience:** Year 3 and 4 teachers, literacy subject leaders and teaching assistants

**School Impact:**
- Will support the teaching and progression of non-fiction writing
- Embedding of ‘Talk for writing’ strategies.
- How to plan and teach non-fiction writing in an exciting and creative way
- Developing a text based approach to learning

**Time:**
- 9.00am coffee
- 9.30am Start
- 3.30pm Finish

**Course Leader:** The Literacy Company

**Price:** £240

**Venue:** Scientia

**Date:** 11/11/2015

**Venue:** Hillyfield

**Date:** 10/10/2015
Course Title: (CS30) English- Accelerating progress in writing through a NON-FICTION text based approach- years 5 and 6

Target Audience: Year 5 and 6 teachers, literacy subject leaders and Teaching assistants.

School Impact:
- Will support the teaching and progression of non-fiction writing
- Embedding of ‘Talk for writing’ strategies.
- How to plan and teach non-fiction in an exciting and creative way
- Developing a text based approach to learning

Time: 
- 9.00am Coffee.
- 9.30am Start
- 3.30pm Finish

Course Leader: The Literacy Company

Price: £240

Venue: Scientia

Date: 12/11/ 2015

Course Title: (CS33) Day 1- How to be an Outstanding Maths Subject Leader- Developing & Monitoring Quality First Teaching and Learning

Target Audience: Mathematics Subject Leaders

School Impact:
- Subject Leaders will have a clear understanding of their role and the actions that have a high impact on the teaching and learning of mathematics.
- Subject Leaders will be confident at identifying what outstanding practice in mathematics looks like through considering the latest Ofsted documentation.
- Subject Leaders will be confident in ways of identifying and developing quality first teaching throughout the school with a particular focus on effective assessment for learning.
- Subject Leaders will be aware of the most effective ways of monitoring and evaluating of mathematics and they will have completed a book scrutiny for one year group in their school, giving them the confidence to complete the rest of the scrutiny as part of their gap task.

Time: 
- 9:00am Coffee.
- 9:30am Start
- 4:00pm Finish

Course Leader: First4Maths

Price: 1day £240     2 days £460

Venue: Scientia

Date: 13/10/15

Course Title: (CS31) Day 1- How to be an Outstanding Maths Subject Leader- Developing Effective Assessment, Modration and Intervention

Target Audience: Mathematics Subject Leaders

School Impact:
- Subject Leaders will have a clear understanding of their role and the actions that have a high impact on the teaching and learning of mathematics.
- Subject Leaders will be confident at identifying what outstanding practice in mathematics looks like through considering the latest Ofsted documentation.
- Subject Leaders will be confident in ways of identifying and developing quality first teaching throughout the school with a particular focus on effective assessment for learning.
- Subject Leaders will be aware of the most effective ways of monitoring and evaluating of mathematics and they will have completed a book scrutiny for one year group in their school, giving them the confidence to complete the rest of the scrutiny as part of their gap task.
- Subject Leaders will have considered effective ways of implementing and monitoring of intervention programmes

Time: 
- 9:00am Coffee.
- 9:30am Start
- 4:00pm Finish

Course Leader: First4Maths

Price: 1day £240     2 days £460

Venue: Hillyfield

Date: 19/4/16

Course Title: (CS32) Day 2- How to be an Outstanding Maths Subject Leader- Developing Effective Assessment, Modration and Intervention

Target Audience: Mathematics Subject Leaders

School Impact:
- Subject Leaders will have a clear understanding of their role and the actions that have a high impact on the teaching and learning of mathematics.
- Subject Leaders will be confident at identifying what outstanding practice in mathematics looks like through considering the latest Ofsted documentation.
- Subject Leaders will be confident in ways of identifying and developing quality first teaching throughout the school with a particular focus on effective assessment for learning.
- Subject Leaders will be aware of the most effective ways of monitoring and evaluating of mathematics and they will have completed a book scrutiny for one year group in their school, giving them the confidence to complete the rest of the scrutiny as part of their gap task.
- Subject Leaders will have considered effective ways of implementing and monitoring of intervention programmes

Time: 
- 9:00am Coffee.
- 9:30am Start
- 4:00pm Finish

Course Leader: First4Maths

Price: 1day £240     2 days £460

Venue: Hillyfield

Date: 19/4/16
Course Title: (CS33) Problem Solving and Reasoning in KS1 Maths – Developing a Mastery Curriculum

Target Audience: KS1 Teachers

School Impact:
- Teachers will have a strong understanding of the National Curriculum aims of fluency, accuracy, precision, reasoning and problem solving, and how to apply these to teaching in KS1.
- Teachers will have an appreciation of the importance of practice and the nature of intelligent practice to develop deep and sustainable understanding which contributes to mastery for all.
- Teachers will be given a range of activities to support the development of reasoning throughout the mathematics teaching cycle.
- Teachers will tackle a range of problem solving activities and consider how to build up the children's confidence in moving from routine to non-routine problems.

Time:
9.00am Coffee.
9.30am Start
4.00pm Finish

Course Leader: First4Maths
Price: £240
Venue: Hillyfield
Date: 19/4/16

Venue: Scientia
Date: 23/11/15

Course Title: (CS34) Effective Maths Transition from EYFS to Year 1

Target Audience: EYFS and Y1 Teachers – There will be time for collaborative working built into the course for teachers to begin to plan a transition unit of work together.

School Impact:
- Teachers will have been given the opportunity to work together to analyse EYFS assessments and to gain a clear understanding of what the children have achieved during their time in Foundation Stage.
- Year 1 teachers will have considered the EYFS practice in their school and how elements of this can be incorporated into the Year 1 classroom, whilst moving towards a more formal approach to learning.
- Teachers will be clear on the progression in early number and have had the opportunity to tackle a range of practical activities that can be used in the classroom and in the outdoor environment.
- Teachers will have outlined a plan for transition and thought of engaging activities that can be started in the last weeks of EYFS and developed further during the first weeks of Year 1.

Time:
9.00am Coffee.
9.30am Start
4.00pm Finish

Course Leader: First4Maths
Price: £240
Venue: Hillyfield
Date: 25/5/16
<table>
<thead>
<tr>
<th>Course Title: (CS35) Cross-Curricular Links in KS1 Maths- Inspiring, Motivating and Securing Success</th>
<th>Course Title: (CS36) KS1 Maths- Ensuring Good and Better Progress for All Pupils, Including the More Able</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Audience:</strong> KS1 Teachers</td>
<td><strong>Target Audience:</strong> KS1 Teachers</td>
</tr>
<tr>
<td><strong>School Impact:</strong></td>
<td><strong>School Impact:</strong></td>
</tr>
<tr>
<td>• Teachers will understand how to make meaningful links between mathematics and other curriculum areas including an understanding of how mathematics contributes to the whole curriculum.</td>
<td>• Teachers will have been supported in identifying the key actions that need to be addressed to ensure that all pupils make progress during KS1.</td>
</tr>
<tr>
<td>• Teachers will have been given activities appropriate to their key stage, which will engage children in cross-curricular work whilst maintaining a challenging level of mathematical thinking.</td>
<td>• Teachers will have identified key mathematical areas that enable children to achieve at least age-related expectations and how this information can be used to make decisions about which areas should be prioritised during the planning process.</td>
</tr>
<tr>
<td>• Teachers will have considered how to make mathematics creative and engaging for all children while ensuring that the activities are purposeful.</td>
<td>• Teachers will have focused on the more able children and those who need support to reach age-related expectations. Teachers will be given strategies and activities to develop understanding, ensure challenge and overcome barriers to learning.</td>
</tr>
<tr>
<td>• Teachers will understand when to use other subjects to enhance the mathematics lesson and when to embed mathematics into other subjects.</td>
<td>• Teachers will understand when to use other subjects to enhance the mathematics lesson and when to embed mathematics into other subjects.</td>
</tr>
<tr>
<td><strong>Time:</strong> 9.00am Coffee, 9.30am Start 4.00pm Finish</td>
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<td><strong>Course Leader:</strong> First4Maths</td>
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<td><strong>Venue:</strong> Hillyfield</td>
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<td><strong>Date:</strong> 24/05/16</td>
<td><strong>Date:</strong> 13/10/15</td>
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</tbody>
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<p>| Date: 24/05/16 | Date: 7/3/16 |</p>
<table>
<thead>
<tr>
<th>Course Title: (CS37) Effective Maths Intervention for Teaching Assistants</th>
<th>Course Title: (CS38) Problem Solving and Reasoning in KS2 Maths - Developing a Mastery Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Audience:</strong> Teaching Assistants in KS1 and KS2</td>
<td><strong>Target Audience:</strong> KS2 Teachers</td>
</tr>
<tr>
<td><strong>School Impact:</strong></td>
<td></td>
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<tr>
<td>Teaching assistants will be confident in using a range of models and images to support children within the classroom and as part of an intervention.</td>
<td>Teachers will have a strong understanding of the National Curriculum aims of fluency, accuracy, precision, reasoning and problem solving, and how to apply these to teaching in KS2.</td>
</tr>
<tr>
<td>Teaching assistants will have considered how questioning can be tailored to support children’s understanding and enhance the children’s enjoyment of mathematics.</td>
<td>Teachers will have an appreciation of the importance of practice and the nature of intelligent practice to develop deep and sustainable understanding which contributes to mastery for all.</td>
</tr>
<tr>
<td>Teaching assistants will understand which interventions to use with which children and be provided with an overview of the White Rose programme to use back in school.</td>
<td>Teachers will be given a range of activities to support the development of reasoning throughout the mathematics teaching cycle.</td>
</tr>
<tr>
<td>Teaching assistants will be supported in recognising the indicators of Dyscalculia and the approaches that can be used to support these children in school.</td>
<td>Teachers will tackle a range of problem solving activities and consider how to build up the children’s confidence in moving from routine to non-routine problems.</td>
</tr>
<tr>
<td><strong>Time:</strong> 9.00am Coffee. 9.30am Start. 4.00pm Finish</td>
<td><strong>Time:</strong> 9.00am Coffee. 9.30am Start. 4.00pm Finish</td>
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<tr>
<td><strong>Course Leader:</strong> First4Maths</td>
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<td><strong>Price:</strong> £240</td>
<td><strong>Price:</strong> £240</td>
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<td><strong>Venue:</strong> Hillyfield</td>
<td><strong>Venue:</strong> Hillyfield <strong>Date:</strong> 20/4/16</td>
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<tr>
<td><strong>Venue:</strong> Scientia</td>
<td><strong>Venue:</strong> Scientia <strong>Date:</strong> 4/11/15</td>
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<td><strong>Date:</strong> 20/4/16</td>
<td><strong>Date:</strong> 20/4/16</td>
</tr>
<tr>
<td>Course Title: (CS39) Cross- Curricular Links in KS2 Maths- Inspiring, Motivating and Securing Success</td>
<td>Course Title: (CS40) KS2 Maths- Ensuring Good and Better Progress for All Pupils, Including the More Able</td>
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<tr>
<td><strong>Target Audience:</strong> KS2 Teachers</td>
<td><strong>Target Audience:</strong> KS2 Teachers</td>
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<tr>
<td><strong>School Impact:</strong></td>
<td><strong>School Impact:</strong></td>
</tr>
</tbody>
</table>
| - Teachers will understand how to make meaningful links between mathematics and other curriculum areas including an understanding of how mathematics contributes to the whole curriculum.  
- Teachers will have been given activities appropriate to their key stage, which will engage children in cross-curricular work whilst maintaining a challenging level of mathematical thinking.  
- Teachers will have considered how to make mathematics creative and engaging for all children while ensuring that the activities are purposeful  
- Teachers will understand when to use other subjects to enhance the mathematics lesson and when to embed mathematics into other subjects.  | - Teachers will have been supported in identifying the key actions that need to be addressed to ensure that all pupils make progress during KS2  
- Teachers will have identified key mathematical areas that enable children to achieve at least age-related expectations and how this information can be used to make decisions about which areas should be prioritised during the planning process.  
- Teachers will have focused on the more able children and those who need support to reach age-related expectations. Teachers will be given strategies and activities to develop understanding, ensure challenge and overcome barriers to learning.  
- Teachers will have had the opportunity to plan for an objective using the NCETM planning tool and will be clear on how this resource can be used to ensure effective modelling, meaningful/engaging activities and high expectations are embedded into their daily practice. |
| **Time:** 9.00am Coffee. 9.30am Start 4.00pm Finish | **Time:** 9.00am Coffee. 9.30am Start 4.00pm Finish |
| **Course Leader:** First4Maths | **Course Leader:** First4Maths |
| **Price:** £240 | **Price:** £240 |
| **Venue:** Hillyfield | **Venue:** Hillyfield  |
| **Date:** 24/05/16 | **Date:** 14/10/15 |
Course Title: (CS41) Developing Maths Subject Knowledge for Class Teachers (3 day course) for KS2 Teachers.
Day 1 - Fractions, Decimals, Percentages, Ratio & Proportion
Day 2 - Mental to Written Calculation and Geometry
Day 3 - Algebra and Reasoning

Target Audience: KS2 Teachers and Teaching Assistants

School Impact:
- Teachers will have a clear progression in fundamental areas of mathematics and be secure on the content of the new curriculum.
- Teachers will use appropriate models and images to teach concepts effectively which will enhance children's understanding.
- Teachers will learn how to use and apply the concepts to ensure children master the concept.
- Teachers will learn how to use the NCETM planning tool to develop their subject knowledge.

Time: 9.00am Coffee, 9.30am Start, 4.00pm Finish

Course Leader: First4Maths

Price: £240

Venue: Day 1 - Hillyfield Date: 30/9/15
Venue: Day 2 - Hillyfield Date: 4/2/16
Venue: Day 3 - Hillyfield Date: 25/5/16
## Course Title: From Good to Outstanding Teaching – A Guide for Teachers

### Target Audience:
- Teachers

### School Impact:
- A teachers’ guide to outstanding learning and teaching developed for your school;
- An understanding of outstanding learning and teaching in relation to the Framework for School Inspection;
- Exploration of practice in outstanding schools with opportunities to relate this practice to your own context;
- Share practical structures for learning to enable pupils to make exceptional learning gains;
- Understand how achievement is a ‘driver’ for a school’s success;
- Identifying key actions to bring about change.

### Time:
- 9.00am coffee.
- 9.30am Start
- 3.00pm Finish

### Price:
- £240

### Venue:
- Hillyfield - London

### Course Leader:
- Steve Williams

### Date:
- 25/9/15

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## Course Title: Newly Qualified Teachers (6 Day Course)

### Target Audience:
- Newly Qualified Teachers

### School Impact:
- ECM provides an excellent induction programme for NQTs to support progress throughout the first year of teaching. We provide training and guidance to ensure that induction is effective and enjoyable. Our primary NQT induction programme ensures that the induction of NQTs is built on a firm foundation. The programme is designed to develop the skills and competencies of teachers in their first year of teaching in order to support them in succeeding in their induction year as well as to support them to meet the criteria of the Core Teaching Standards.
- The programme is intended to supplement and complement the NQT school based induction programme. The ECM induction programme provides NQTs with an opportunity to network across the authority and to develop their knowledge of key issues in relation to education practice both on a local and national level. A team of experienced consultants will contribute to and deliver the NQT programme.

### Time:
- 9.00am coffee.
- 9.30am Start
- 3.00pm Finish

### Price:
- 1 day £240
- 6 days £1 250

### Venue:
- Scientia - Burton on Trent
  - Day 1: Donna Harris
  - Date: 14/9/15
  - Day 2: Literacy Company
  - Date: 22/10/15
  - Day 3: First4Maths
  - Date: 26/1/16
  - Day 4: Donna Harris
  - Date: 26/2/16
  - Day 5: Donna Harris
  - Date: 12/4/16
  - Day 6: Pauline Carter
  - Date: 15/6/16
### (CS48) How to Secure Outstanding Outcomes through the use of Planning, Differentiation, the Learning Environment, Marking and Feedback

**Target Audience:** Teachers

**School Impact:**
- Understanding how to ensure that planning is both manageable and highly effective in meeting the needs of all pupils;
- Consider how to deliver outstanding outcomes in all year groups, including the use of resources and additional adults;
- Agree a best practice approach to the use of differentiation to tailor learning to pupils’ individual needs and secure appropriate levels of challenge for pupils of all abilities;
- Know how workbooks are used during an inspection to secure an “over-time” judgement;
- Know what good and outstanding progress looks like in pupils’ workbooks using case studies;
- Identify best practice in the use of marking and feedback to secure good and outstanding progress;
- Know how marking and feedback can best contribute to pupils showing ‘rapid progress’ in their own work ‘over-time’ using pupil response time.

**Time:**
- 9.00am coffee
- 9.30am Start
- 3.00pm Finish

**Price:** £240

**Venue:**
- Hillyfield, London
- Scientia, Burton on Trent
- Ashley School, Lowestoft, East Anglia

**Course Leader:** Steve Williams

**Date:**
- 16/11/15
- 23/3/16
- 15/3/16

### (CS51) Securing Robust Systems for Appraisal - A Complete Toolkit For School Leaders

**Target Audience:** Senior Leaders

**School Impact:**
- Raised awareness of the changes introduced in 2012 and 2013 to the pay and progression of teachers;
- Knowledge of the School Teachers Review Board’s proposed changes to Leadership pay and progression – September 2014;
- Understanding the personal and professional conduct standards;
- Solutions to the changes identified;
- Setting secure appraisal objectives for staff;
- Using the OFSTED Evaluation Schedule and Teacher Standards to formulate highly effective appraisal objectives, action plans for improvement and capability action plans;
- New toolkit appraisal process for support staff;
- Putting policy into practice using the ECM Appraisal Toolkit;
- Using school self-evaluation to inform the performance management process.

**Time:**
- 9.00am coffee
- 9.30am Start
- 3.00pm Finish

**Price:** £240

**Venue:**
- Hillyfield, London

**Course Leader:** Steve Williams

**Date:** 11/9/15
Course Title: (CS52) Using the Pupil Premium & Sports Funding to Secure Outstanding Outcomes for Pupils

Target Audience: Senior Leaders, Pupil Premium Coordinators

School Impact:
- Morning: Pupil Premium
  - The implications of the funding on effective practice using the Pupil Premium Grant (PPG);
  - How to use a range of tools to monitor provision and impact in your own school;
  - How to communicate effectively with parents and carers on the impact of provision;
  - OFSTED expectations when evaluating the use of the PPG;
  - How to develop and monitor the role of governors;
- Afternoon: Sports Funding
  - Demonstrate the impact of the Sports Funding in relation to: achievement in weekly PE lessons; participation in competitive school sports; pupil personal health and well-being and improved attitudes and behaviour towards learning; the implications of the funding on effective practice using the Pupil Premium Grant (PPG);
  - How to use a range of tools to monitor PE provision and impact in your own school;
  - OFSTED expectations when evaluating the use of the Sports Funding;
  - How to develop and monitor the role of governors

Time: 9.00am coffee, 9.30am Start, 3.00pm Finish

Price: £240

Venue: Hillyfield- London

Course Leader: Stuart Wright

Date: 25/1/16

Venue: Scientia- Burton on Trent

Course Leader: Stuart Wright

Date: 22/1/16

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Course Title: (CS54) Outstanding Subject Leadership – Driving Consistency and Improving the Quality of Teaching and Learning in your subject over time

Target Audience: Core and Foundation Subject Leaders

School Impact:
- Clarity about how to fulfill the roles and responsibilities of an excellent subject leader;
- School will be fully prepared for an OFSTED subject inspection and a full OFSTED inspection;
- Accurate identification of the strengths and areas for development in their subject;
- Understand how to use strategic development planning to secure improvements in pupil outcomes;
- An annual cycle of self-evaluation and strategic development planning will be developed;
- A succinct summary of the school’s key strengths and areas for development will be completed;
- Secure reporting arrangements to senior leaders, governors and OFSTED will be in place.

Time: 9.00am coffee, 9.30am Start, 3.00pm Finish

Price: £240

Venue: Hillyfield- London

Course Leader: Stuart Wright

Date: 15/10/15

Venue: Scientia- Burton on Trent

Course Leader: Stuart Wright

Date: 20/10/15

Venue: Ashley School- Lowestoft - East Anglia

Course Leader: Stuart Wright

Date: 16/10/15
Course Title: (CS59) Securing Good Teaching - A Guide for Teachers

Target Audience: Teachers

School Impact:
- A teachers’ guide to good learning and teaching developed within your own practice;
- An understanding of good learning and teaching in relation to the Framework for School Inspection and the Ofsted Inspection Handbook;
- Explanation of practice in good schools with opportunities to relate this to your own lessons;
- Clearly know what good teaching looks like in lessons and in pupils’ work;
- Develop ‘inspectors eyes’ using the guidance inspectors use and know how to be prepared to demonstrate ‘at least good teaching’ over time in your class.

Time: 9.00am coffee. 9.30am Start 3.00pm Finish

Price: £240

Venue: Hillyfield- London  
Course Leader: Deana Aldred  
Date: 22/10/15

Venue: Scientia- Burton on Trent  
Course Leader: Deana Aldred  
Date: 21/1/16

Venue: Ashley School - Lowestoft- East Anglia  
Course Leader: Deana Aldred  
Date: 20/4/16

Course Title: (CS60) Ensuring the Best Possible Outcomes for SEND Pupils - A Practical Guide for Teaching Assistants

Target Audience: Teachers

School Impact:
- To understand the requirements of Quality First Teaching in relation to the role of the Teaching Assistant;
- Develop further understanding of how to remove barriers and have the greatest impact on learning; Gain clarity of what Ofsted now expects of teaching assistants;
- Understand the implications of the SEND Green Paper;
- Review knowledge and understanding of differentiation and Assessment for Learning;
- Build confidence in applying a range of practical tools to support effective learning and teaching;
- Share good practice with colleagues;
- Apply knowledge about effective questioning to current classroom practice.

Time: 9.00am coffee. 9.30am Start 3.00pm Finish

Price: £240

Venue: Hillyfield- London  
Course Leader: Pauline Carter  
Date: 16/10/15

Venue: Scientia- Burton on Trent  
Course Leader: Pauline Carter  
Date: 8/2/16

Venue: Ashley School - Lowestoft- East Anglia  
Course Leader: Pauline Carter  
Date: 13/4/16
Getting the Most out of O-Track and Class Track

Three dates have been set across the year, designed to support the effective use of O-Track and Class Track at the critical times preceding most data drops. These days will support teachers, assessment leaders and Headteachers in ensuring that schools get maximum benefit from O-Track and Class Track.

1st Introduction assessment without levels (AWL) using Class Track

Formative tracking using Class Track

This section of the training will introduce staff to using Class Track and to discuss the main benefits.

- How to record formative assessments
- Using Class Track to aid lesson planning
- How to 'set up' a future lesson

- Reporting:
  - To parents
  - For you: to identify strengths and weaknesses of:
    - Individual pupils
    - Contextual groups of pupils
    - Classes
    - Sets

Summative tracking using Best Fit

This part of the training will introduce staff to using the Best Fit feature in O-Track to record and analyse data in preparing for pupil progress meetings.

- Tools to aid you make a summative Best Fit judgement
- How to record summative assessments
- Reporting:
  - Analysing progress
  - Analysing attainment
  - Identifying groups who may need interventions and boosters

Discuss key questions to be covered in progress meetings

Cost: Free

Dates:
- Wednesday 30th September 2015, Unity Academy, Essex
- Friday 2nd October 2015, Hillsfield at the Park, Walthamstow East London
- Friday 9th October 2015 Scientia Academy, Burton-on-Trent, Staffs

Accelerated Learning Programme

The Accelerated Learning Programme is a system designed to create a whole school dialogue about how children learn through:

- Enhancing skills of teachers and teaching assistants in quickly identifying and plugging learning gaps
- Positively engaging parents in learning
- Coordinating learning success

The programme is a tried and tested system to deliver accelerated results, as teaching is focused on ensuring learning success in short time frames (usually two weeks). The system ensures that all pupils, parents, teachers and support staff are very clear about the intended outcomes and work together towards common goals. Schools that have used the Accelerated Learning Programme have found that the rapid success has created more positive attitudes towards learning.

Intended Audience:

Headteachers, Deputies or SENCOs need to attend this one-day training event prior to cascading to all staff within their schools.

Cost: Free

Dates:
- Wednesday 30th September 2015 Eastbrook, Sussex
- Wednesday 21st October 2015 Scientia, Burton-on-Trent
- Tuesday 3rd November 2015 The Ashley, Lowestoft
2nd Developing Your Knowledge of AWL in O-Track

This training session will enhance users’ knowledge and understanding of analysis powered by data held in Class Track and O-Track, and how this can be used in conjunction with other data sets.

- Recap on recording and reporting on Class Track and Best Fit data
- Working with P Levels and SEN pupils
- Analysing the impact of interventions on
  - Individual pupils
  - Groups of pupils
- Placing pupils into school-specific groups and analysing their attainment and progress
- Tracking Phonics
- Tracking Incidents of Behaviour

Cost: Free

Dates: Thursday 26th November 2015, The Ashley, Suffolk
       Friday 27th November 2015, Hillyfield at the Park, Walthamstow, London
       Thursday 3rd December 2015, Scientia, Burton-on-Trent, Staffs

3rd Embedding your knowledge of AWL in O-Track

This training session aims to enable senior management teams to build their skills and understanding in the use of data held in Class Track and O-Track, and how this can be used to highlight strengths and weaknesses across the school.

This session will be broken into a standard training session followed by a consultation/one-to-one session.

Training session

- Using Class Track to
  - Highlight coverage of the curriculum and subjects across:
    - Classes
    - Key stages
    - Whole school
  - Regulate reports to parents with ease (online, if you wish!)
  - Aid teacher performance analysis
- Use O-Track to
  - Moderate and compare your school’s attainment/progress against others
  - Recording Pupil Progress Meeting notes and actions
  - Share information with Governors

Consultation session

A 45-minute session for each school to have an opportunity to talk directly with an O-Track representative to discuss your exact needs with regard to AWL in O-Track and Class Track. These sessions/slots will be booked prior to the day.

Cost: Free

Dates: Monday 25th January 2016, Scientia Academy, Burton-on-Trent, Staffs
       Tuesday 26th January 2016, The Ashley School, Suffolk
       Wednesday 27th January 2016, Hillyfield at the Park, Walthamstow, London
A Knowledge Centre is a school that has been identified as having embedded high standards in a given field. The school is willing to share this expertise with others within the REAch2 family, and support those who seek to develop their own practice in the given field.

Open days start at 9:30 with tea and coffee and an orientation to the Knowledge Centre (how it was developed; its impact etc). Guests will have a tour of the school and an opportunity to observe a lesson that exemplifies the area of focus. Lunch will be provided, and guests can choose to leave at this point. Should they choose to stay, in the afternoon there is a question and answer session where the host school will share resources.

The Knowledge Centre open days are available to anyone to whom the day would be interesting and beneficial; they are valuable opportunities to share the wonderful practice that enables our schools to flourish.
Knowledge Centres and Open Days

Assessment for Learning – Hillyfield at the Park, Walthamstow, London.

Assessment for Learning (AfL) is at the heart of teaching and learning at Hillyfield. Our AfL practice is grounded in daily planning, which allows teachers to respond to children's day-to-day needs. Within lessons, children do not belong to permanent fixed-ability groups: after initial AfL, children are grouped and can continue to move between groups based on the needs of their learning both during a lesson and in between lessons.

These two open days will allow participants to observe our AfL practice in classes across the school, and discuss aspects of the observations with our AfL team. We will also share AfL resources and strategies that our teachers have found to be particularly useful.

Dates: Wednesday 25th November 2015
Wednesday 16th March 2016

Forest Schools, Burrville Academy, Clacton-on-Sea, Essex

The philosophy of Forest Schools is to encourage and inspire individuals of any age through an innovative, long-term educational approach to outdoor play and learning in a woodland environment. Forest Schools Education.

Forest Schools seek to link topics to develop children's understanding and independence and to enhance a thirst for knowledge. All classes receive a dedicated weekly Forest Schools session, led by our Forest Schools Leader, a qualified Forest Schools Practitioner.

Staff use the woodland area to support outdoor learning across the curriculum. Weekly sessions link to topics and provide opportunities for skill-based learning. Children develop their independence, which enhances their thirst for knowledge. Each class has its own Forest Schools journal, which shows the objectives for sessions, and photographic and written evidence. For many children, Forest School days are the highlight of their week – rain or shine!

You are invited to observe a session, discuss the benefits of Forest School education, and to consider how this approach to outdoor education could work in the context of your own school.

Date: Tuesday 17th May 2016

Early Years and Foundation Stage, Burrville Academy, Clacton-on-Sea, Essex

The two classrooms of our EYFS unit have sixty children and are unified through an open section to ensure a cohesive approach – one room has a literacy focus and the other a maths focus. Reading and writing opportunities are prominent in all areas, both inside and out. Free flow is used to allow children to access all areas of the Early Years curriculum throughout the day. As well as the children's individual learning journeys, class learning journeys are displayed in both rooms to highlight the achievements and progress of all children. Early bird activities and Family Fridays have enabled parental involvement to continue to be a strength of our school.

We invite you to come and see the strategies first hand and meet children and parents who can relate the impact this has on them.

Date: Friday 13th November 2015

Philosophy for Children (P4C), Castle Hill Academy, New Addington, Croydon.

Philosophy for Children (P4C) aims to encourage children to think critically, caringly, creatively and collaboratively. It helps teachers to build a 'community of enquiry' where participants create and enquire into their own questions, and 'learn how to learn' in the process. (SAPERE website)

At Castle Hill, our entire staff have been trained to level 1, and we are keen to share the benefits of P4C with the Trust. In addition to supporting critical thinking skills, P4C impacts greatly on children's ability to orally express themselves with confidence, work collaboratively, and manage their behaviour effectively.

During the open day you will have an opportunity to see a P4C enquiry and talk to the children and teachers to see the benefits from their perspective. The afternoon session will be based around sharing ideas for how your schools could benefit from this well tested and tested system of learning.

Date: Friday 9th October 2015
Dictogloss Castle Hill Academy, New Addington, Croydon

Dictogloss is a unique approach to the teaching of English. Originally an EAL technique, this whole-class approach is rich in AFL and unique since it involves children working collaboratively to improve a short paragraph dictated to them. Through multiple opportunities for teacher modelling and continual reference to success criteria, children are able to rapidly accelerate their progress in writing.

Venue: Castle Hill
Date: Wednesday 14th October 2015

Creating a Stimulating Learning Environment Robert Fitzroy Academy, Croydon

“There are three teachers of children: adults, other children, and their physical environment.” - Loris Malaguzzi

At the Robert Fitzroy Academy, we remember that form follows function and that Teaching and Learning should shape the building, not vice versa. We have tried very hard to cherish children’s spaces and support great teachers through developing a learning environment that is inspiring for all. High expectations start with what you see – schools that are engaging, vibrant and well-organised, impact positively on behaviour and progress.

A visit to the school will consist of a tour of the staff areas, classrooms and other learning spaces including the playgrounds and ‘learning garden’ in the EYFS. There will be an opportunity to discuss the school’s approach to developing the learning environment and quick and easy ideas to steal. Children are welcome to stay for lunch and enjoy our ‘family dining’ experience which is also a key part of our learning environment.

We look forward to welcoming you to our school.

Date: Wednesday 4th November 2015

Accelerated Progress in Year 6 Eastbrook Academy, Brighton, W. Sussex

Eastbrook are keen to share the Year 6 practice that has had such a strong impact on results.

After an initial meeting with the headteacher, there will be an opportunity to have a tour of the school. Throughout the morning, the Year 6 team will invite teachers to visit their lessons, talk to children about their learning, and scrutinise workbooks. There will also be an opportunity to attend a year group assembly. In the afternoon, the Year 6 team will be available to discuss the approaches they have used to bring about significant improvements in achievement. There will be a focus on monitoring pupil progress, behaviour for learning, and how setting can be used to motivate pupils.

Date: Tuesday 10th November 2015

Using the Helicopter technique to Enhance Story Telling and Story Acting in Early Years Kemsley Academy, Kent

In its simplest form, the Helicopter Technique of Storytelling and Story Acting is where children tell stories that are written down verbatim. The whole group then gathers around a taped-out stage and the stories are acted out.

The Helicopter technique develops confidence, creativity, concentration and communication skills in all children regardless of their ability. Turn-taking, attention span and speaking and listening skills are also developed. During the day, you will have an opportunity see a Helicopter session in action; discuss the theories and methodologies behind it; and learn about the astonishing impact it has had on our early years pupils.

Date: Tuesday 26th April 2016
Exemplary practice in Speech and Language
Aerodrome academy, Croydon

At Aerodrome, we have the privilege to run a Speech Language and Communication Resource base, which caters for 19 children from across the borough who have a speech and language disorder as their predominant need. The children learn both in the base and throughout the mainstream school, each child having a bespoke curriculum and timetable based around their individual needs. The base uses play and communication as the starting point for all planned learning.

During the morning, you will be able to observe excellent teaching for learning which targets speech and language disorders. This includes the use of colourful semantics, phonological awareness, Communicate: In Print software, and learning tasks which focus on language development. There will be an opportunity to observe how these children are supported in the mainstream classroom too. You will also meet with our inclusion manager and speech and language therapist who will be able to outline some key principles and give practical ideas for you to bring back to your mainstream classrooms. We look forward to welcoming you.

Date: 9th February 2016 9am – 12pm

Using joint practice development (JPD) Aerodrome Academy, Croydon

At Aerodrome Primary, we have found the single most effective form of CPD has proven to be joint practice development. The school is based on ‘learning to learn’ and this is true for both children and adults alike. We use peer-to-peer support strategically at all levels of development, including leadership; we also run an annual lesson study for all teachers and a separate one for teaching assistants. The impact of this year’s lesson study has had a profound impact on the structures that we use at Aerodrome and this can be seen on our website under ‘JPD’ on the ‘About Us’ tab.

During our half day open afternoon, you will be able to see lesson study in action as well as observe the positive impact that JPD has had on our practices. There will also be an opportunity to learn more about how lesson study is structured and run. We look forward to welcoming you.

Date: 16th November 2015 1:00pm - 4:00pm

Leadership for Whole School Improvement
Riverside Academy, Rugby, Warwickshire

At Riverside, we have enriched our children’s learning through:
1. Creating a stimulating learning environment
2. The creation of a tightly focussed teaching group systems
3. Developing strategies to ensure maximum pupil engagement
4. Distributed leadership to enable our 1FE school to lead changes swiftly and with impact, sharing responsibility across the entire school community
5. The sharing of clearly established priorities and high expectations.

We would like to share our journey and how it impacted on our success with anyone who is facing the same challenges that we did: how to turn a 1FE school around after years of low expectation, poverty and low aspiration (with no staff turnover).

Date: Monday 16th November 2015
Notes

Three step booking process:

**Booking Process and Timeline**

For all 2015/16 programme and courses (except ECM – which are booked separately) please follow the following process and timeline.

**Three step booking process:**

1. **STEP 1**
   - On receipt of the brochure, schools choose the courses and programmes for the year.
   - Using the enclosed order form, or the electronic version, send choices to cpdTipsreach2.org or via post to CPD@Reach2, Minerva Academy, 157 Edgware Road, London W2 2HR
   - All choices should be received by 19th June 2015

2. **STEP 2**
   - We will decide which programmes and courses are viable - as a minimum number attendance is required. If the course or programme is not viable, it will not go ahead.
   - Schools will be notified of their courses and programmes by 11th July 2015.
   - Where applicable, invoices will be sent out to schools

3. **STEP 3**
   - Schools pay their invoices by 15th September 2015 - which marks the completion of the process.
   - Once a booking is made there can be no refunds as the programmes and prices are predicated on bookings being upheld.
Enclosed below is the process by which ECM Development Training can be booked within your locality in 2015-16. All the training courses in the brochure can also be run as INSET days for individual groups of schools. We provide a competitive pricing structure for groups of schools working together on INSET days. Please contact office@ecm-educationconsultants.co.uk for more information.

### INSET TRAINING FOR SCHOOLS

**Please note; please see below table for information on the cost of the course leader**

<table>
<thead>
<tr>
<th>Number of Schools Attending INSET training</th>
<th>REAch2 INSET Cost PER SCHOOL</th>
<th>REAch2 Cost per delegate based on 15 delegates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 15 delegates per school</td>
<td>£1300.00</td>
<td>£106.67</td>
</tr>
<tr>
<td>2 schools</td>
<td>£1500.00</td>
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<tr>
<td>5 schools</td>
<td>£2000.00</td>
<td>£133.33</td>
</tr>
</tbody>
</table>

### Four Steps to Booking ECM Development Training for REAch2

Enclosed below is the process by which ECM Development Training can be booked within your locality in 2015-16. However, if you have any questions please don’t hesitate in emailing office@ecm-educationconsultants.co.uk

#### STEPS

1. **Schools to send brochures for ECM Training to Schools**
   - REAch2 to send the following training documents to schools by week ending 1st June 2015.
   - ECM Training Brochure
   - REAch2 Training Course and Order Form (PDF version)
   - ECM Training Brochure and Order Form (Electronic Version)
   - Governing Body's Training Brochure and order form

2. **Schools to choose their training and return the order form directly to ECM**
   - REAch2 schools decide on the training courses they wish to commit to for 2015-16. This includes the total number of school and number of delegates on each course on the order form.
   - REAch2 schools complete the ECM Order Form and email to office@ecm-educationconsultants.co.uk.
   - All bookings to be made by 15th June 2015.
   - ECM will return all the training materials to schools.

3. **ECM processing training requests and sending contracts and invoices to schools**
   - ECM to establish which courses are viable (at least 12 delegates have committed to attending each course). Please note that at this stage, any courses that are not viable will not go ahead.
   - ECM will send out contracts to all schools by 23rd July 2015.
   - ECM will send an invoice to each school with their confirmed allocations of training.

4. **Schools to return contract to ECM and pay training invoice**
   - REAch2 schools to return their contract and pay their invoice by 15th September 2015.
   - Process completed.

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**ECM Training Summary & Booking Form for REAch2 Schools, 2015-16**

**Subject: Training**

**Inclusive Training Costs**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Date/ Venue</th>
<th>Cost (per delegate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHS - TEACHERS</td>
<td><strong>Inclusive Training Costs</strong></td>
<td></td>
<td>£240</td>
</tr>
<tr>
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