

Fylde Coast Teaching School Alliance

Training Programme 2019/2020

Contents:

FCTSA Twilight Programme	Page 1
Leadership - NPQ courses	Page 1
- ML Conference	Page 2
Bookable In-School Bespoke Training	Page 3
Best Practice Visits	Page 4-5
Early Careers Development	Page 6-7
Sport England PE project	Page 8
School Improvement Partners	Page 9



FCTSA Twilight Programme

Click here for full details



Future events

(Dates to be confirmed)

- Art Teacher Network meetings
- SEND twilight session – ‘How to use a sensory diet to support pupils to get ready to learn’
- Primary Subject Knowledge sessions in:
 - Geography
 - Design Technology
 - Languages

Leadership

NPQ courses – new cohort starting in Autumn 2020

Register now:

NPQML – [Star Institute application >>](#)

NPQSL – [Star Institute application >>](#)

Middle Leader Conference



Designing Your Curriculum: Intent, Implementation and Impact

HOSTED BY



Date: Thursday 21st May 2020
Venue: Broughton High School, Woodplumpton Lane, Preston, PR3 5JJ
Time: 9.00am-3.00pm
Cost: £60 per person (includes lunch and refreshments)

Course outline

The fundamental principle of curriculum design should be that it leads to long term retention of knowledge. Students should retain their learning over time rather than only at the point of delivery. What does the goal of long-term memory mean for curriculum design? This one day course from Chris will help you to review or revise your curriculum by following three stages of design:

Intent:

- How do you determine the breadth of your curriculum?
- How do you plan for cultural capital?
- How do topics develop conceptual understanding?
- How clear are your stated end points?
- How do you sequence topics to reach your end points?
- What is the basis for your progression model?

Find out about:

- Threshold concepts and how they can form the basis of a mastery curriculum.
- Planning for progress from fundamental foundations to greater depth.

Implementation:

The key question about implementation is: What is the most effective way to organise your curriculum so that pupils learn and remember everything you want them to? Based on leading cognitive science, Chris will examine the findings of how we learn, why pupils forget things and the implications for curriculum design.

Find out about:

- The problems with 'blocking' curriculum content.
- Cognitive Load Theory.
- Spaced learning.
- Interleaving.
- Retrieval practise.
- Links within subjects.
- Vocabulary development across year groups.
- Longitudinal learning.
- Continuous provision in Years 1 to 6.

Impact:

- Pupils demonstrate sustained mastery in all areas of learning, preparing them well for the next stages of education.
- Some pupils reach a greater depth of understanding, visible in their written and spoken application of knowledge.

Find out about:

POP (Proof of progress) tasks and how they provide a framework for assessing sustained mastery.
Examples of pupils' work that demonstrate sustained mastery and greater depth of understanding.

THIS IS A RESEARCH-BASED COURSE WHERE CHRIS WILL PRESENT YOU WITH EVIDENCE GATHERED BY COGNITIVE SCIENTISTS OVER MANY YEARS.

£60 per person
BOOK NOW
via Eventbrite



Training Programme 2019/2020
www.fctsa.co.uk

Bookable In-School Bespoke Training

These bespoke training sessions can be delivered within schools to the entire staff body at a your convenience

Please see training topics available below:

- **Art & Design:** The power of creativity in the classroom
- **Assistive Technology:** speech and language support work
- **Design Technology:** How to utilise technology in lessons, such as video modelling and QR codes
- **Dual Coding:** The use of Dual Coding in classrooms
- **EYFS:** Best practice in Year 1 with continuous provision
- **Family support:** How to ensure pupil needs are effectively met through the golden triangle of agency support, home and school
- **Hubs:** How to work effectively with English and maths hubs - a primary school perspective
- **ICT:** How to use ICT effectively in the classroom to support learning
- **Initial Teacher Training:** How to get involved in recruitment and training of teachers
- **IT:** How IT can be used to promote Mental Health, Career Pathways and E-Safety
- **Literacy:** Embedding literacy into subject delivery
- **Leadership:** Creating a culture of coaching and support that promotes effective team work and an individualised understanding of personality preference
- **Maths:** A mastery approach to mathematics in primary
- **Maths:** How to deliver Hegarty Maths
- **Music:** Best ways to teach rhythm and notation (music workshop)
- **Pastoral:** What does highly effective pastoral care look like?
- **Phonics:** Examples of best practice in phonics and early reading
- **PSHE:** How to deliver effective PSHE and careers programmes
- **Pupil Premium:** How creativity in the curriculum can support PP outcomes
- **Reciprocal reading:** Best practice example
- **Science:** Horsforth Quadrants and study groups
- **Science:** The use of retrieval practice and knowledge organisers
- **Science:** Training opportunities for science teachers in primary and secondary
- **SEN:** Making progress with SEN children in EYFS
- **SEND:** Latest techniques and best practice
- **SEND:** Strategies for working with children with Autism
- **Specialist Practitioners:** An overview of Teaching School training and development opportunities
- **Speech and Language support:** How to ensure early identification of need and implementation of high quality support across a range of ages

To arrange a bespoke training session please follow [this link](#) to our Eventbrite page, select the training subjects that you are interested in and a member of FCTSA will be in touch.

Best Practice Visits

Our team of Specialist Practitioners are available to host visits within their schools and can be accessed by the topics below

Primary

- **Primary English** Breck Primary School
- **Leadership, subject coordination, PE** Breck Primary School
- **EYFS, creativity across the curriculum** Breck Primary School
- **Family support: The management of various agencies, addressing a range of specific needs to ensure the link between home and school is as effective as possible** Flakefleet Primary School
- **Speech and language support: Speech and language provision including the early identification of need, and high quality support across a range of ages** Flakefleet Primary School
- **Identifying performance preferences: Creating a culture of coaching and support that promotes effective team work and an individualised understanding of personality preference that allows us to adapt to different situations** Flakefleet Primary School
- **Maths mastery** St John Vianney Catholic Primary Academy
- **Early years and PE** Hambleton Primary Academy
- **Speech, language and communication** St John Vianney Catholic Primary Academy
- **Phonics** Hambleton Primary Academy
- **Specialist Practitioner in primary computing** Hambleton Primary Academy
- **Maths Mastery** St John Vianney Catholic Primary & English Hub
- **KS1 maths, Pupil Premium, year 2, forest schools, phonics KS1** Lytham Hall Park Primary School
- **English and writing KS2, and ICT across the curriculum (paperless curriculum), AFL** Thames Primary Academy
- **Teaching of phonics and early reading** Thames Primary Academy
- **Teaching for mastery in maths** Thames Primary Academy
- **Stretch and challenge in KS1 and KS2 mathematics** Thames Primary Academy
- **Early Years / maths focus** Westcliff Primary Academy
- **Phonics/Early Years to Y1 Transition** Westcliff Primary Academy
- **Primary Art/ DT** Westcliff Primary Academy
- **Enabling SEND pupils to make good progress across the wider curriculum** Westcliff Primary Academy
- **Computing, blogging and online safety** Lytham Hall Park Primary
- **Forest Schools/FL** St John Vianney Catholic Primary & English Hub
- **English, Pupil Premium and Teaching and Learning** Millfield Science & PA College
- **Early years - developing a successful team** Westminster Academy
- **Primary Music Specialist KS2** Westminster Academy
- **Science** Poulton St Chads
- **Early Years Literacy Specialist with Phonics** St John Vianney Catholic Primary & English Hub

Continued...

Best Practice Visits – continued...

Secondary

- **Maximising Lesson Resources, Design & Technology** Breck Primary School
- **Running a House/Year Group/Pastoral Provision/Teacher of English** Hodgson Academy
- **Secondary PSHE- Curriculum and parental engagement** Hodgson Academy
- **Secondary science leadership, Secondary science teaching and learning, GCSE Edexcel Science** Garstang Community Academy
- **History teaching, 20th Century History, Germany, Inter War period, engagement, Cooperative Learning strategies** Garstang Community Academy
- **English, Pupil Premium and Teaching and Learning** Millfield Science & PA College
- **KS3 History, building rapport and relations** Hodgson Academy
- **Leading English at KS3 and KS4** Hodgson Academy

Post-16

- **History, Questioning, Student engagement** Blackpool Sixth Form College
- **Good to outstanding teaching and learning, questioning, collaborative learning, SLE History (Twentieth Century Germany, GCSE and A-level), primary Latin and MFL** Blackpool Sixth Form College
- **Maths and meta-cognition and memory, higher level mathematics (GCSE and A level), coaching of staff** The Blackpool Sixth Form College
- **History (Elizabethan England, Twentieth Century Germany), Questioning, Student Engagement** Blackpool Sixth Form College
- **Employability** Blackpool Sixth Form College
- **HR processes and health and wellbeing** Blackpool Sixth Form College
- **A Level Psychology and Embedding consistency in teaching and learning across a team** Blackpool Sixth Form College
- **A-level Geography, support with GCSE Geography and student engagement** Blackpool Sixth Form College
- **Raising Aspirations** Blackpool Sixth Form College

Special

- **SEND and communication - Speech and language, TA development, assistive technology** Highfurlong School
- **PE Inclusion and Youth Sport Trust Project ability** Highfurlong School
- **SEND, EYFS** Park Community Academy
- **Maths mastery with SEND focus** Highfurlong School
- **Maths with SEND** Park Community Academy
- **Supporting practitioners to support pupils who come under the umbrella of ASC** Highfurlong School
- **SEND, HI** Park Community School
- **General SEND with a Dyslexia specialism** Park Community Academy
- **SEND/Phonics** Red Marsh School
- **SEND/Sensory Diets** Red Marsh School
- **Curriculum design for the new framework** Blackpool Sixth Form College
- **SEND/Communication, speech and language therapy and family liaison and support** Red Marsh School
- **Behaviour and AFL, recruitment strategies** Blackpool Sixth Form College
- **SEND/Departmental lead, overseeing the early years department including nursery** Red Marsh School
- **Computing curriculum KS2** Park Community Academy
- **SEND/Behaviour** Red Marsh School
- **Suitable for:** Teachers

To arrange a best practice visit please follow [this link](#) to our Eventbrite page, select the training subjects that you are interested in and a member of FCTSA will be in touch.

Supporting teachers at the beginning of their career to thrive and develop

Star Institute have developed a partnership programme with Fylde Coast Teaching School Alliance in the Fylde Coast that will provide a support programme for teachers in the early years of their career.

The programme draws explicitly on the research which has informed the new Ofsted framework and training for Ofsted Inspectors. It also has explicit links with the Early Career Framework drawing it together with the Fylde Coast context to ensure the programme meets the needs of our teachers and, in turn, our children. Where relevant the content is tailored to different phases.

Star Institute and FCTSA are offering the following programme of support for Early Career Teachers (ECTs) in Fylde Coast schools:

- > A **programme of eight sessions** bringing together the Early Career Framework with the local context.
- > A **diagnostic** to support schools to ensure ECTs are accessing the training they need for their development.
- > **‘Afternoon tea’ networking events** led by our partners from FCTSA with both a learning and social purpose to bring experts and teacher ambassadors to speak to ECTs, enabling them to form strong peer networks and build healthy professional habits.
- > A **conference for mentors** to develop an understanding of the Early Career Framework and to strengthen mentoring skills.



The commitment for an ECT engaging with the programme will be six training sessions, from a choice of eight, lasting two hours and four networking events.

Cost

Early Career Teacher Programme (includes access to eight modules and four social events)

Per teacher for first four teachers from one school	£250
Per teacher after first four	£195

Mentor Training (includes attendance at two twilights with an optional third and access to all ECT modules)

Free

Register Now

Please email Kate.casey@fctsa.co.uk

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Programme Components

Learning Programme

Sessions will run 3:45 – 5.15 pm

	Session	Focus on understanding how to.....
Core Module	Sequencing curriculum delivery	Support learners in mastering subject concepts/knowledge/skills/principles, developing fluency and thinking critically.
	Knowing more and remembering more	Plan for a lasting change in pupil's capabilities or understanding, using appropriate approaches to move to independent practice, fluency and mastery.
	Structuring lessons for learning	Use objectives to focus on learning outcomes, maximise progress and scaffold towards independent learning.
	Refining core pedagogical skills	Move on to more advanced pedagogical skills based on an understanding of the progress needs of a particular class, group or individual.
Elective Module	Managing behaviour	Establish a consistent, effective and proportionate approach to behaviour management
	Making effective use of assessment	Identify and implement the most effective strategies for monitoring pupil progress and provide high quality feedback.
	Adapting teaching for <u>all</u> learners	Ensure all pupils make great progress by adapting lessons to meet specific needs whilst maintaining high expectations for all.
	Literacy for learning	Use a variety of approaches to ensure the development of fluent reading and writing.

'ECTeaTime'

Sessions will run 4:00 – 5:30pm

Fylde Coast Teaching School Alliance will lead these interactive events with a chance to hear great speakers and network with peers in a supportive and constructive environment!

Mentors' Twilight Training

Conference will run 4 pm – 5.30 pm

An opportunity for mentors to come together to develop their mentoring skills and strengthen their understanding in of how to support ECTs within the context of the Early Career Framework.

Register Now

Please email Kate.casey@fctsa.co.uk

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SPORT ENGLAND SECONDARY TEACHER TRAINING PROGRAMME

Sport England is investing £13.5million of National Lottery funding into a Secondary Teacher Training programme, designed to provide teachers with access to professional development as well as put pupil's enjoyment and whole school outcomes at the heart of PE and school sport.

Young people's attitudes to sport and physical activity are shaped heavily by their experiences at school – and our research shows that having a bad experience of PE can put them off being active for life. This programme aims to address this by giving teachers the resources and training they need to engage all pupils in physical activity, regardless of sporting ability.

How does it work?

Funding is distributed via the network of Teaching School Alliances (TSA) and other appropriate school partnerships. TSAs and partnerships are awarded £3,350 for every secondary school included in their project. Over 1500 schools have signed up so far.

TSAs and partnerships are given free support by an expert consultant from either the Youth Sport Trust or Association for Physical Education to: plan a project based on the needs of their staff and students, access relevant mentoring and training, implement the project in school, and measure the impact of their work.

What can the funding be used for?

It's a fully flexible programme – our funding can also be used to upskill teachers, improve the quality and breadth of PE, and develop schools' PE offer so that it acts as a lever for wider educational outcomes. We encourage projects that:

- Develop pupils' mental wellbeing, confidence and resilience through PE, school sport and physical activities that prioritise pupil enjoyment.
- Create opportunities for all pupils – including those who don't like PE - to try new activities (such as non-traditional sports and fitness classes) so they can discover ways to be physically active that work for them.
- Explore how PE, school sport and physical activity can contribute to or complement core curriculum subjects by finding ways to bring activity into other subjects' lessons.

What impact is this programme having?

Our pilot phase, which launched in spring 2018 with 38 schools across England, has shown that: • This funding has enabled students to have greater choice in what activities they do in PE and how competitive they want to be. • Over half of the students surveyed enjoyed PE more than last year, with over 90% experiencing new activities in PE. • Teachers reported an increased perception of the importance of PE and physical education in school, and a greater number of teachers agree that they have a responsibility to discuss and encourage physical activity.

For more information please contact Tim Freeman (tim.freeman@blackpoolsixth.ac.uk)

School Improvement Partners

Please click on the logo to view the training offer



[English Hub >](#)



[Maths Hub >](#)



[Computer Hub >](#)



[Research School >](#)



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