Joined up thinking **for today's learners**

Coventry Teaching Schools Network

CPD Programme 2019-2020

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Welcome

An Introduction from Blue Sky, Castle Phoenix, Inclusive, The Lion, President Kennedy, and The Swan Teaching School Alliances

This is the sixth CPD booklet that has been produced collaboratively between all of the Teaching Schools in Coventry. Together we see this joint approach with all of our strategic and associate partners, as a crucial contribution to the provision of CPD and school to school support for all Coventry schools.

All of our programmes and support have been carefully evaluated, and have been judged as very successful. They are making a good contribution to school improvement across the City.

We believe that our partnership approach is part of Coventry's strategy, along with the school improvement networks, to develop a self-sustaining, school-led, school to school improvement system to raise standards and ensure all Coventry children and young people receive the best education possible.

This booklet provides a summary of the CPD and support/development packages available to all schools and academies for 2019/2020. It builds on our successes of previous years and has been further developed to address school needs as identified by both formal evaluation processes, as well as discussions with a number of Coventry Headteachers and the Local Authority.

Our commitment is, through CPD, to:

- Strengthen system leadership in the city to complement established networks
- Provide a cost effective way of sharing and developing best practice to support school improvement across the city;
- Support all schools in the continued drive to improve student outcomes;
- Support Coventry's priority to narrow the gap with particular focus on effective strategies to improve achievement of underperforming groups in the city;
- Support all schools with their own personal and professional development priorities;
- Promote outstanding practice through schools sharing their strengths and through benefiting from best practice regionally and nationally;
- Focus on high quality teaching and learning and approaches for continued and sustained improvement of teaching, learning and student achievement;
- Support schools' self-evaluation processes and the application of the Ofsted framework

Please note that this is preliminary information and that all updated information and additional courses will be found through each Teaching School's website.

We look forward to welcoming your staff and working together over the coming year.

Laura Stevenson
Head of Blue Sky

Ann Dudgeon
Head of Castle Phoenix

TBC
Head of Castle Wood, Inclusive Alliance

Shivaun Duffy Moriarty
Head of Sherbourne Felds Inclusive Alliance

Jane Buggins
Head of The Lion Alliance

Deepika Soni
Director of The Swan Alliance

Nicholas Mort
Head of President Kennedy Alliance
Chair Coventry Teaching School Network

Blue Sky Teaching School Alliance
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Sacred Heart Catholic Primary School
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Coventry
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F: 024 7643 1886
Email: info@blueskytsa.org or booking@bluesskytsa.org
Website: www.blueskytsa.org

Castle Phoenix Teaching School Alliance
Head of Teaching School: Ann Dudgeon
Teaching School Project Manager: Carol Harris
Caludon Castle School
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Coventry, CV2 5BD
Tel: 024 7644 4822 ext.107
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Email: enquiries@castlephoenix.org.uk
Website: www.castlephoenix.org.uk

The Swan Teaching School Alliance
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Teaching School and SSIF Manager: Fahmima Begum
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Coventry
CV1 5LY
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Fax: 024 7655 0940
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Website: www.swanalliance.org.uk

Inclusive Alliance
Castle Wood Special School
Head of Teaching School: TBC
Teaching School Project Manager: Rebekah Hayes
Deedmore Road, Coventry
CV2 1FN
Tel: 024 76709060

Sherbourne Fields Special School
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Rowington Close
Coundon, Coventry
CV6 1PR
Tel: 024 76591 501
Fax: 024 7655 0940
Email: Inclusivealliance@outlook.com
Website: www.inclusivealliance.co.uk

President Kennedy Teaching School Alliance
Head of Teaching School: Nicholas Mort
President Kennedy School
Rookery Lane
Coventry
CV6 4GL
Tel: 02476 661416
Email: teachingschool@pks.coventry.sch.uk
Website: www.presidentkennedytsa.co.uk

The Lion Alliance
Head of Teaching School Alliance: Jane Buggins
Finham Park School
Green Lane
Coventry
CV3 6EA
Tel: 024 7641 8135
Email: admin@thelionalliance.co.uk
Website: www.thelionalliance.co.uk

NPQ accredited by

Department for Education

National Professional Qualification (NPQ) Scholarship Funding for the 2019/20 financial year (April 2019 to March 2020) has been confirmed for schools in Category 5 and 6 areas. Please contact us to see if your school is eligible for this funding, which covers the whole cost of the course.

Leadership LIVE	**National Professional Qualification for Headship (NPQH**
Brief Overview:	The National Professional Qualification for Headship (NPQH) supports the professional development of aspiring and serving headteachers. During the programme participants will: Develop knowledge and skills across 6 content areas, which set out what an effective headteacher or head of school should know and be able to do: *Strategy and improvement, teaching and curriculum excellence, leading with impact, working in partnership, managing resources and risks, increasing capability* Have the opportunity to develop up to 7 important leadership behaviours, which set out how an effective leader should operate: *Commitment, Collaboration, Personal Drive, Resilience, Awareness, Integrity, Respect* The programme consists of: 30 hours of face-to-face learning Regular sessions with your own coach Self-directed study prior to each face to face session Online learning Work on an in-school development project for an additional minimum two hours a week A placement in a contrasting school lasting at least nine working days Our course includes a 360° diagnostic test based around the seven leadership behaviours In order for participants to receive their qualification, they will need to complete the project element of this qualification successfully. This is in two parts: Lead a change programme at whole-school level, lasting at least two terms, to improve pupil progress and attainment. They will need to present the plan to their governing board prior to implementation, and gather their feedback Undertake a placement in a contrasting school (for example, by performance, pupil profile, geography), lasting at least nine working days It is essential that the participant understands the level of support they will need to put in place when they are applying for a place on this programme.
Facilitators:	Delivery will be from facilitators from Lawrence Sheriff School and the Coventry Teaching Schools and the programme will be based in the Coventry/

	Rugby area. Coventry Teaching Schools Council is a delivery partner of Leadership Live. Leadership Live are an accredited provider of the National Professional Qualifications. Sessions are facilitated by experienced headteachers, with a combination of theoretical and practical knowledge.
Who is it suitable for:	The National Professional Qualification for Headship (NPQH) supports the professional development of aspiring and serving headteachers.
What will you take away with you? e.g. resources, learning points etc.	A nationally recognised headship qualification.
What is the intended impact for you?	NPQH is a qualification that provides national recognition of your development to become a headteacher.
What is the intended impact for your school?	Enhanced senior leadership contribution and capacity building.
Duration	The course will takes between 12 and 18 months
Contact:	Carol Harris or Caroline Horne
Teaching School:	Castle Phoenix and Griffin TSA
Tel:	024 7644 4822 extension 107 or 01788 843789
Email:	enquiries@castlephoenix.org.uk or leadershiplive@lawrencesheriffschool.com
Costs:	The cost for the NPQH course is £1,800 including externally verified final assessment and 360° diagnostic. **National Professional Qualification (NPQ) Scholarship Funding for the 2019/20 financial year (April 2019 to March 2020) has been confirmed for schools in Category 5 and 6 areas. Please contact us to see if your school is eligible for this funding, which covers the whole cost of the course.**

JANUARY 2020 START
APPLICATION WINDOW AND PROGRAMME DATES TO BE CONFIRMED
Please email expressions of interest and any enquiries to: enquiries@castlephoenix.org.uk

NPQ accredited by

Department for Education

National Professional Qualification (NPQ) Scholarship Funding for the 2019/20 financial year (April 2019 to March 2020) has been confirmed for schools in Category 5 and 6 areas. Please contact us to see if your school is eligible for this funding, which covers the whole cost of the course.

National Professional Qualification for Middle Leadership (NPQML)

Leadership LIVE

"Informative and technique driven", "Great to have time to reflect and discuss with other middle leaders", "I have learnt a lot about myself and target areas I need to work on", "The leader was very welcoming and accommodating of our thoughts and questions. She created a sense of calm and self-belief"

"Informative, useful, varied with good pace", "Excellent course, thank you". *Coventry Leaders*

Brief Overview:	This nationally recognised middle leadership development programme will provide the skills, knowledge and increased confidence that you need to lead a high-performing team in a school and to improve classroom practice. You will complete six modules and a final assessment.
Facilitators:	Coventry Teaching Schools Council is a delivery partner of Leadership Live. Leadership Live are an accredited provider of the National Professional Qualifications.
Who is it suitable for:	*The course is for those who are, or are aspiring to become, a middle leader with responsibility for leading a team, for example:* *Key stage leader* *Curriculum area leader* *Pastoral services leader* *Subject leader* *Special educational needs co-ordinator (SENCO)* *Head of department*
What will you take away with you? e.g. resources, learning points etc.	A nationally recognised middle leadership qualification.
What is the intended impact for you?	It will give you the opportunity to develop the skills, knowledge and confidence that you need to drive successful team performance and improve classroom practice.
What is the intended impact for your school?	Developed leadership knowledge, skills, understanding and attributes, An improved area of school priority planning
Duration	A maximum of 15 months
Contact:	Carol Harris
Teaching School:	Castle Phoenix
Book your place:	Book your place
Tel:	024 7644 4822 extension 107
Email:	enquiries@castlephoenix.org.uk
Costs:	* £750 per person *This includes 'nationally verified final assessment' * National Professional Qualification (NPQ) Scholarship Funding for the 2019/20 financial year (April 2019 to March 2020) has been confirmed for schools in Category 5 and 6 areas. Please contact us to see if your school is eligible for this funding, which covers the whole cost of the course.

Session	Date	Times	Session	School
Session 1	Tuesday 10 March 2020	9.30 - 1.30pm	Leading teaching and curriculum excellence Leadership Learning Partners are invited to attend from 9.30 – 10.30am	Caludon Castle School
Session 2	Thursday 4 June 2020	1-4pm	Strategy and improvement	Sacred Heart Catholic Primary School
Session 3	Tuesday 29 September 2020	9-12pm	Increasing capability	Sacred Heart Catholic Primary School
Session 4	Thursday 3 December 2020	1-4pm	Leading with impact	Caludon Castle School
Session 5	Monday 8 February 2021	10-4pm	Managing resources & Final Assessment Preparation	Caludon Castle School
Session 6	Tuesday 27 April 2021	1-4pm	Working in partnership	Sacred Heart Catholic Primary School

NPQ accredited by Department for Education

National Professional Qualification (NPQ) Scholarship Funding for the 2019/20 financial year (April 2019 to March 2020) has been confirmed for schools in Category 5 and 6 areas. Please contact us to see if your school is eligible for this funding, which covers the whole cost of the course.

National Professional Qualification for Senior Leadership (NPQSL)

"I completed and passed my NPQSL under your supervision. I have also since been appointed as a deputy head within Coventry. Thank you all for your support through the course!" "The course was brilliant, not just beneficial! Really looking forward to this next step, and feel that the NPQSL really helped me along my way! Thank you all" Coventry Senior Leader

Brief Overview:	This nationally recognised senior leadership development programme will provide the skills, knowledge and confidence you need to be a highly effective senior leader in a school. You will complete six modules and a final assessment.
Facilitators:	Coventry Teaching Schools Council is a delivery partner of Leadership Live. Leadership Live are an accredited provider of the National Professional Qualifications.
WHo is it suitable for?	*The course is for those who are, or are aspiring to become, a senior leader with cross-school responsibilities for example:* *an experienced middle leader* *a deputy headteacher* *an assistant headteacher* *other senior staff* *a Director of a Teaching School Alliance (TSA)*
What will you take away with you? e.g. resources, learning points etc.	A nationally recognised senior leadership qualification.
What is the intended impact for you?	NPQSL is a qualification that provides national recognition of your leadership development and professional achievement as a senior leader.
What is the intended impact for your school?	Developed leadership knowledge, skills, understanding and attributes. An improved area of school priority planning.
Duration	A maximum of 15 months
Contact:	Carol Harris
Teaching School:	Castle Phoenix
Book your place:	Book your place
Tel:	024 7644 4822 extension 107
Email:	enquiries@castlephoenix.org.uk
Costs:	£850 per person *This includes 'nationally verified final assessment' * National Professional Qualification (NPQ) Scholarship Funding for the 2019/20 financial year (April 2019 to March 2020) has been confirmed for schools in Category 5 and 6 areas. Please contact us to see if your school is eligible for this funding, which covers the whole cost of the course.

Session	Date	Times	Session	School
Session 1	Thursday 17 October 2019	All day	Leading teaching and curriculum excellence Leadership Learning Partners are invited to attend from 9.30 – 10.30am	Caludon Castle School
Session 2	Thursday 28 November 2019	All day	Strategy and improvement	Sacred Heart Catholic Primary School
Session 3	Thursday 19 March 2020	1pm – 4pm	Increasing capability	Sacred Heart Catholic Primary School
Session 4	Monday 29 June 2020	9am – 12pm	Leading with impact	Caludon Castle School
Session 5	Thursday 17 September 2020	10am – 4pm	Managing resources	Caludon Castle School
Session 6	Tuesday 1 December 2020	9am – 12pm	Working in partnership	Sacred Heart Catholic Primary School

NPQ accredited by Department for Education

National Professional Qualification (NPQ) Scholarship Funding for the 2019/20 financial year (April 2019 to March 2020) has been confirmed for schools in Category 5 and 6 areas. Please contact us to see if your school is eligible for this funding, which covers the whole cost of the course.

National Professional Qualification for Senior Leadership (NPQSL)

"I completed and passed my NPQSL under your supervision. I have also since been appointed as a deputy head within Coventry. Thank you all for your support through the course!" "The course was brilliant, not just beneficial! Really looking forward to this next step, and feel that the NPQSL really helped me along my way! Thank you all" Coventry Senior Leader

Brief Overview:	This nationally recognised senior leadership development programme will provide the skills, knowledge and confidence you need to be a highly effective senior leader in a school. You will complete six modules and a final assessment.
Facilitators:	Coventry Teaching Schools Council is a delivery partner of Leadership Live. Leadership Live are an accredited provider of the National Professional Qualifications.
WHo is it suitable for?	*The course is for those who are, or are aspiring to become, a senior leader with cross-school responsibilities for example:* *an experienced middle leader* *a deputy headteacher* *an assistant headteacher* *other senior staff* *a Director of a Teaching School Alliance (TSA)*
What will you take away with you? e.g. resources, learning points etc.	A nationally recognised senior leadership qualification.
What is the intended impact for you?	NPQSL is a qualification that provides national recognition of your leadership development and professional achievement as a senior leader.
What is the intended impact for your school?	Developed leadership knowledge, skills, understanding and attributes. An improved area of school priority planning.
Duration	A maximum of 15 months
Contact:	Carol Harris
Teaching School:	Castle Phoenix
Book your place:	Book your place
Tel:	024 7644 4822 extension 107
Email:	enquiries@castlephoenix.org.uk
Costs:	* £850 per person *This includes 'nationally verified final assessment' * National Professional Qualification (NPQ) Scholarship Funding for the 2019/20 financial year (April 2019 to March 2020) has been confirmed for schools in Category 5 and 6 areas. Please contact us to see if your school is eligible for this funding, which covers the whole cost of the course.

Session	Date	Times	Session	School
Session 1	Monday 27 January 2020	All day	Leading teaching and curriculum excellence Leadership Learning Partners are invited to attend from 9.30 – 10.30am	Caludon Castle School
Session 2	Thursday 26 March 2020	All day	Strategy and improvement	Sacred Heart Catholic Primary School
Session 3	Monday 15 June 2020	1pm – 4pm	Increasing capability	Sacred Heart Catholic Primary School
Session 4	Tuesday 22 September 2020	9am – 12pm	Leading with impact	Caludon Castle School
Session 5	Tuesday 8 December 2020	10am – 4pm	Managing resources	Caludon Castle School
Session 6	Thursday 4 March 2021	9am – 12pm	Working in partnership	Sacred Heart Catholic Primary School

Steps into Primary Headship

"Really informative session with lots of practical ideas" "Very honest and helpful"
"Lots of practical ideas to take away as well as some thought provoking conversations" "It has been enjoyable and positive"
"Fantastic, thank you very much" Previous Participants

Brief Overview:	Steps into Primary Headship is a practical, hands-on programme for experienced colleagues who are highly motivated to take their next step into primary headship. This course will develop the knowledge, skills, understanding and attributes necessary to prepare for that next step. There will also be the opportunity to gain the equivalent of up to two days experience in another school setting, to shadow a headteacher and gain greater insight into 'The Job'.
Facilitators:	Delivered by practising headteachers of good and outstanding schools.
Who is it suitable for?	Deputy headteachers who are aspiring to achieve headship within 24 mon ths
What is the intended impact for you?	Development through coaching/mentoring Improved leadership and management Improved performance management/monitoring and assessment Be able to better support your head in your existing role Giving you the confidence to pursue the next step
What will you take away with you? e.g. resources, learning points etc.	Practical frameworks/strategies/resources for aspects of preparing for headship.
Teaching School:	Castle Phoenix
Tel:	024 7644 4822 extension 107
Email:	enquiries@castlephoenix.org.uk
Booking Link:	Book your place
Costs:	£50 0

Sessions	Date	Time	Venue	Brief Outline
Session 1	Tuesday 26th November 2019	1.00pm – 4.00pm	Potters Green Primary School	**Leading Highly Effective Teams** Creating, sharing and implementing vision Working successfully with Governors Knowing your team Your leadership style and impact
Session 2	Tuesday 21st January 2020	1.00pm – 4.00pm	Walsgrave C of E Academy	**Best Practice in Data Gathering and Use** Understanding a range of practical strategies to use data effectively with a wide range of users and stakeholders

Session 3	Monday 9th March 2020	1.00pm – 4.00pm	Holbrook Primary School	**Overcoming Challenges** Courageous conversations Colleagues that present us with challenge Work-life-balance Ofsted Performance Management
Session 4	Thursday 30th April 2020	1.00pm – 4.00pm	Potters Green Primary School	**Leading Your School Role in the Wider Community** Your school in the local community Building effective relationships Parents as partners
Session 5	Thursday 4th June 2020	1.00pm – 4.00pm	Clifford Bridge Primary School	**Steps to Securing Your First Headship** Which job? What type of school? Applying and securing a first headship
Session 6	Monday 6th July 2020	1.00pm – 4.00pm	Stivichall Primary School	**You've Got Your Headship – What Now? Don't Panic!** Day one and beyond
Experience	To be arranged individually			**Up to two days' experience in another school setting, to shadow a headteacher and gain greater insight into 'The Job'**

Steps into Deputy Headship

"Loved hearing from different leaders"
"Opportunity to reflect on how to improve teaching and learning in a different way"
"Listening to staff who have implemented the schools ethos on Teaching and Learning"
"Open opportunity to discuss a variety of area and share experiences. Really informative and enjoyable".
"Very well led and thought provoking. Course leader is inspirational".

Previous Participants

Brief Overview:	Steps into Deputy Headship is a practical, hands-on programme for experienced colleagues who are highly motivated to take up a deputy headship. This course emanates from the belief that leadership in schools is about delivering high quality provision for all through focusing on improving the effectiveness of leadership practice. Participants are welcome to either book their place on the whole course or book individual sessions.
Facilitators:	Nationally accredited facilitators for National College Licensed Leadership programmes, Headteachers and Deputy Headteachers from a range of good and outstanding Coventry Schools.
Who is it suitable for?	Assistant Head Teachers who plan to move to deputy headship within 24 months. For primary, secondary, Special Educational Needs or EYFS colleagues.
What will you take away with you? e.g. resources, learning points etc.	Practical frameworks/strategies/resources for aspects of leadership and implementation
What is the intended impact for you?	Development through coaching/mentoring Improved Leadership and management Improved performance management/monitoring and assessment Preparation for Deputy Headship
What is the intended impact for your school?	With a focus on school improvement the intended impact will be: Improved teaching and learning standards Improved outcomes for children and improving attainment Greater leadership capacity
Contact:	Carol Harris
Teaching School:	Castle Phoenix
Tel:	024 7644 4822 extension 107
Booking Link:	Book your place
Email:	enquiries@castlephoenix.org.uk
Costs:	£75 per session or £300 for whole course

Sessions	Date	Time	Venue	Brief Outline	Session Costs
Leading and improving teaching	Monday 2nd December 2019	1.00pm - 4.00pm	Caludon Castle School	How to develop, improve and sustain high-quality teaching across your school.	£75
Leading an effective school	Tuesday 11th February 2020	1.00pm - 4.00pm	Holbrook Primary School	The key management systems required in an effective school, particularly teacher performance, pupil behaviour and financial management.	£75
Leading inclusion: achievement for all	Monday 23rd March 2020	1.00pm – 4.00pm	Caludon Castle School	How to improve practice and raise expectations so that all pupils, but particularly those with Special Educational Needs and disabilities (SEND), can fulfil their potential.	£75
Leading staff and effective teams	Wednesday 20th May 2020	1.00pm – 4.00pm	Whittle Academy	How to work with staff to establish and implement effective professional development that improves teaching and pupil behaviour.	£75
Using data and evidence to improve performance	Wednesday 24th June 2020	1.00pm – 4.00pm	Walsgrave C of E Academy	How to analyse and interpret a range of quantitative and qualitative data to monitor and evaluate progress, identify strengths and weaknesses and set school improvement priorities.	£75

Stepping into Primary Middle Leadership

"It was brilliant to see another school in action. Able to apply skills talked about in session"
"It was great today to put theory into practice in terms of focusing on our lesson observation skills and looking at how we can use this tool to take our school forward."

Participants feedback from previous courses

Brief Overview:	Stepping into Middle Leadership is a nine-month programme that aims to equip new leaders with the right tools to be highly effective in their schools today. Whether aspiring leaders choose a one-off session or the complete programme, this tailored course will help to develop confidence and leadership skills that will have an immediate impact on day-to-day practice back at school. A new and exciting feature of this programme is to work alongside and network with experience middle leaders.
Facilitators:	Rob Darling, Headteacher, Walsgrave C of E Academy Assistant Headteachers and Deputy Headteachers across Inspire Education Trust
Who is it suitable for?	Primary School colleagues with an interest in developing their leadership and management skills and understanding. It is particularly relevant for those aspiring to hold or recently promoted to a TLR position. It is also excellent preparation for the National Professional Qualification for Middle Leadership (NPQML)
What will you take away with you? e.g. resources, learning points etc.	Delegates will gain knowledge and understanding of: How to contribute effectively to whole school leadership and management; How effective leadership and management contributes to school improvement; Leadership and management practices in their own settings and how they could be even more effective.
What is the intended impact for you?	Through a wider understanding of the role of the Standards Leader, coupled with increased security around judging effective Teaching and Learning, you will have the confidence and skills to have a definite impact in school.
What is the intended impact for your school?	The confidence to apply skills from the classroom to a middle management role.
Contact:	Carol Harris
Teaching School:	Castle Phoenix
Booking Link:	Book your place
Tel:	024 7644 4822 extension 107
Email:	enquiries@castlephoenix.org.uk
Costs:	£450

Sessions	Date	Time	Venue	Brief Outline
Session 1	Tues 15th October 2019	9.00am – 12.00pm	Walsgrave C of E Academy	**An Overview of Leadership & Management** Understanding leadership & management Vision and values; ethos and climate Different leadership styles How strategic planning affects what we do
Session 2	Tues 3rd December 2019	9.00am – 12.00pm	Walsgrave C of E Academy	**The Importance of Data and Provision Management** The Standards Leaders' 'Toolkit' Understanding different forms of data Provision Management – a guide Phase development planning
Session 3	Tues 28th January 2020	9.00am – 12.00pm	Walsgrave C of E Academy	**Developing Judgements for Evaluating Teaching & Learning** Identifying strategies to support leaders to carry out an effective book trawl Spotting high quality marking and the impact on attainment and progress Lesson observation LIVE (to help new leaders identify what we are looking for and why) Feeding back
Session 4	Tues 17th March 2020	9.00am – 12.00pm	Walsgrave C of E Academy	**Leading and Shaping New Initiatives** Gaining confidence to lead new initiatives successfully Delivering high quality CPD Sharing good practice: Innovative Teaching and Learning examples
Session 5	Thurs 9th June 2020	9.00am – 12.00pm	Walsgrave C of E Academy	**Emotional Intelligence and Leadership** Leading a team Coaching and mentoring Difficult conversations Identifying your Unique Selling Points (USPs)
Session 6	To be arranged by negotiation with Standards Leader Mentor **Can only take part in this session if participants have been to 3 or more sessions during the course of the year.*			**Shadowing a Current Standards/ Middle Leader** A session which consists of between 2 – 3 hours of face-to-face work with a current effective Standards Leader This time will be shaped by the needs of each individual and may consist of some of the above

Challenge and Support for your EYFS

Brief Overview:	To work in partnership with schools to secure continuous quality improvement that leads to impact	
Facilitators:	**Name**	**School**
	Rebekah Hayes	Castle Wood School
	Stacey Rutherford	Castle Wood School
	Lorraine Rutherford	Castle Wood School
Who is it suitable for?	Leaders of the Early Years Foundation Stage	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Ofsted's report 'Bold Beginnings' highlighted the need to ensure that the EYFS curriculum was 'fit for purpose' and that 'children were equipped to meet the challenges for Year 1 and beyond'. To embed these ideas, it was acknowledged that there was a need for 'significant investment in staff development'. Challenge and Support for your EYFS is designed to help you meet the challenges in 'Bold Beginnings'. A named EYFS Specialist will be attached to your school and offer tailored challenge and support for your EYFS Leaders and team. This can be through the vehicle of critical friend, training, data analysis and evaluation. There are two options available: Option A - An initial consultation and then 3 half day sessions across the academic year Option B - An initial consultation and then 6 half day sessions across the academic year	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	- Option A - £740 - Option B - £1395	

Deepening Effective Practice in the EYFS - Writing and Maths

Brief Overview:	To build confidence in EYFS Practitioners to deliver high quality teaching and learning in the EYFS; To strengthen knowledge and skills in teaching writing and maths in the EYFS	
Facilitators:	**Name**	**School**
	Stacey Rutherford	Castle Wood
	Julie Duckett	Castle Wood
Who is it suitable for?	EYFS Practitioners	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	The day will be divided into two separate workshops. The morning will focus on writing in the EYFS. There will be consideration of the two strands of writing - secretarial and authorship. Colleagues will have opportunity to explore ideas for embedding both strands to secure children's outcomes. The afternoon session will focus on the strands of mathematical development in the EYFS. Colleagues will have opportunity to explore how children develop mathematical skills and knowledge. Time will be given to how the learning environment can support embedding maths in the EYFS and impact on children's outcomes.	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	Cost per person: £130 for the whole day Or available as two separate workshops: £80 for the morning & £70 for the afternoon session	

Session	Date	Time	Venue	Brief Outline
Session 1	16th January 2020	9.30am-3.30pm	Castle Wood School	Writing and Maths (09.30am-12.30pm) (1.00pm-3.30pm))

Developing and Nurturing Confident Practitioners

Brief Overview:	To support the confidence and knowledge of practitioners new to teaching and learning in the EYFS; To support colleagues in identifying the statutory expectations of children in the EYFS and how that impacts upon their organisation of learning across the year To consider ways of evidencing significant learning To explore successful strategies for organising an effective learning environment, indoors and outdoors To explore the role of the adult in positive outcomes for children	
Facilitators:	**Name**	**School**
	Rebekah Hayes	Castle Wood School
	Stacey Rutherford	Castle Wood School
	Lorraine Rutherford	Castle Wood School
Who is it suitable for?	Colleagues who are new to teaching in the EYFS – Nursery or Reception	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	1. Establishing the non-negotiables of effective EYFS practice and creating an environment which promotes learning and impacts progress. 2. Considering the needs of all learners - supporting learners with additional needs and challenging the more able. 3. Investigating ways to document learning in the EYFS and how this can be used to support quantitative data and articulate qualitative progress. 4. Considering transitions and school readiness - creating firm foundations for a flying start to the following year	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£375 for all four sessions Or Individually - £150 for whole day sessions and £75 for half day sessions	

Sessions	Date	Time	Venue	Brief Outline
Session 1	8th October 2019	9.15am-3.30pm	Castle Wood School	Leading Learning in the EYFS/ Creating an environment which encourages resilient learners
Session 2	30th January 2020	9.15am-3.30pm	Castle Wood School	An inclusive framework - Teaching and Learning for all/Learning, Playing and Interacting
Session 3	17th March 2020	9.15am-3.30pm	Castle Wood School	Documenting Learning to articulate progress
Session 4	10th June 2020	9.15am-3.30pm	Castle Wood School	Understanding children's experience of change and transition

Early Development for Children with Autism

Brief Overview:	To support knowledge of early development for children with Autism To promote strategies to support the development of children with Autism	
Facilitators:	**Name**	**School**
	Heidi Mayer	Castle Wood School
Who is it suitable for?	Early Years Colleagues in mainstream and special education Primary Colleagues in mainstream and special education	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Early intervention will be explored Exploration of strategies and approaches to raise self- awareness, joint attention and imitation as building blocks for development of interaction and play	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£150 per person for all three sessions.	

Sessions	Date	Time	Venue	Brief Outline
Session 1	20th November 2019	9.15am-12.15pm	Castle Wood School	

Early Years Twilight Essentials

Brief Overview:	To strengthen knowledge and skills of the EYFS teams in schools To offer the opportunity for EYFS teams to access high quality twilight training tailored to their roles in school.	
Facilitators:	**Name**	**School**
	Rebekah Hayes	Castle Wood School
	Stacey Rutherford	Castle Wood School
	Lorraine Rutherford	Castle Wood School
Who is it suitable for?	EYFS Teams in all schools; Colleagues wishing to know more about the common themes in the EYFS.	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Six themes are available - 1. Sustained Shared Thinking 2. Learning, Playing and Interacting 3. Early Writing 4. Early Mathematics 5. Documenting Learning 6. An Effective Learning Environment - Indoors and Outdoors Each will be a one- hour twilight session delivered to the EYFS team in school.	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	

Costs: £175 per theme

Sessions	Date	Time	Venue
Dates and times to be agreed with individual schools			Castle Wood School

Strengthening Leadership for Learning and Development in the EYFS

Brief Overview:	To establish the knowledge and skills needed for leadership of an effective EYFS To explore areas of the EYFS to evaluate to support an effective and robust learning environment and secure outcomes for children	
Facilitators:	**Name**	**School**
	Rebekah Hayes	Castle Wood School
	Lorraine Rutherford	Castle Wood School
Who is it suitable for?	Early Years Leaders	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Embedding Quality through EYFS Leadership – What is high quality EYFS practice? How do you ensure it is embedded in your setting? Colleagues will consider curriculum and leadership and management of teams. Accountability in EYFS Leadership to impact children's outcomes – colleagues will consider robust systems and protocols, analysis of data, articulation of progress and documenting evidence to support learning.	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£275 per person for both	

Sessions	Date	Time	Venue
Session 1	25th September 2019	9.15am-3.00pm	Castle Wood School
Session 2	4th March 2020	9.15am-3.30pm	Castle Wood School

Year 1 Ready – Effective Transition from EYFS

Brief Overview:	Working with colleagues from a range of Primary settings to develop a Year 1 ready transition programme that explores the theory and evidence base supporting effective transition, teaching and learning strategies, assessment for learning and the learning environment.
Programme helps school leaders and practitioners to:	Reflect on their school's current strengths and weakness. Explore the gap between the EYFS outcomes and the Year 1 framework. Develop an assessment programme that will ensure greater continuity between the two phases.
Session Schedule:	*Flexible and responsive session facilitation and content will ensure consistent relevance and revisiting of programme aims and outcomes.* 1. ***Where are we now?*** A collaborative analysis of existing practice 2. ***Identifying the gaps***: An examination EYFS outcomes 3. ***Closing the gaps***: – A practical approach to reducing inequality 4. ***Theory into practice:*** Practical strategies and support in the development of the Year 1 Ready Programme 5. ***Achieving impact:*** An evaluation of the effectiveness of the transition programme.
Teaching School:	Teachingschool@pks.coventry.sch.uk www.presidentkennedytsa.co.uk
Tel:	02476 661416 x2022
Costs:	£75

Sessions	Date	Time
Session 1	9th October 2019	3.45pm-5.30pm
Session 2	20th November 2019	3.45pm-5.30pm
Session 3	11th December 219	3.45pm-5.30pm
Session 4	12th February 2020	3.45pm-5.30pm
Session 5	24th April 2020	3.45pm-5.30pm

Achieving Greater Depth in Writing at KS2

Brief Overview:	Exploring and developing practitioners understanding of the requirements of the Greater Depth standard of writing at KS2, and looking at ways to support this through the English curriculum. With a focus on moving children from the expected standard of writing towards greater depth, together we will explore how to challenge your children in order to enable them to apply their writing skills across the curriculum.	
Facilitators:	Megan Scullion	The Romero Academy
Who is it suitable for?	Year 5 and 6 teachers, KS2 leaders and English Subject Leaders	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	The training will: Give teachers a deeper understanding of the greater depth requirements in the Writing Assessment Framework Focus on developing cohesion and flow, moving beyond the exploration and practice of a range of writing techniques into honed, author-like content. Provide you with a range of practical activities to demonstrate what classroom practice may look like. Consider how to closely develop pupils' ability to understand word meanings and authors' users of language, moving them from basic to deeper management of their own vocabulary, sentence construction and grammar when writing. Enable your pupils to achieve excellence in writing Creating exciting writing opportunities that enable children to showcase these skills Creating models of writing that inspire the children, exemplify the standards and give us the opportunity to become greater depth writers too! This course will draw on the recent guidance from the STA, the recent exemplification materials as well as use some of the moderator training materials. It may be helpful for participants to bring with them any key texts that support the teaching of writing in their Year 6 classes.	
Teaching School:	Blue Sky Teaching School Alliance https://blueskytsa.org/contact-us/booking-form/	
Tel:	024 (76) 453314	
Costs:	£75 per delegate	

Session	Date	Time	Venue
Session 1	Tuesday 19th November 2019	1:00pm – 4:00pm	Sacred Heart Catholic Primary School

Boosting Reading @ Primary (BR@P)

Brief Overview:	The programme – Boosting Reading @ Primary is a targeted one -to-one intervention, designed to be delivered over a 10 week period. It is designed to improve the way children read, enabling them to be independent problem solvers who read with enjoyment.	
Facilitators:	**Name**	**School**
	Michelle Deeming	Reading Recovery Teacher Leader
Who is it suitable for?	Experienced TAs Support Assistants Learning Mentors	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	The course is equips trainees to deliver a targeted, individual, ten week intervention. The course is designed to improve the teaching of reading, enabling readers to become independent problem solvers who read with understanding and enjoyment. An average of 1year and 2 months progress in reading in 10 weeks (Statistics from Education works) Development of skilled practitioners with an increased knowledge. Lesson observations, information on the reading process, the use of questioning, praising and prompting skills, running record assessment and record keeping. Training and resource booklet.	
Teaching School:	Blue Sky Teaching School Alliance https://blueskytsa.org/contact-us/booking-form/	
Tel:	024 (76) 453314	
Costs:	£350 covering both days and including training materials and lunch	

Sessions	Date	Time	Venue
Session 1	Monday 4th November 2019	9:15am – 3:15pm	Sacred Heart Catholic Primary School
Session 2	Monday 18th November 2019	9:15am – 3:15pm	Sacred Heart Catholic Primary School

Language Learning in a Primary Setting

Brief Overview:	The one-year programme focuses on languages within a primary setting. The programme is based on the evidence-based practice and research of Rachel Hawkes' phonic teaching and the internationally renowned language acquisition expert Dr Gianfranco Conti.
Facilitators:	The programme will be led by Language Teachers from within the President Kennedy Teaching School Alliance and will offer the opportunity for participants to observe Language Learning.
Who is it suitable for?	Primary teachers will learn how to confidently teach all four skills; Listening, Reading, Speaking and Writing in fun, interactive and inclusive ways, supported by an easy-to-follow and implement curriculum. Delegates will be supported in the creation of a 'depth curriculum' established through 'information chunking' which overcomes typical barriers within a primary setting such as timetable restrictions, progress over time and teachers' lack of confidence in teaching languages.
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Implement thorough and supportive language learning systems in a primary setting centred on teachers' individual strengths.
Teaching School:	Teachingschool@pks.coventry.sch.uk www.presidentkennedytsa.co.uk
Tel:	02476 661416 x2022
Costs:	£175

Sessions	Date	Time	Venue
Session 1	Monday 4th November 2019	9:15am – 3:15pm	Sacred Heart Catholic Primary School
Session 2	Monday 18th November 2019	9:15am – 3:15pm	Sacred Heart Catholic Primary School

Phonics in Practice

Brief Overview:	This one off half day session will look at the basic principles behind phonics and the language and terminology associated with phonics. It will ensure participants are secure with teaching the skills of blending and segmenting. It will look at some games and activities to aid learning.	
Facilitators:	Lynne Burns	Spon Gate Primary
Who is it suitable for?	Teaching Assistants in Foundation Stage and Key Stage 1	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Understanding of the alphabetic code and segmentation and blending Understanding of the language associated with phonics e.g. phoneme, grapheme, digraph How to deliver an effective session Practical games and activities to support phonic learning for younger pupils	
Teaching School:	Blue Sky Teaching School Alliance https://blueskytsa.org/contact-us/booking-form/	
Tel:	024 (76) 453314	
Costs:	£75	

Sessions	Date	Time	Venue
Session 1	Wednesday 29th January 2020	1:00pm – 4:00pm	Sacred Heart Catholic Primary School

Phonics: Year 1 Screening Check

Brief Overview:	**This course will:** support practitioners in knowing how to administer the Year 1 Phonics Screening check according to the guidance from DfE. make secure judgements about acceptable responses	
Facilitators:	**Name**	**School**
	Lynne Burns, DHT & SLE specialising in English	Spon Gate Primary School
Who is it suitable for?	Teachers New to Year 1	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	• Understand your statutory requirements for the phonics screening check • Plan for the check • Administer the check • Submit your school's check	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£40	

Session	Date	Time	Venue	Brief Outline
Session 1	12th May 2020	2.00 – 3.30	Spon Gate Primary School	This training will support practitioners in knowing how to administer the Year 1 Phonics Screening check correctly according to the guidance from DfE.

Results in Reading!

Brief Overview:	The training aims to develop delegates' understanding of reading comprehension skills and demonstrates how to support children in these skills through numerous teaching strategies, games and ideas. You will return to the classroom with an understanding of how to support children in becoming confident readers. This course will give you an unique range of ideas to inspire both your teaching and the organisation of reading in the classroom.	
Facilitators:	Megan Scullion	The Romero Academy
Who is it suitable for?	KS2 teachers and English subject leaders	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	To increase understanding of the reading comprehension expectations of the National Curriculum To analyse and increase understanding of the requirements of reading at a National Test level Evaluate the use of whole class reading vs guided reading and develop strategies for a marriage between the two To provide you with a range of strategies, activities and methods to support the effective teaching of reading comprehension	
Teaching School:	Blue Sky Teaching School Alliance https://blueskytsa.org/contact-us/booking-form/	
Tel:	024 (76) 453314	
Costs:	£75 per delegate	

Session	Date	Time	Venue
Session 1	Wednesday 15th January 2020 (*New Date)	1pm – 4pm	Cedar Lodge, Sacred Heart Catholic Primary

Supporting Reading Comprehension and Inference

Brief Overview:	The course covers: The reason why some pupils struggle with comprehension Using inference training techniques to support comprehension in whole class situations How to deliver a small group intervention to pupils in KS2/KS3 to improve comprehension skills A resource folder and CD of resources is provided as part of the course fee	
Facilitators:	**Name**	**School**
	Michelle Deeming	Reading Recovery Teacher Leader
Who is it suitable for?	For teacher and Teaching Assistant pairs Whole school training is also available	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	The course is designed to improve the comprehension skills of targeted pupils through intervention and improve the whole class teaching of reading through the incorporation of Inference Training techniques. Development of skilled practitioners with an increased understanding of how to support the development of reading comprehension through intervention and whole class teaching. Greater understanding of the causes of comprehension difficulties Understanding of how to incorporate inference training techniques into whole class teaching Understanding of how to deliver an Inference Training Intervention to a small group Training and resource file	
Teaching School:	Blue Sky Teaching School Alliance https://blueskytsa.org/contact-us/booking-form/	
Tel:	024 (76) 453314	
Costs:	£350 per teaching pair, includes on Inference Training Resource Folder per pair (normal cost £53.50)	

Sessions	Date	Time	Venue
1 day only	Tuesday 23rd January 2020	9:15am – 3:15pm	Sacred Heart Catholic Primary School
½ day	Friday 31st January 2020	9:15am – 12:15pm	Sacred Heart Catholic Primary School

Embedding fluency, reasoning and problem solving in Key Stage 1

Brief Overview:	To deepen mathematical understanding through reasoning and problem solving To explore different types of problems and how to tackle them To embed number and calculation fluency across strands of maths To secure understanding of age related expectations and standards	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	Teachers of years 1 and 2	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	**Practical ideas** and **resources** incorporated throughout the session to take away and sent electronically, enabling participants to incorporate ideas immediately into classroom practice or adapt as required. To have enhanced subject knowledge, pedagogy and understanding of progression in line with age related expectations To have acquired an understanding of the skills and knowledge required to develop problem solving strategies To have greater creativity in applying number and calculation To have strategies to cater across ability ranges To have a bank of ideas to enhance the teaching of maths	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£80	

Session	Date	Time	Venue	Brief Outline
Session 1	21st November 2019	9.00 am–12.00pm	EIC building Sidney Stringer	To acquire an understanding of the skills and knowledge required to develop problem solving strategies, embedding reasoning and problem solving across number and calculation

Leading and Managing Primary Mathematics

Brief Overview:	**Leadership –** To raise awareness of current local and national initiatives. To offer practical advice and opportunities to undertake leadership tasks such as scrutiny of work, standards and outcomes. To sign-post and provide guidance and resources available to support curriculum development, including CPD and touch base sessions. **Subject knowledge** - enhancing knowledge, skills and understanding within identified areas, including at least **two prepared CPD sessions** with PowerPoint and resources for use in own setting. **Pedagogy –** developing skills with reference to current research and practice. Sessions will be rooted in the five big ideas of mastery, including variation and mathematical thinking **Three half-day termly sessions**	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	Mathematic subject or curriculum leads	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	Enhanced capacity to lead mathematics Personalised professional development for use in school Up-to-date guidance pertaining to new and existing initiatives and research **Practical ideas** and **resources** incorporated throughout the sessions to take away and sent electronically, enabling participants to incorporate ideas immediately into school practice or adapt as required.	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£260 for three sessions including CPD packages to take away	

Sessions	Date	Time	Venue	Brief Outline
Session 1	7th November 2019	9.00am - 12.00pm OR 1.00pm - 4.00pm	EIC building Sidney Stringer	Focused support on leadership Subject knowledge and pedagogy National updates and initiates – including assessment and testing CPD sessions and resources Collaborative working with colleagues
Session 2	12th March 2020	9.00am - 12.00pm OR 1.00pm - 4.00pm	EIC building Sidney Stringer	
Session 3	18th June 2020	9.00am - 12.00pm OR 1.00pm - 4.00pm	EIC building Sidney Stringer	

Mastering Fractions and Decimals ~
Years 4, 5 and 6 curriculum expectations

THIS IS AN ADAPTED AND ENHANCED COURSE * *see below*

Brief Overview:	To explore the big ideas of fractions and decimals To reflect on key representations and structures To identify common misconceptions and supportive strategies to address these To explore tasks that deepen understanding and challenge children to reason mathematically To consider the use of representations when solving problems	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	Primary / secondary teachers of the year 4,5, and 6 primary curriculum Not suitable for: Staff who have previously attended the fraction and decimal training for years. 3 and 4 or years. 5 and 6	
***Who is it not suitable for?**	Staff who have previously attended the fraction and decimal training for years 3 and 4 or years 5 and 6.	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	To have enhanced subject knowledge, pedagogy and understanding of progression in line with age related expectations To have greater creativity in the teaching of fractions and decimals using a wide range of concrete and pictorial representations To have a bank of ideas to enhance the teaching of maths **Practical ideas** and **resources** incorporated throughout the sessions to take away and sent electronically, enabling you to incorporate ideas immediately into school practice or adapt as you wish.	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£80	

Session	Date	Time	Venue	Brief Outline
Session 1	5th December 2019	9.00am - 12.00pm	EIC building Sidney Stringer	Deepening mathematical understanding and pedagogy when teaching fractions and decimals

Mastering Geometry, Measures and Statistics in Years 3 and 4

THIS IS AN ADAPTED AND ENHANCED COURSE		
Brief Overview:	To explore opportunities to enhance fluency in number and calculation through other strands of maths To identify explicit knowledge and skills pertinent to geometry, measures and statistics To demonstrate variation in task design To explore tasks that challenge children to apply their knowledge and reason mathematically To deepen mathematical understanding through reasoning and problem solving	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	Teachers of years 3 and 4	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Enhanced subject knowledge, pedagogy and understanding of progression in line with age related expectations To recognise opportunities to develop learning across and within strands of maths To have a bank of ideas to enhance the teaching of maths **Practical ideas** and **resources** incorporated throughout the sessions to take away and sent electronically, enabling you to incorporate ideas immediately into school practice or adapt as you wish.	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£160	

Session	Date	Time	Venue	
Session 1	13th February 2020	9.00am – 4.00pm	EIC building Sidney Stringer	**Key foci for the two sessions include:** deepening mathematical understanding through reasoning and problem solving the application of number and calculation within the other strands of maths breadth and progression within geometry, measures and statistics

Mastering Geometry, Measures and Statistics in Years 5 and 6

THIS IS AN ADAPTED AND ENHANCED COURSE		
Brief Overview:	To explore opportunities to enhance fluency in number and calculation through other strands of maths To identify explicit knowledge and skills pertinent to geometry, measures and statistics To demonstrate variation in task design To explore tasks that challenge children to apply their knowledge and reason mathematically To deepen mathematical understanding through reasoning and problem solving	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	Teachers of years: 5 and 6, LOWER ABILITY SETS in years 7 and 8	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Enhanced subject knowledge, pedagogy and understanding of progression in line with age related expectations To recognise opportunities to develop learning across and within strands of maths To have a bank of ideas to enhance the teaching of maths **Practical ideas** and **resources** incorporated throughout the sessions to take away and sent electronically, enabling you to incorporate ideas immediately into school practice or adapt as you wish.	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£160	

Session	Date	Time	Venue	Brief Outline
Session 1	24th January 2020	9.00am – 4.00pm	EIC building Sidney Stringer	**Key foci for the two sessions include:** deepening mathematical understanding through reasoning and problem solving the application of number and calculation within the other strands of maths breadth and progression within geometry, measures and statistics

Mastering number and calculation in Years 1 and 2

Brief Overview: **Varied fluency**	This course will consider: What is meant by mastery? What are the features of mastery in the context of number and calculation? How can we ensure mastery for the majority of learners? Deepening mathematical understanding through reasoning and problem solving Enhancing the use of the **CPA** (Concrete, Pictorial, Abstract)	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	Teachers of year 1 & 2	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	**Practical ideas** and **resources** incorporated throughout the session to take away and sent electronically, enabling you to incorporate ideas immediately into classroom practice or adapt as you wish. Delegates will have enhanced their understanding of 'mastery', leaving with resources and ideas on when and how to use practical apparatus to build conceptual understanding, whist embedding understanding through problem solving and reasoning. They will have greater creativity in applying number and calculation They will have a bank of ideas to enhance the teaching of maths	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£80	

Session	Date	Time	Venue	Brief Outline
Session 1	24th January 2020	9.00am-12.00pm	EIC building Sidney Stringer	Understanding mastery and how to sequence learning and task design; moving from developing conceptual understanding to fluency practice and application through problem solving and reasoning tasks, in number and calculation.

Mastering number and calculation in Years 3 and 4

Brief Overview: **Varied fluency**	This course will consider: What is meant by mastery? What are the features of mastery in the context of number and calculation? How can we ensure mastery for the majority of learners? How do we ensure challenge for our most able? Deepening mathematical understanding through reasoning and problem solving Enhancing the use of the **CPA** (Concrete, Pictorial, Abstract)	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	Teachers of year 3 & 4	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	This course will provide: Enhanced understanding of mastery, in the context of number and calculation Stepped guidance to ensure variation of practice Achieving depth – including explaining thinking when reasoning Heightened understanding of the role representations have to aid conceptual understanding **Practical ideas** and **resources** incorporated throughout the session to take away and sent electronically, enabling you to incorporate ideas immediately into classroom practice or adapt as required.	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£80	

Session	Date	Time	Venue	Brief Outline
Session 1	17th October 2019	9.00am – 12.00pm	EIC building Sidney Stringer	Understanding mastery and how to sequence learning and task design; moving from developing conceptual understanding to fluency practice and application through problem solving and reasoning tasks, in number and calculation.

Mastering number and calculation in Years 5 and 6

Brief Overview:	This course will consider: What is meant by mastery? What are the features of mastery in the context of number and calculation? How can we ensure mastery for the majority of learners? Deepening mathematical understanding through reasoning and problem solving Enhancing the use of the **CPA** (Concrete, Pictorial, Abstract)	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	Teachers of year 5 & 6, LOWER ABILITY SETS in years 7 & 8	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	This course will provide: Enhanced understanding mastery in the context of number and calculation Stepped guidance to ensure variation of practice Achieving depth – including explaining thinking when reasoning Heightened understanding of the role representations have to aid conceptual understanding. **Practical ideas** and **resources** incorporated throughout the session to take away and sent electronically, enabling you to incorporate ideas immediately into classroom practice or adapt as you wish.	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£80	

Session	Date	Time	Venue	Brief Outline
Session 1	26th September 2019	9.00am – 12.00pm	EIC building Sidney Stringer	Understanding mastery and how to sequence learning and task design; moving from developing conceptual understanding to fluency practice and application through problem solving and reasoning tasks, in number and calculation.

Maths No Problem Textbook Approach

Brief Overview:	We offer a range of training and in- school support to schools who are new to their journey with Maths No Problem and schools who have more experience but are looking for external support to embed the curriculum. Our one- day training course is suitable for school leaders, teachers and teaching assistants who are new to a school where Maths No Problem is already in use. The day will cover: A brief background of the Singaporean Maths approach A chance to participate in parts of a mock lesson A chance to watch a lesson in action Detailed information about planning lessons using the scheme	
Facilitators:	Maths No Problem CPD leaders	Blue Sky
Who is it suitable for?	School leaders, teachers and teaching assistants	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	Embed the textbook approach for schools currently using Maths No Problem textbooks	
Teaching School:	Blue Sky	
Tel:	02476 453314	
Email:	l.stevenson@romeromac.com	
Booking Link:	https://blueskytsa.org/contact-us/booking-form/	
Costs:	£35	

Sessions	Date	Time	Venue
Session 1	Thursday 12th September 2019	9:00 am – 4:00 pm	Cedar Lodge, Sacred Heart Catholic Primary
Alternative Session 1	Tuesday 17th September 2019	9:00 am – 4:00 pm	Cedar Lodge, Sacred Heart Catholic Primary

Securing Teacher Assessment of Maths in Year 2

Brief Overview:	**This course will provide an opportunity to:** Promote making accurate and consistent teacher assessment judgements Have a shared understanding of curriculum expectations in Year 2 including the use of TAF standards Complete a standardisation exercise and participate in inter-school moderation **Colleagues will need to bring evidence for three pupils from across the ability ranges**	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	Teachers of Year 2	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Moderation of key children resulting in the identification of next steps to support making TA judgements in June 2019 Enhanced knowledge and understanding to make consistent progress judgements A shared understanding of what quality evidence looks like and best practice regarding how to gather this Resources and guidance to support ongoing AFL opportunities	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£80	

Session	Date	Time	Venue	Brief Outline
Session 1	3rd April 2020	9.00am – 12.00pm	EIC building Sidney Stringer	Using evidence to support making consistent and accurate teacher assessment judgements in Year 2 and identify next steps.

Standardisation and Moderation in Year 3

Brief Overview:	**This course will provide an opportunity to:** Promote making accurate and consistent progress judgements Have a shared understanding of curriculum expectations in Year 3 including the use of Year 2 TAF standards Complete a standardisation exercise and participate in inter-school moderation **Colleagues will need to bring evidence for three pupils from across the ability ranges**	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	Teachers of Year 3	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Enhanced knowledge and understanding to make consistent progress judgements A shared understanding of what quality evidence looks like Resources and guidance to support ongoing AFL opportunities	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£40	

Session	Date	Time	Venue	Brief Outline
Session 1	6th December 2019	1.30pm – 3.30pm	EIC building Sidney Stringer	Using evidence to support making consistent and accurate teacher assessment judgements in Year 3 and identify next steps.

Standardisation and Moderation in Year 4

Brief Overview:	**This course will provide an opportunity to:** Promote making accurate and consistent progress judgements Have a shared understanding of curriculum expectations in Year 4 Complete a standardisation exercise and participate in inter-school moderation **Colleagues will need to bring evidence for three pupils from across the ability ranges**	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	Teachers of Year 4	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Enhanced knowledge and understanding to make consistent progress judgements A shared understanding of what quality evidence looks like Resources and guidance to support ongoing AFL opportunities	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£40	

Session	Date	Time	Venue	Brief Outline
Session 1	6th March 2020	1.30pm – 3.30pm	EIC building Sidney Stringer	Using evidence to support making consistent and accurate teacher assessment judgements in Year 4 and identify next steps.

Supporting learners working at KS1 or Lower KS2 curriculum expectations for maths

NEWLY DEVELOPED COURSE * *see below*

Brief Overview: **Fluency of fundamentals**	To explore the expectations, progression and skill development of the primary maths curriculum To understand and explore the features and big ideas of a mastery curriculum To enhance subject and pedagogical knowledge in number, progression in calculation methods, key skills, fractions and decimals To develop conceptual understanding through the use of manipulatives, pictorial representations and key resources	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	**Teaching assistants** in **Primary** and **Secondary** schools who work alongside children working within the KS1 and lower KS2 curriculum	
***Who is it NOT suitable for:**	Support staff who have previously attended the KS1 or KS2 training	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Heightened understanding of age related expectations and subject knowledge pertinent to KS1 and lower KS2 An understanding of the **five big ideas of learning for mastery** and the three National Curriculum aims: **fluency, reasoning and problem solving** Increased confidence in supporting mathematics and use of concrete apparatus, pictorial and abstract representations (CPA) Confidence to use an increased repertoire of strategies and questioning stems when supporting groups of children To have a bank of ideas and resources **Practical ideas** and **resources** incorporated throughout the session to take away and sent electronically, to enable incorporating ideas immediately into classroom practice or adapting as required.	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£220	

Session	Date	Time	Venue	Brief Outline
Session 1	20th September 2019	9.00am – 12.00pm	EIC building Sidney Stringer	Understanding mastery – the five big ideas and three curriculum aims. Developing number – counting and early calculation
Session 2	11th October 2019	9.00am – 12.00pm	EIC building Sidney Stringer	Place value. Extending addition and subtraction, moving from mental to methods with jottings, to standard written methods. Promoting the learning / practice of key facts. Effective use of manipulatives
Session 3	1st November 2019	9.00am – 12.00pm	EIC building Sidney Stringer	Exploring multiplication and division, money. Effective use of Representation and structure - CPA (Concrete, Pictorial, Abstract)
Session 4	15th November 2019	9.00am – 12.00pm	EIC building Sidney Stringer	Exploring fractions and decimals Problem solving and reasoning

Teaching Primary mathematics – KS1

Brief Overview:	To have a common understanding of the expectations, pitch and progression of the **national curriculum** for mathematics To explore the **five big ideas of mastery** and their impact on lesson design To enhance and enrich **subject knowledge** with a particular focus on number, calculation, fractions and problem solving To deepen mathematical skills and knowledge alongside **conceptual understanding**, developing the use of manipulatives, pictorial representations and key resources	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	**NQTs in KS1** Teachers **new** to teaching the 2014 curriculum in **KS1** (including those returning to teaching with **very** limited knowledge and understanding)	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	To have a clear understanding of the **five big ideas of learning for mastery** To have developed and embedded an appreciation of the three National Curriculum aims: **fluency, reasoning and problem solving** To have enhanced **subject knowledge,** including **progression** in learning and effective **pedagogy** To increase **confidence** in teaching mathematics in KS1 To have a bank of ideas and resources **Practical ideas** and **resources** incorporated throughout the sessions to take away and sent electronically, enabling participants to integrate ideas immediately into school practice or adapt as required.	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£240	

Sessions	Date	Time	Venue	Brief Outline
Session 1	3rd October 2019	1.00pm–4.00pm	EIC building Sidney Stringer	Understanding mastery – the five big ideas The three aims: Fluency, Reasoning and Problem Solving Exploring counting, number and early calculation (part 1)
Session 2	28th November 2019	1.00pm–4.00pm	EIC building Sidney Stringer	Developing place value Exploring number and calculation part 2 Variation, representation and structure - CPA (Concrete, Pictorial, Abstract)
Session 3	10th January 2020	1.00pm–4.00pm	EIC building Sidney Stringer	Developing early concepts with fractions and money.

Teaching Primary mathematics – KS2

Brief Overview:	To have a common understanding of the expectations, pitch and progression of the **national curriculum** for mathematics To explore the **five big ideas of mastery** and their impact on lesson design To enhance and enrich **subject knowledge** with a particular focus on number, calculation, fractions and problem solving To deepen mathematical skills and knowledge alongside **conceptual understanding**, developing the use of manipulatives, pictorial representations and key resources	
Facilitators:	**Name**	**School**
	Rebecca Chandler, AHT & SLE specialising in mathematics	Parkgate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	**NQTs in KS2** Teachers **new** to teaching the 2014 curriculum in **KS2** (including those returning to teaching with **very** limited knowledge and understanding)	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	To have a clear understanding of the **five big ideas of learning for mastery** To have developed and embedded an appreciation of the three National Curriculum aims: **fluency, reasoning and problem solving** To have enhanced **subject knowledge,** including **progression** in learning and effective **pedagogy** To increase **confidence** in teaching mathematics in KS2 To have a bank of ideas and resources **Practical ideas** and **resources** incorporated throughout the sessions to take away and sent electronically, enabling participants to integrate ideas immediately into school practice or adapt as required.	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£240	

Sessions	Date	Time	Venue	Brief Outline
Session 1	3rd October 2019	9.00am – 12.00pm	EIC building Sidney Stringer	Understanding mastery – the five big ideas The three aims: Fluency, Reasoning and Problem Solving Developing number and place value
Session 2	28th November 2019	9.00am – 12.00pm	EIC building Sidney Stringer	Calculation methods including laws of arithmetic Developing key skills - Fluency and Variation Representation and structure - CPA (Concrete, Pictorial, Abstract)
Session 3	10th January 2020	9.00am – 12.00pm	EIC building Sidney Stringer	Fractions and decimals Problem solving and reasoning

Primary Science Subject Leaders

Brief Overview:	The role of the subject leader is crucial to raise standards and support teachers and children. Good leadership will in turn have a positive impact on the quality of science teaching. You will explore a range of strategies to audit and lead science in your school, understand your role more fully and be able to identify and promote effective primary science.
Facilitators:	Steve Essex, SLE specialising in Science, Sidney Stringer Multi-Academy Trust
Who is it suitable for?	Primary Science Subject Leaders
What will you take away with you? e.g. resources, learning points etc. What is the intended impact for you?	Each session will provide you with a CPD package for you to deliver back at school. You will be able to: set and manage processes for leading science effectively lead change in your school to support delivery of the new primary curriculum Help make improvements in the teaching and learning in science across the school
Contact:	Fahmima Begum
Teaching School:	Swan Alliance
Tel:	024 7625 1756
Email:	teachingschool@sidneystringeracademy.org.uk fbegum.staff@sidneystringeracademy.org.uk
Costs:	£75 per delegate per session

Sessions	Date	Time	Venue
Session 1	8th October 2019	1.00pm – 4.00pm	Sidney Stringer Academy
Session 2	28th January 2020	1.00pm – 4.00pm	Sidney Stringer Academy
Session 3	9th June 2020	1.00pm – 4.00pm	Sidney Stringer Academy

Language Teaching in a Primary Setting

Brief Overview:	The one-year programme focuses on languages within a primary setting. Delegates will be supported in the creation of a 'depth curriculum' established through 'information chunking' which overcomes typical barriers within a Primary setting such as timetable restrictions, progress over time and teachers' lack of confidence in teaching languages. The programme is based on the evidence-based practice and research of Rachel Hawkes' phonic teaching and the internationally renowned language acquisition expert Dr Gianfranco Conti. Primary teachers will learn how to confidently teach all four skills; Listening, Reading, Speaking and Writing in fun, interactive and inclusive ways, supported by an easy-to-follow and implement curriculum. The programme will be led by Language Teachers from within the President Kennedy Teaching School Alliance and will offer the opportunity for participants to observe Language Learning in action within the secondary classroom.
Facilitator:	Anneliese Yafai
Who is it suitable for?	Primary teachers
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	Implement thorough and supportive language learning systems in a Primary setting centred on teachers' individual strengths.
Proposed Session Schedule:	**Building on Foundations:** *Mapping existing curriculum plans to intent and exploring the research of L2 language acquisition* **Curriculum in Context:** *Bespoke curriculum planning and implementation in a Primary setting* **'On the Ground – Theory into Practice'** *Facilitated coaching and team-teaching sessions in individual schools from accredited SSAT Lead Practitioner*
Teaching School:	President Kennedy Teaching School Alliance www.presidentkennedytsa.co.uk
Email:	teachingschool@pk.coventry.sch.uk
Tel:	02476661416
Costs:	£75

Session	Date	Time	Venue
Session 1	2nd October 2019	3.45pm – 5.30pm	President Kennedy School
Session 2	4th December 2019	3.45pm – 5.30pm	President Kennedy School
Session 3	8th January 2020	3.45pm – 5.30pm	President Kennedy School

MFL made easy: Strategies for making it more manageable to teach foreign languages at primary level

"The chance to talk to other MFL teachers and exchange experience. Talking about resources and be given lots of new ideas how to teach the language and make it fun" "Organisation and resources, presentation – excellent"
"I feel motivated to continue and improve what I deliver"
"Thank you so much, it's been invaluable" Feedback from previous participants

Brief Overview:	Quick, easy, high impact strategies for successfully implementing foreign languages into a busy and demanding primary school timetable.	
Facilitators:	**Name**	**School**
	Rochelle Cocksworth	Inspire Education Trust
Who is it suitable for?	Teachers and Subject Leaders	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	By the end of the course, practitioners will feel confident in their ability to lead and teach foreign languages in the primary classroom. They will have a range of ideas and resources that help make it manageable, even for the less confident linguists, to ensure that all KS2 pupils are receiving the statutory government requirement of learning a foreign language at primary school level.	
Teaching School:	Castle Phoenix	
Tel:	02476444822 ext 107	
Email:	Enquiries@castlephoenix.org.uk	
Booking Link:	Book your place	
Costs:	£75	

Session	Date	Time	Venue	Brief Outline
Session 1	Thursday 14th November 2019	9.00am-12.00pm	Caludon Castle School	This course will offer specialist support and tried and tested techniques to make teaching and learning in foreign languages manageable and successful in all primary school classrooms.

Primary ICT and Computing

Brief Overview:	How to make the most of what you already do to meet the curriculum requirements for ICT and Computing How to break down the requirements of the curriculum Practical strategies and methods to teach the new aspects of the curriculum.
Facilitators:	Andrew Walls, Assistant Head Teacher ICT at SSA
Who is it suitable for?	Primary teachers and coordinators of ICT.
What will you take away with you? e.g. resources, learning points etc.	Relevant resources will be emailed after the session.
What is the intended impact for you?	Improved knowledge and understanding of the ICT and Computing aspect of the curriculum at KS1 and KS. Practical ideas for how it can be applied.
What is the intended impact for your school?	ICT embedded in to and across the curriculum in both KS1 and KS2.
Contact:	Fahmima Begum
Teaching School:	Swan
Tel:	024 7625 1756
Email:	teachingschool@sidneystringeracademy.org.uk or fbegum.staff@sidneystringeracademy.org.uk
Costs:	£50

Session	Date	Time	Venue	Brief Outline
Session 1	Monday 27th January 2020	9:00am –11:00am	SSA Boardroom	As above

Primary NQT Programme

Brief Overview:	The programme will support NQTs continue to improve teaching and learning in their classrooms. This course provides a range of skills and understanding suitable for all sectors and supporting colleagues in completing their induction year. This course is designed to support NQTs and consists of seven sessions through-out the year delivered by colleagues from the primary sector. Between sessions the NQTs will be encouraged to meet with other NQTs from their School Improvement Network Elements of some sessions will have a subject specific focus
Facilitators:	The Swan and Blue Sky Teaching School Alliances are delighted to offer a Newly Qualified Teacher Programme for primary practitioners. It is delivered by our outstanding team of facilitators who are SLEs, senior leaders and practitioners responsible for teaching and learning.
Who is it suitable for?	Primary Newly Qualified Teachers.
What will you take away with you? e.g. resources, learning points etc. What is the intended impact for you?	Developed resources and strategies. Support NQTs to consolidate their skills and move to consistently good or better teaching Empower teachers to transform the lives of children Improved teaching and learning Additional capacity to support the development of NQTs
Contact:	Fahmima Begum
Teaching School:	Swan
Tel:	024 7625 1756
Email:	teachingschool@sidneystringeracademy.org.uk fbegum.staff@sidneystringeracademy.org.uk
Costs:	£350

Sessions	Date	Time	Venue	Brief Outline
Session 1 0.5	7th October 2019	1.00pm-4.00pm	SSA, EIC Building Primrose Hill Street, Coventry, CV1 5LY Conference Room 1	Relationships with others Classroom management and positive behaviour strategies Develop professional relationships with colleagues Develop effective relationships with support staff Developing successful relationships with parents/carers Working with stakeholders
Session 2 0.5	29th October 2019	1.00pm-4.00pm	SSA, EIC Building Primrose Hill Street, Coventry, CV1 5LY Conference Room 1	Planning and assessment Plan and teach well- structured lessons Make use of summative and formative assessment to secure pupil progress

				Providing effective verbal and written feedback
Session 3	20th November 2019	1.00pm-4.00pm	SSA, EIC Building Primrose Hill Street, Coventry, CV1 5LY Conference Room 1	Spotlight on English Strategies to bring English learning to life Promote a love of reading Teach grammar in a fun and engaging way Progression in writing
Session 4	16th January 2020	1.00pm-4.00pm	SSA, EIC Building Primrose Hill Street, Coventry, CV1 5LY Conference Room 1	Spotlight on maths Support on the 3 aims of the National Curriculum: Fluency, Reasoning and Problem Solving Developing a CPA approach (Concrete, Pictorial, Abstract) Understanding mastery in maths
Session 5	6th February 2020	1.00pm-4.00pm	SSA, EIC Building Primrose Hill Street, Coventry, CV1 5LY Conference Room 1	Achieving the best outcomes for all Appropriate challenge for all children regardless of prior attainment i.e. - Supporting newly arrived children; EAL learners; higher attainers Implementing recommendations from external agencies
Session 6	18th May 2020	12.30pm-4.00pm	SSA, EIC Building Primrose Hill Street, Coventry, CV1 5LY Conference Room 1	Reflection/ Appraisal/ progression Celebratory lunch served from 12:30pm

KS2

Sessions	Date	Time	Venue	Brief Outline
Session 1	8th October 2019	1.00pm-4.00pm	SSA, EIC Building Primrose Hill Street, Coventry, CV1 5LY Conference Room 1	Relationships with others Classroom management and positive behaviour strategies Develop professional relationships with colleagues Develop effective relationships with support staff Developing successful relationships with parents/carers Working with stakeholders
Session 2	30th October 2019	1.00pm-4.00pm	SSA, EIC Building Primrose Hill Street, Coventry, CV1 5LY Conference Room 1	Planning and assessment Plan and teach well- structured lessons Make use of summative and formative assessment to secure pupil progress Providing effective verbal and written feedback

Session 3	1st November 2019	1.00pm-4.00pm	SSA, EIC Building Primrose Hill Street, Coventry, CV1 5LY Conference Room 1	Spotlight on English Strategies to bring English learning to life Promote a love of reading Teach grammar in a fun and engaging way Progression in writing
Session 4	17th January 2020	1.00pm-4.00pm	SSA, EIC Building Primrose Hill Street, Coventry, CV1 5LY Conference Room 1	Spotlight on maths Support on the 3 aims of the National Curriculum: Fluency, Reasoning and Problem Solving Developing a CPA approach (Concrete, Pictorial, Abstract) Understanding mastery in maths
Session 5	10th February 2020	1.00pm-4.00pm	SSA, EIC Building Primrose Hill Street, Coventry, CV1 5LY Conference Room 1	Achieving the best outcomes for all Appropriate challenge for all children regardless of prior attainment i.e. - Supporting newly arrived children; EAL learners; higher attainers Implementing recommendations from external agencies
Session 6	19th May 2020	12.30pm-4.00pm	SSA, EIC Building Primrose Hill Street, Coventry, CV1 5LY Conference Room 1	Reflection/ Appraisal/ progression Celebratory lunch served from 12:30

Standardisation and moderation activities for Year 2 teacher assessment - English

Brief Overview:	**This course will provide an opportunity to:** Promote making accurate and consistent teacher assessment judgements Have a shared understanding of curriculum expectations in Year 2 including the use of TAF standards Complete a standardisation exercise and participate in inter-school moderation **Colleagues will need to bring evidence for three pupils from across the ability ranges**	
Facilitators:	**Name**	**School**
	Lynne Burns, DHT & SLE specialising in English	Spon Gate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	Teachers of Year 2	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Moderation of key children resulting in the identification of next steps to support making TA judgements in June 2019 Enhanced knowledge and understanding to make consistent progress judgements A shared understanding of what quality evidence looks like and best practice regarding how to gather this Resources and guidance to support ongoing AFL opportunities	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£80	

Session	Date	Time	Venue	Brief Outline
Session 1	3rd April 2020	1.00pm – 4.00pm	EIC building Sidney Stringer	Using evidence to support making consistent and accurate teacher assessment judgements in Year 2 and identify next steps.

Training for KS1 statutory assessments

Brief Overview:	**This course will provide an opportunity to:** to promote accurate and consistent judgements in relation to statutory teacher assessments for reading, writing and maths to consider best practice for evidence collection in order to meet the statements on the Teacher Assessment Frameworks (TAF) to have the opportunity to make Teacher Assessments based on samples of work **Colleagues will need to bring evidence for three pupils from across the ability ranges for reading, writing and maths**	
Facilitators:	**Name**	**School**
	Lynne Burns, DHT & SLE specialising in English	Spon Gate Primary School
	Andrea Blundred, AHT & SLE specialising in mathematics	Parkgate Primary School
Who is it suitable for?	Teachers of Year 2	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Enhanced knowledge and understanding to make consistent progress judgements A shared understanding of what quality evidence looks like and best practice regarding how to gather this and identify next steps Resources and guidance to support ongoing AFL opportunities	
Contact:	Claire Adams	
Teaching School:	President Kennedy Teaching School Alliance	
Tel:	024 76637381	
Email:	ABBCmaths@outlook.com	
Costs:	£80	

Session	Date	Time	Venue	Brief Outline
Session 1	19th February 2020	9.00am – 12.00pm	Spon Gate Primary School	Using evidence to support making consistent and accurate teacher assessment judgements in Year 2 and identify next steps.

Using Drama to teach in primary: A toolbox for the terrified

"Great ideas for teachers to explore with confidence to extend learning, thank you"
"Put me at ease and made it approachable"
"Engaging facilitator, useful ideas to apply in class" Feedback from previous participants

Brief Overview:	These sessions are tailored to the primary practitioner who understands the power of using Drama to facilitate learning for learners, but lacks the confidence or 'know how' to make it focussed and effective. Using teachers as participants (being the class!), and with carefully selected techniques and methods that mean acting is not a perquisite from all pupils, Kacey de Groot will model three different lesson formats, with a range of techniques and in three different subject areas. Sessions will look at using Drama in English, History, and PHSE focussed lessons. The Drama 'toolkit' explored across all three will be connected to empathy, creative and collaborative learning, and the connections to writing, reading, and oracy, in the different subject areas, will be signposted and highlighted.	
Facilitators:	**Name**	**School**
	Kacey de Groot, Assistant Principal Leader of Learning	Caludon Castle School
Who is it suitable for?	New or experienced primary school teachers in KS2 who wish to develop their own, or their class' creative imagination.	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	A range of three lessons will be modelled that can be used in primary school teaching directly. All thematic material will connect directly to the curriculum. A powerpoint containing the different Drama strategies and connections to their usage. A practical experience of the sessions and techniques to understand how even 'role-play phobics' might still learn through Drama.	
Teaching School:	Castle Phoenix Teaching School Alliance www.castlephoenix.org.uk	
Tel:	024 7644 4822 extension 107	
Email:	enquiries@castlephoenix.org.uk	
Booking Link	Book your place	
Costs:	£150 for course or £50 per session	

Sessions	Date	Time	Venue	Brief Outline
Session 1	Thursday 23rd January 2020	2.30pm – 4.30pm	Caludon Castle School	Bringing a book to life through Drama.
Session 2	Thursday 6th February 2020	2.30pm – 4.30pm	Caludon Castle School	Bringing History to life through Drama.
Session 3	Thursday 20th February 2020	2.30pm – 4.30pm	Caludon Castle School	Understanding our world through Drama

Building the 'Word Rich' Classroom

Brief Overview:	Within this programme, teachers will explore educational theory and evidence-based practice in order to develop an understanding of the importance of explicit vocabulary instruction. Considering the goal of a 'word rich' culture and developing word consciousness in our pupils, this programme will consider how this looks in classrooms, as well as at subject curriculum and whole-school level.
Facilitators:	Stacey Howe Angelina Lynch
Who is it suitable for?	Whole school
What will you take away with you? e.g. resources, learning points etc.	Create a vision and model for a 'word rich' culture in schools. Develop a repertoire of strategies within classrooms to effectively teach vocabulary. Reflect on and evaluate existing curriculum structures while considering the status of vocabulary.
What is the intended impact? **What will you take away with you? e.g. resources, learning points**	1. ***The 'Word-Rich Classroom***: The Reality 2. ***Academic Language Acquistion***: Influencing our thinking on vocabulary 3. ***Creating a Culture of Word Consciousness***: Practice in the classroom 4. ***Reflections on Curriculum***: Evaluating the effectiveness of the teaching of vocabulary? **5. *Scaling Up*:** How can we create a culture of word consciousness at whole-school level?
Teaching School:	President Kennedy Teaching School Alliance www.presidentkennedytsa.co.uk
Email:	teachingschool@pk.coventry.sch.uk
Tel:	02476661416
Costs:	£75

Sessions	Date	Time	Venue
Session 1	11th September 2019	3.45pm-5.30pm	President Kennedy School
Session 2	6th November 2019	3.45pm-5.30pm	President Kennedy School
Session 3	8th January 2020	3.45pm-5.30pm	President Kennedy School
Session 4	18th March 2020	3.45pm-5.30pm	President Kennedy School
Session 5	10th June 2020	3.45pm-5.30pm	President Kennedy School

English Literature - Subject Knowledge CPD

Brief Overview:	Beyond reading for pleasure, how many of us spend CPDL time really exploring our subject? When was the last time, for example, a CPD meeting centred on debating Shakespeare's greatest villain or picking apart the depiction of a Tragic Hero? Many of us have not had a knowledge refresher since university. Subject knowledge is perhaps the single most valuable tool we have as English teachers, yet we neglect the nurture of it. As the research-based pendulum swings back towards a knowledge-rich curriculum, President Kennedy TSA is pleased to offer a series of interactive sessions on key periods of English Literature. This is about subject knowledge, not pedagogy.
Facilitators:	Assistant Heads, English subject leads, lead practitioners and SLE's
Who is it suitable for?	English teachers
What will you take away with you? e.g. resources, learning points etc.	Be confident that teachers are equipped with a subject-rich knowledge refresher Plan and deliver an outstanding and progressive English curriculum, with full awareness of the "whole journey" from Y7-13.
What is the intended impact for you?	**The programme consists of six sessions:** 1. **Allusions:** *'In the beginning God created the heaven and the earth' or, in other stories, 'there was chaos'.* 2. **Shakespeare:** *'We know what we are, but know not what we may be.'* 3. **Romanticism:** *'Heard melodies are sweet, but those unheard are sweeter'* 4. **Victorian:** *'Life is measured by the rapidity of change, the succession of influences that modify the being.'* 5. **Realism:** *'He's young; he hated war; how should he die? When cruel old campaigners win safe through?'* 6. **Modernism – post-modernism:** *'There is man in his entirety, blaming his shoe when his foot is guilty.'*
What is the intended impact for your school?	As the research-based pendulum swings back towards a knowledge-rich curriculum, President Kennedy TSA is pleased to offer a series of interactive sessions on key periods of English Literature. This is about subject knowledge, not pedagogy.
Teaching School:	President Kennedy Teaching School Alliance www.presidentkennedytsa.co.uk
Email:	teachingschool@pk.coventry.sch.uk
Tel:	02476661416
Costs:	£75

Sessions	Date	Time	Venue
Session 1	2nd October 2019	3.45pm-5.30pm	President Kennedy School
Session 2	4th December 2019	3.45pm-5.30pm	President Kennedy School
Session 3	5th February 202	3.45pm-5.30pm	President Kennedy School
Session 4	11th March 2020	3.45pm-5.30pm	President Kennedy School
Session 5	17th June 2020	3.45pm-5.30pm	President Kennedy School
Session 6	8th July 2020	3.45pm-5.30pm	President Kennedy School

New to English Subject Leadership

Brief Overview:	Those new to leading English will attend a course of briefings to support them in their role as a core subject leader. During the year, delegates will gain skills in moderation, observation teaching and learning, sharing feedback to improve standards and triangulating evidence to drive school improvement.	
Facilitators:	Megan Scullion	The Romero Academy
Who is it suitable for?	New to English subject leaders	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	Delegates will end the year with a toolbox to enable them to lead English effectively and drive standards throughout their school.	
Teaching School:	Blue Sky Teaching School Alliance https://blueskytsa.org/contact-us/booking-form/	
Tel:	024 (76) 453314	
Costs:	£200 for 3 sessions	

Sessions	Date	Time	Venue
Session 1	Tuesday 3rd December 2019	1.00pm – 4.00pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 2	Wednesday 22nd January 2020	1.00pm – 4.00pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 3	Tuesday 10th March 2020 (*New Date)	1.00pm – 4.00pm	Cedar Lodge, Sacred Heart Catholic Primary

Building Brighter Futures

Brief Overview:	Building Brighter Futures is a one year programme that focuses on the educational theory and evidence-based practice of KS2 to 3 transition, exemplified in 'The Bridge'. Nationally and internationally recognised dedicated year 7 College at President Kennedy School, Barr's Hill School and Stoke Park School within The Futures Trust.	
Facilitators:	**Name**	**School**
	Various	President Kennedy School
Who is it suitable for?	Schools wishing to develop the effective use of 'student talk' in the classroom.	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Schools wishing to develop a clear vision and model for KS2 to 3 transition in their own school context. Enhance their understanding and effective use of a range of local and national pupil level data Lead on learning through assisting the establishment of a clear set of principles centred on T&L, Curriculum and assessment at KS3 Identify priorities for relationship building and partnership with feeder primaries and KS2 colleagues.	
Teaching School:	Teachingschool@pks.coventry.sch.uk www.presidentkennedytsa.co.uk	
Tel:	02476 661416 x2022	
Costs:	£175	

Sessions	Date	Time	Overview
Session 1	6th November 2019	3.45pm-5.30pm	The Bridge: Vision and Values
Session 2	5th February 2020	3.45pm-5.30pm	The Bridge: Planning the Structures
Session 3	11th March 2020	3.45pm-5.30pm	The Bridge: Curriculum Design and Principles
Session 4	6th May 2020	3.45pm-5.30pm	The Bridge: Accelerated Progress Through Exceptional Transition
Session 5	24th June 2020	3.45pm-5.30pm	The Bridge: Theory to Practice

Curriculum Design: From 'Intent to Impact'

Brief Overview:	As a result of this programme teachers will, as part of a facilitated working group in their given subject discipline, interrogate and evaluate their existing curriculum provision. Participants will identify a curriculum intent, from which they can begin to develop a long-term map for their curriculum. They will discuss the key concepts which drive their subject, debate the content which should be included, as well as considering the place of both knowledge and skills within their subject area. From these discussions, they will design a curriculum which effectively caters to the needs of their pupils, as well as upholding the integrity of subject.	
Facilitators:	**Name**	**School**
	Rebecca Chandler	Parkgate Primary
	Stacy Howe	President Kennedy
	Steve Toor	The Futures Trust
	Dave Wood	President Kennedy
Who is it suitable for?	Collaboratively create a vision and intent for the curriculum in subject specific areas. Rigorously interrogate and reflect on existing curriculum design, considering whether it meets the needs of all learners. Engage in curriculum design which encapsulates the values and intent of each individual school.	
What is the intended impact for you? **What will you take away with you? e.g. resources,** **learning points etc.**	1. **What is 'Knowledge and Learning'?** *Curriculum intent in individual disciplines* 2. **Curriculum in Context:** *Curriculum implementation in different schools* 3. **Building on Foundations:** *Mapping existing curriculum plans to intent* 4. **From Intent to Implementation:** *Strategic curriculum mapping and sequencing* 5. **Ensuring Impact:** *Assessment and pedagogy in curriculum design*	
Teaching School:	Teachingschool@pks.coventry.sch.uk www.presidentkennedytsa.co.uk	
Tel:	02476 661416 x2022	
Costs:	£75	

Sessions	Date	Time	Brief Outline
Session 1	25th September 2019	3.45pm-5.30pm	What is 'Knowledge and Learning'? Curriculum intent in individual disciplines
Session 2	13th November 2019	3.45pm-5.30pm	Curriculum in Context: Curriculum implementation in different schools
Session 3	11th December 2019	3.45pm-5.30pm	Building on Foundations: Mapping existing curriculum plans to intent
Session 3	12th February 2020	3.45pm-5.30pm	From Intent to Implementation: Strategic curriculum and sequencing
Session 4	29th April 2020	3.45pm-5.30pm	Ensuring Impact: Assessment and pedagogy in curriculum design

Enhancing Written Communication in the Secondary Classroom

Brief Overview:	The ability to communicate well is essential in life. Within every subject we want our students to be able to debate, write, and read with assurance and authority. Therefore the purpose of this programme is to look at how teachers support students to effectively plan, write, and reflect on their work. The strategies, resources, and ideas which are explored within this programme will improve the development of writing for all students at all Key Stages in a secondary school.	
Facilitators:	**Name**	**School**
Who is it suitable for?	***Continuing the Journey*:** Understanding the curriculum and standards of writing in KS2 ***Talk to Write*:** Understanding the importance of planned and structured oracy to effective written communication ***From Planning to Reflection:*** Developing students' metacognition of the learning process ***Theory to Practice*:** Using effective literacy strategies to enhance writing in the classroom. ***Theory to Practice*:** Using effective assessment and self-editing strategies to enhance writing in the classroom.	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Reflect on your own school's culture of writing across all key stages Implement a number of strategies which will help enhance the quality of writing	
Teaching School:	Teachingschool@pks.coventry.sch.uk www.presidentkennedytsa.co.uk	
Tel:	02476 661416 x2022	
Costs:	£175	

Sessions	Date	Time	Venue
Session 1	18th September 2019	3.45pm-5.30pm	President Kennedy School
Session 2	13th November 2019	3.45pm-5.30pm	President Kennedy School

Session 3	18th December 2019	3.45pm-5.30pm	President Kennedy School
Session 3	29th January 2020	3.45pm-5.30pm	President Kennedy School
Session 4	1st April 2020	3.45pm-5.30pm	President Kennedy School

Enhanced Teacher Programme

"I liked how the ideas we shared were all new, fresh and interesting"
"Everything relevant to daily teacher life" Previous Participants

Brief Overview:	Coventry Teaching Schools' Network is delighted to offer this programme for recently qualified teachers. It will provide the opportunity to engage in a support programme that will help to update their knowledge, skills and ability in key areas that are essential in becoming an effective and competent teaching practitioner. This course will run over 4 whole day sessions covering: Challenge and Engagement in Teaching and Learning Knowing your learners Assessment Developing yourself It will provide delegates with the opportunity to share good practice and learn from one another. Participants will need to attend all sessions and have an in -school mentor.
Facilitators:	Lynne Burns, Deputy Headteacher - Spon Gate Primary School Middle and Senior Leaders, Caludon Castle School
Who is it suitable for?	Teachers who have completed their NQT year and are in their second or third year of teaching. Available to primary, secondary, EYFS and special educational needs colleagues.
What will you take away with you? e.g. resources, learning points etc.	A wealth of ideas and resources that can be brought back to the classroom
What is the intended impact for you?	Develop your role in the school, forge strong relationships, plan for your future To be supported in maximising the impact of your lessons. Improve skills and confidence as you continue your teaching careers Develop teaching and learning strategies Opportunities for colleagues to network with other recently qualified teachers from their area.
Contact:	Carol Harris
Teaching School:	Castle Phoenix
Tel:	024 7644 4822 extension 107
Booking Link:	Book your place
Email:	enquiries@castlephoenix.org.uk
Costs:	£575

Sessions	Date	Time	Venue	Brief Outline
Session 1	30th January 2020	9.00am – 3.00pm	Caludon Castle School	**Challenge and Engagement in Teaching and Learning** Starters and plenaries Differentiation and match Questioning Role modelling Promoting independent learning Lesson observation with a focus on challenge and engagement Skills audit for above areas
Session 2	16th March 2020	9.00am – 3.00pm	Spon Gate Primary School	**Knowing your learners** Presentation of starter activities Behaviours for learning Lesson observation with a focus on inclusion and differentiation and match During the afternoon, there will be a workshop session run by an Educational Psychologist, discussing vulnerable groups and student behaviour. Skills audit for areas linked to inclusion
Session 3	21st May 2020	9.00am – 3.00pm	Caludon Castle School	**Assessment** Sharing of work in school around behaviours for learning and around inclusion of all learners Assessment of learning Assessment for learning Effective marking and feedback Pupil self-evaluation Setting effective learning intentions Target setting Analysing data (RAISE) Lesson observation with a focus on AfL Skills audit linked to assessment
Session 4	30th June 2020	9.00am – 3.00pm	Primary participants hosted in **Spon Gate Primary School** Secondary participants hosted in **Caludon Castle School**	**Developing Yourself** Sharing work on promoting pupil self-assessment from last session Short presentation from a teacher who is three or four years in to their career Personality traits

				Lesson observation linked to participants own subject area and/or year group Phase specific areas e.g. effective use of TAs in primary and subject leadership and working as part of a team for secondary Evaluation of skills audit Setting a six month action plan with their mentor (mentors to attend for part of the afternoon session)

Outstanding Teacher Programme (OTP)

"With great teaching and leadership comes great learning. When every child in every school experience's outstanding teaching in exceptional learning environments, our work will be done."

Brief Overview:	The Outstanding Teacher Programme: Provides in-depth coaching to deepen teachers' understanding of outstanding classroom practice. Participants improve through facilitated practice activities as structured opportunities to reflect on teaching approaches and their quality and impact. Introduces and consolidates new knowledge and skills, and focuses on what makes teaching and learning outstanding. Requires learning 3s to prepare and present at an outstanding level to the whole delegate group for evaluation against DR ICE Forms part of the school's professional development provision as this supports the implementation of agreed best practice and national agendas. Provides strong input on the progression against the professional standards of excellence and advanced skills teachers. This programme is crucial for teachers involved in developing Leadership in Teaching and Learning.
Facilitators:	Experienced and successful school leaders from Castle Phoenix and Blue Sky Teaching School who are trained and experienced OTP facilitators.
Who is it suitable for?	The Outstanding Teacher Programme gives good (and outstanding) teachers a set of high level skills and strategies that enable them to become consistently and sustainably outstanding. It is open to teachers with the potential and capacity to consistently deliver outstanding lessons from primary, special needs, early years and secondary phases.
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	It will help you to: Demonstrate higher level understanding of teaching and improve learning for pupils Increase the job satisfaction and create opportunities for further leadership and career progressions. Enable you to coach colleagues in your own school and in other schools to raise performance levels. Create a proactive school culture where the quality of teaching and learning is observed, discussed, challenged and enhanced. Strategies and resources to secure outstanding teaching and learning.
Teaching School:	Blue Sky Teaching School Alliance https://blueskytsa.org/contact-us/booking-form/
Tel:	024 (76) 453314
Costs:	£615 per delegate

Cohort 1 – Autumn/Winter Term

Sessions	Date	Time	Venue
Session 1	7th November 2019	9pm – 12pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 2	12th November 2019	9am – 4pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 3	20th November 2019	9am – 12pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 4	28th November 2019	9am – 12pm / 1pm – 4pm	Your Own School
Session 5	4th December 2019	9am – 12pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 6	11th December 2019	9am – 12pm / 1pm – 4pm	Your Own School
Session 7	9th January 2020	1pm – 4pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 8	13th January 2020	9am – 4pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 9	20th January 2020	9am – 12pm / 1pm – 4pm	Your Own School
Session 10	28th January 2020	1pm – 4pm	Cedar Lodge, Sacred Heart Catholic Primary

Cohort 2 – Winter/Spring Term

Sessions	Date	Time	Venue
Session 1	10th February 2020	9am – 12pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 2	13th February 2020	9am – 4pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 3	19th February 2020	9am – 12pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 4	3rd March 2020	9am – 12pm / 1pm – 4pm	Your Own School
Session 5	6th March 2020	9am – 12pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 6	10th March 2020	9am – 12pm / 1pm – 4pm	Your Own School
Session 7	16th March 2020	1pm – 4pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 8	20th March 2020	9am – 4pm	Cedar Lodge, Sacred Heart Catholic Primary
Session 9	24th March 2020	9am – 12pm / 1pm – 4pm	Your Own School
Session 10	27th March 2020	1pm – 4pm	Cedar Lodge, Sacred Heart Catholic Primary

Overcoming Barriers to Reading

Brief Overview:	Over the course of this programme, teachers will explore key factors which affect pupils' ability to read fluently. Through exploring the use of available data around reading, teachers will gain a more confident understanding of how to set up and mange appropriate intervention, as well as how to use DARTs to stretch and support pupils.	
Facilitators:	**Name**	**School**
	Various	President Kennedy School
Who is it suitable for?	Schools wishing to develop the effective overcoming of barriers to reading.	
What is the intended impact for you? **What will you take away with you?** **e.g. resources, learning points etc.**	Develop an understanding of factors which inhibit reading Know what data is available and how to use it appropriately Support teachers in use of DARTs to better stretch and support readers Evaluate intervention for reading and how to ensure it is 'stickable'	
Teaching School:	Teachingschool@pks.coventry.sch.uk www.presidentkennedytsa.co.uk	
Tel:	02476 661416 x2022	
Costs:	£175	

Sessions	Date	Time	Overview
Session 1	9th October 2019	3.45pm-5.30pm	Key Stage 3-Barriers to Reading: Origins and Impact
Session 2	20th November 2019	3.45pm-5.30pm	Negotiating the Evidence: What data is available to school sand how can they utilise this?
Session 3	15th January 2020	3.45pm-5.30pm	Lexical acquisition: Supporting reading fluency
Session 4	4th March 2020	3.45pm-5.30pm	Scaffolding and Chunking: Differentiating reading for LA students
Session 5	11th March 2020	3.45pm-5.30pm	Providing Stretch and Challenge: Enhancing reading for HA students
Session 6	6th May 2020	3.45pm-5.30pm	Intervening with Impact: What makes an effective reading intervention and how do you deliver and manage it?

PSHE CPD Training

Brief Overview:	To prepare for the statutory PSHE requirements for September 2020.	
Facilitators:	**Name**	**School**
	Louise Graham, Assistant Headteacher, SLE	Caludon Castle School
	Caroline Waring – Deputy Headteacher, SLE	Caludon Castle School
Who is it suitable for?	Secondary schools PSHE coordinators.	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	Preparing schools for the statutory RSE requirements, ready for 2020. Offering advice, practical ideas and solutions to leading, teaching and planning for the statutory topics and some of the more challenging aspects of the curriculum. An opportunity to network with other PSHE coordinators.	
Teaching School:	Castle Phoenix Teaching School Alliance www.castlephoenix.org.uk	
Tel:	024 7644 4822 extension 107	
Email:	enquiries@castlephoenix.org.uk	
Booking Link	Book your place	
Costs:	£75	

Session	Date	Time	Venue	Brief Outline
Session 1	11th November 2019	1.00pm – 4.00pm	Caludon Castle School	Understanding the importance of PSHE and the new statutory requirements. How to audit/evaluate your current provision and devise an overview/long-term plan. Effective leadership of PSHE. Safeguarding in the curriculum. Ofsted ready. Delivering RSE. Delivering Prevent.

Talk to Learn

Brief Overview:	Talk to Learn is a one year programme that is focused on the educational theory and evidence based practice of the promotion of oracy in the classroom through the 'Thinking Together' model created by Professor Neil Mercer at the University of Cambridge and developed with great success at the President Kennedy School, as validated by CUREE, The Research Centre for Use of Research and Evidence in Education	
Facilitators:	**Name**	**School**
	Various	President Kennedy School
Who is it suitable for?	Schools wishing to develop the effective use of 'student talk' in the classroom.	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Schools wishing to develop the effective use of 'student talk' in the classroom, enabling the transition from disputational talk to deepen learning. Develop practical strategies for curriculum development and the training of students to 'interlink', through establishing group work protocols with an emphasis on student metacognition. Assess impact through the effective use of Cambridge Oracy Assessments.	
Teaching School:	Teachingschool@pks.coventry.sch.uk www.presidentkennedytsa.co.uk	
Tel:	02476 661416 x2022	
Costs:	£175	

Sessions	Date	Time	Overview
Session 1	6th November 2019	3.45pm-5.30pm	From a monologic classroom to a dialogic classroom and effective group work through Talking Points
Session 2	12th February 202	3.45pm-5.30pm	Owning the process
Session 3	29th April 2020	3.45pm-5.30pm	On the ground – theory into practice: SLE coaching sessions in the delegate school
Session 4	29th April 2020	3.45pm-5.30pm	On the ground – theory into practice: SLE coaching sessions in the delegate school
Session 5	24th June 2020	3.45pm-5.30pm	Scaling up: Embedding a whole school approach to effective oracy in the classroom-senior leader and Oracy team meetings

Develop an understanding of Attachment difficulties in children.

Brief Overview:	A theoretical and practical session to develop your understanding of Attachment difficulties. To gain knowledge of approaches that can support young people. Take away resources and strategies to support your students.	
Facilitators:	**Name**	**School**
	Sara Nelmes	Sherbourne Fields School
Who is it suitable for?	SENCOs, Teachers and Supporting adults working with students with Attachment difficulties in mainstream and special Primary and Secondary schools.	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	To consider how attachment difficulties present in children. To consider the challenging behaviour children with attachment difficulties may display. To gain an understanding of the different types of attachment and develop strategies to support students who have attachment difficulties or Disorder. To reflect on case studies around students with attachment difficulties/disorder.	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£75 per person	

Session	Date	Time	Venue
Session 1	15th January 2020	9.15am – 12.15pm	Sherbourne Fields School

Missed the course dates?

The Inclusive Alliance are able to offer bespoke sessions at times to suit you, so please get in touch for more information

https://www.inclusivealliance.co.uk/contact

Develop an understanding of how girls experience Autism

Brief Overview:	To consider how girls with Autism differ from boys with Autism To gain an understanding of the thinking styles of females with Autism and develop strategies to support female students.	
Facilitators:	**Name**	**School**
	Sara Nelmes	Sherbourne Fields School
Who is it suitable for?	SENCOs, Teachers and Supporting adults working with students with Autism in mainstream and special Primary and Secondary schools.	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	A theoretical and practical session to develop your understanding of girls with Autism. To gain knowledge of approaches that can support female children and young people. Take away examples of resources to use with your students.	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£75 per person	

Session	Date	Time	Venue
Session 1	2nd October 2019	09.15am-12.15pm	Sherbourne Fields School

Missed the course dates?

The Inclusive Alliance are able to offer bespoke sessions at times to suit you, so please get in touch for more information

https://www.inclusivealliance.co.uk/contact

Diminishing the Gap - Developing Communication, Language and Literacy

Brief Overview:	To deepen knowledge of developing communication, language and literacy for children with SEND To investigate practical strategies for communication, language and literacy for children with SEND	
Facilitators:	**Name**	**School**
	Suzanne	Castle Wood School
	Stacey Rutherford	Castle Wood School
Who is it suitable for?	Primary colleagues EYFS colleagues	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	1. Communication and Language Strategies - focus on the challenges experienced by children with SEND and practical strategies for supporting learning. 2. Reading strategies/Writing strategies - explore some of the common issues which challenge children with SEND regarding reading and writing and investigate practical strategies for supporting learning.	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	Cost per person: £195 for all 3 sessions £130 for reading and writing when purchased together If purchased individually: Communication and Language £80 Reading £80/ Writing £70	

Sessions	Date	Time	Venue	Brief Outline
Session 1	31st October 2019	09.15am-12.15pm	Castle Wood School	Communication and Language Strategies
Session 2	24th January 2020	09.30am-3.30pm	Castle Wood School	Reading strategies/writing strategies (0930-1230) (1300-1530)

Evidencing Progress for Pupils with SEND

Brief Overview:	*To document learning for all pupils with SEND* *To evidence progress for pupils with SEND* *To articulate progress for pupils with SEND using qualitative and quantitative data*	
Facilitators:	**Name**	**School**
	Suzanne	Castle Wood School
	Stacey	Castle Wood School
Who is it suitable for?	Mainstream colleagues in Primary	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	*Explore what progress means for pupils with SEND* *Explore how to identify and articulate the uniqueness of data for an individual with SEND* *Investigate a range of strategies for documenting progress for pupils with SEND* *Look at a range of quantitative and qualitative data* *Rehearse articulation of progress for pupils with SEND*	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£75 per person	

Session	Date	Time	Venue
Session 1	7th November 2019	09.15am-12.15pm	Castle Wood School

How Children and Young People with Autism think

Brief Overview:	*A theoretical and practical session to develop your understanding of how children and young people with Autism think and learn. Explore how self-awareness, Theory of Mind, Central Coherence and Executive Functioning differences in your students affects their access to learning opportunities. Identify supporting strategies and approaches for the classroom*	
Facilitators:	**Name**	**School**
	Sara Nelmes	Sherbourne Fields School
Who is it suitable for?	*SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools*	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	*To consider current developments and research* *To identify the core differences in thinking styles for pupils with Autism* *To consider how this impacts on pupils in school* *To identify strategies that can be implemented with pupils*	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£75 per person	

Session	Date	Time	Venue
Session 1	4th December 2019	09.30am - 12.15pm	Sherbourne Fields School

Missed the course dates?

The Inclusive Alliance are able to offer bespoke sessions at times to suit you, so please get in touch for more information

https://www.inclusivealliance.co.uk/contact

How to Demonstrate Progress for Pupils in Primary with SEND (EYFS Curriculum)

Brief Overview:	How to demonstrate progress for pupils with SEND is not always straightforward. This course will give you an insight into effective assessment systems to ensure you can capture progress for all your pupils.	
Facilitators:	**Name**	**School**
	Sara Nelmes	Sherbourne Fields School
	Linzi Savage	Sherbourne Fields School
Who is it suitable for?	*SENCOs, HT, DHT, AHT, Teacher's, HLTA's*	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Raise the profile of effective assessment across the city making sure there is a robust plan for progress for SEND pupils. Develop strategies for summative and formative assessment Share outstanding practice Guide to tracking progress Ideas Assessment opportunities Incorporating Pre-Key Stage Standards into assessment	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£75 per person	

Session	Date	Time	Venue
Session 1	27th November 2019	09.30am - 12pm	Sherbourne Fields School

Missed the course dates?

The Inclusive Alliance are able to offer bespoke sessions at times to suit you, so please get in touch for more information

https://www.inclusivealliance.co.uk/contact

Immersion into Special Education (Sherbourne Fields)

Brief Overview:	This theoretical and practical series of sessions will immerse you in the Special School experience enabling you to develop your skills and knowledge of SEND. You will have the opportunity to observe and reflect on outstanding classroom practice and develop your understanding of how different strategies and approaches can be utilised to support children and young people with a range of SEND. You will gain an understanding of how to use assessment to demonstrate progress. Resources to support planning and assessment will ensure you have the skills necessary to provide high quality teaching whilst promoting an inclusive classroom.
Facilitators:	Sherbourne Fields are delighted to offer this opportunity for practitioners across Primary and Secondary, mainstream and special. Delivered by an outstanding team of practitioners including SLE's and an experienced Head Teacher this course will ensure you have the support to give pupils with SEND quality provision.
Who is it suitable for?	Newly Qualified Teachers Recently Qualified Teachers Teachers / SENCO's / TA's Head Teachers
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	To have an understanding of the needs of pupils with a range of SEND including Autism. To have a range of strategies proven to support pupils with SEND including Autism To have an understanding of how to assess pupils who are working below age related expectations. To have the tools to demonstrate progress. To consolidate good and outstanding classroom practice and its application to individual settings
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer
Tel:	02476591501
Costs:	To be arranged with the school.

Content of the six morning sessions will include:

* SEND – (National and Local Perspective). An opportunity to observe outstanding practice, analyse a range of approaches used and plan how to use these in your own setting.
* Creating an Inclusive classroom – a range of strategies for pupils with ASC.
* Understanding Assessment – How do we demonstrate progress for pupils working below age related expectations
* Immersion in a specialist setting observing outstanding practice – explore strategies and ideas for use in your own setting.

Missed the course dates?

The Inclusive Alliance are able to offer bespoke sessions at times to suit you, so please get in touch for more information

https://www.inclusivealliance.co.uk/contact

Managing Challenging Behaviours in Autism

Brief Overview:	To develop an understanding of stress and anxiety in Autism To investigate the impact of triggers on behaviour To consider possible strategies/approaches to develop appropriate behaviours	
Facilitators:	**Name**	**School**
	Sara Nelmes Heidi Mayer	Sherbourne Fields School
Who is it suitable for?	Primary colleagues in mainstream and special education	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Colleagues will be supported to utilise approaches to identify underlying difficulties and triggers A toolkit of resources will be explored which support emotional regulation	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£75 per person	

Session	Date	Time	Venue
Session 1	22nd January 2020	0915-1215	Sherbourne Fields School

National Award for Special Education Needs Co-ordination

Brief Overview:	Completion of the SENCO Award has been mandatory for the teacher designated as the SENCO since 2009. New SENCOs must gain this qualification within 3 years of taking up their SENCO post. It may also be relevant for those aspiring to be SENCOs or those who were already in the post of SENCO prior to 2009 and wish to pursue accredited professional development in this area. Completing the course entitles candidates with 60 credits which can be used towards an MA in SEN and Inclusion. The programme is taught by experienced senior lecturers from the University of Northampton, School of Education's Centre for Education and Research (CESNER) alongside local colleagues from Castle Wood with experience and expertise in SEND. This programme is endorsed by NASEN.	
Facilitators:	**School**	Sherbourne Fields School
	Castle Wood School	The University of Northampton
Who is it suitable for?	Colleagues in SENCO posts Aspiring SENCOs	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Developing inclusive teaching approaches and co-ordinating provision for pupils with SEND Applying methods to identify additional needs and monitor progress of pupils with SEND Instigating evidence-based, strategic approaches when deploying, supporting and managing other teaching and support staff Establishing networks and partnerships with local SENCOs and SEN Specialists Programme includes: Two modules each worth 30 Level 7 credits at Master's Level Face to face taught sessions (7 days in total spread across the academic year 2018-2019 Online support - discussion groups, networking Access to University support and services Mentor support	
Teaching School:	To apply: Email -senco@northampton.ac.uk	
Tel:	01604 892042	
Costs:	£1925	

Sessions	Dates	Sessions	Date
Session 1	12th November 2019	Session 4	2nd April 2020
Session 2	13th January 2020	Session 5	8th May 2020
Session 3	11th February 2020	Session 6	15th June 2020

Overcoming Barriers: Autism Specific Strategies for Meeting the Demands of a Challenging Secondary Curriculum

Brief Overview:	Learn how using the AET Competency Framework and NAS Autism Accreditation Award can improve the school experience for ASC children Improve understanding of autistic learning behaviours Understand how Executive Functioning impacts on learning Identify autism specific challenges posed by a GCSE curriculum Explore strategies to overcoming barriers to a GCSE curriculum, with a specific focus on Literacy Identify literacy-specific strategies to support students with autism Explore a range of strategies to support reluctant readers, particularly those with co-occurring conditions	
Facilitators:	**Name**	**School**
	Sarah Heckle	Corley Centre
	Kate Foxon	Corley Centre
Who is it suitable for?	*Secondary mainstream teachers, senior leaders, SENCOs and support staff working with children with ASC*	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	A greater understanding of how autism impacts on students' executive functioning and capacity for making progress, and strategies for overcoming these barriers to learning A deeper understanding of the co-occurring conditions that often come with autism, the challenges they pose and what can be done to support progress A range of practical teaching and learning strategies to employ in order to meet the needs of autistic students Literacy-specific techniques for differentiating the curriculum to meet students' needs Handouts and resources relating to ASC and Literacy strategies	
Teaching School:	Inclusive Alliance	
Tel:	01676 540218 (Corley Centre) or 02476591501 Sherbourne Fields	
Email:	inclusivealliance@outlook.com	
Booking Link:	www.inclusivealliance.co.uk/inclusivecpdoffer	
Costs:		

Sessions	Date	Time	Venue	Brief Outline
Session 1	29th January 2020	1.00pm – 3.15pm	Corley Centre	Autism Strategies to Support Mainstream Secondary Students

Missed the course dates?

The Inclusive Alliance are able to offer bespoke sessions at times to suit you, so please get in touch for more information

https://www.inclusivealliance.co.uk/contact

Practical approaches to Teaching Numeracy across Primary to Pupils with SEND

Brief Overview:	*The course is intended to support practitioners in delivering numeracy to students working below age related expectations.* *To gain the skills and knowledge needed to utilise a range of practical and theoretical approaches to engage pupils with SEND in meaningful learning*	
Facilitators:	**Name**	**School**
	Sara Nelmes	Sherbourne Fields School
	Linzi Savage	Sherbourne Fields School
	Jodie Lynch	Sherbourne Fields School
Who is it suitable for?	*SENCOs* *HT, DHT, AHT, Teachers, HLTA*	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	*To build confidence through developing insight and knowledge of the SEND curriculum* *Share outstanding practice* *Resources and practical strategies* *Ideas and varying ways to deliver English in pupils working below age related expectations*	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£75 per person	

Session	Date	Time	Venue
Session 1	29th October 2019	09.15am - 12.15pm	Sherbourne Fields School

Missed the course dates?

The Inclusive Alliance are able to offer bespoke sessions at times to suit you, so please get in touch for more information

https://www.inclusivealliance.co.uk/contact

Relationships and Sex Education (RSE) for all Pupils with SEND including those with ASC

Brief Overview:	*Integrate a range of ideas to develop an accessible curriculum for all students* *To consider sensory implications in the RSE curriculum* *Develop a bank of resource ideas to enable access to the curriculum* *Ideas to work with parents to make RSE relevant* *How to relate theory to practical solutions*	
Facilitators:	**Name**	**School**
	Carla Swaffield	Sherbourne Fields School
	Sue Wookey	Sherbourne Fields School
Who is it suitable for?	*Practitioners who want to develop a meaningful and relevant RSE curriculum for students with SEND, including those with ASC.*	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	*The session will support you to develop an understanding of using Relationships and Sex Education to create a working curriculum for students with SEND. There will be an emphasis on preparing students for the challenges they will face in their daily life as they grow*	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£75 per person	

Session	Date	Time	Venue
Session 1	12th May 2020	12.30pm - 15.30pm	Sherbourne Fields School

Missed the course dates?

The Inclusive Alliance are able to offer bespoke sessions at times to suit you, so please get in touch for more information

https://www.inclusivealliance.co.uk/contact

Teachers and SENCOs – SEND Immersion Programme

Brief Overview:	An opportunity to spend time in a specialist school setting and develop your understanding of the needs of pupils with SEND including Autism. Explore strategies that are proven to support pupils with SEND including Autism Gain an understanding of how to assess pupils who are working below age related expectations Explore a range of tools currently used in a specialist setting to enable staff to demonstrate progress Have a robust understanding of how to support an inclusive classroom and apply this to your setting	
Facilitators:	**Name**	**School**
	Shivaun Duffy Moriarty	Sherbourne Fields School
Who is it suitable for?	SENCO's, Teachers, Teaching Assistants working with pupils with SEND including Autism.	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Written to ensure you have the expertise, skills and knowledge to be an effective practitioner this theoretical and practical series of sessions will immerse you in the special school experience You will have the opportunity to observe outstanding classroom practice, develop your understanding of how different strategies and approaches can be utilised to support children and young people with a range of SEND and gain an understanding of how to use assessment to demonstrate progress Resources to support planning and assessment. A pre-course questionnaire will ensure you have the opportunity to observe the age range and subject area most relevant to your post	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£350 per person	

Sessions	Date	Time	Venue
Session 1	24th September 2019	9.30am – 12pm	Sherbourne Fields School
Session 2	26th November 2019	9.30am – 12pm	Sherbourne Fields School
Session 3	28th January 2020	9.30am – 12pm	Corley School
Session 4	24th March 2020	9.30am – 12pm	Sherbourne Fields School
Session 5	2nd June 2020	9.30am – 12pm	Sherbourne Fields School
Session 6	7th July 2020	9.30am – 12pm	Sherbourne Fields School

Missed the course dates?

The Inclusive Alliance are able to offer bespoke sessions at times to suit you, so please get in touch for more information

https://www.inclusivealliance.co.uk/contact

The Inclusive Study

Brief Overview:	Deepen pedagogy to improve outcomes for all children Develop a range of strategies to move practice forward	
Facilitators:	**Name**	**School**
	Shivaun Duffy Moriarty	Sherbourne Fields School
	Claire Antrobus	Sherbourne Fields School
	Rebekah Hayes	Castle Wood School
	Suzanne Kavanagh	Castle Wood School
WHo is it suitable for?	Leaders in mainstream and special schools Practitioners in mainstream and special schools	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	**Outline of Sessions:** An opportunity to visit schools within the Inclusive Alliance to explore principles, pedagogy and practice. Schools can choose to explore at either Castle Wood or Sherbourne Fields in a blend of professional discussion, time in class to observe outstanding teaching and learning and to have opportunities to explore ideas and strategies for use in colleagues' own schools: ○ High quality teaching and learning in a tailored curriculum ○ Articulating progress for pupils with SEND ○ An inclusive learning environment ○ Exploring the journey to outstanding **Castle Wood** An outstanding curriculum for PMLD children based on research and effective practice. Early Years practice and pedagogy for primary children. An innovative curriculum for primary children with SEND. **Sherbourne Fields** Offers a functional and dynamic curriculum for EYFS, Primary and Secondary aged pupils with a broad spectrum of need including ASC, PMLD, SLD & MLD	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501	
Costs:	Location, times and dates to be agreed with individual schools	

Understanding Stress and Anxiety in Autism

Brief Overview:	To provide an understanding of stress and anxiety in autism To investigate the impact of this on behaviour	
Facilitators:	**Name**	**School**
	Heidi Mayer	Castle Wood School
Who is it suitable for?	Primary Colleagues in mainstream and special education	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Colleagues will be supported to utilise the iceberg approach to identify underlying difficulties A toolkit of resources will be explored which support emotional regulation	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£75 per person	

Sessions	Date	Time	Venue
Session 1	22nd January 2020	9.15am -12.15pm	Castle Wood School

Understanding the Sensory Differences for a Child with Autism

Brief Overview:	A theoretical and practical session to develop your understanding of how children and young people with Autism experience the sensory world and the impact this can have on their emotional regulation.	
Facilitators:	**Name**	**School**
	Heidi Mayer Mayer	Castle Wood School
Who is it suitable for?	SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Explore strategies and approaches to support children and young people experiencing sensory processing differences	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£75 per person	

Session	Date	Time	Venue
Session 1	3rd December 2019	12.30pm-3.30pm	Castle Wood School

Using Lego Therapy to develop social competency in children with Autism

Brief Overview:	A theoretical and practical session to develop your understanding of how Lego Therapy can be used with children to Autism to develop their level of social competency. Taking part in a practical therapy session and identify how sessions can be monitored to assess progress for the children	
Facilitators:	**Name**	**School**
	Sara Nelmes	Sherbourne Fields School
Who is it suitable for?	SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	To consider research and theory behind Lego Therapy as an intervention To understand the practical approach and structure of Lego Therapy	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£75 per person	

Session	Date	Time	Venue
Session 1	1st April 2020	12.30pm-3.00pm	Sherbourne Fields School

Missed the course dates?

The Inclusive Alliance are able to offer bespoke sessions at times to suit you, so please get in touch for more information

https://www.inclusivealliance.co.uk/contact

Utilising Social Stories and Comic Strip Conversations for children with Autism

Brief Overview:	To gain an understanding of the strategies and approaches to support social understanding, utilising strategies from Carol Grey	
Facilitators:	**Name**	**School**
	Heidi Mayer Mayer	Castle Wood School
Who is it suitable for?	SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	How to implement Chatter Cards and Social Stories Explore how to use Comic Strip Conversations with pupils to support social development and getting along with others	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	£75 per person	

Session	Date	Time	Venue
Session 1	11th March 2020	12.30pm-3.30pm	Castle Wood School

Safeguarding

Brief Overview:	A suite of courses aimed to support schools with a range of safeguarding functions.
Facilitator:	Tim Rogers is one of the leading authorities in the UK for the protection of children. He is a former Detective for Warwickshire Police, as well as being a Graduate of the CEOP (Child Exploitation Online Protection Centre) Academy. He provides consultant training for a variety of bodies across the UK and has considerable experience in delivering training including: Introduction to Child Protection; Level 1 to 4 Child Protection/ Safeguarding training; DSO (Education and All Sectors).
Who is it suitable for?	Head teachers/ Senior and middle leaders
What is the intended impact for you? What will you take away with you?	Increased understanding and awareness of child protection and safeguarding issues.
Teaching School:	Swan
Tel:	024 7625 1756
Contact:	Fahmima Begum teachingschool@sidneystringeracademy.org.uk fbegum.staff@sidneystringeracademy.org.uk
Costs:	See below for details

Course title	Date	Time	Venue	Brief Outline
Level 2 safeguarding training £150 per delegate	9th March 2020	9.00am-4.00pm	Sidney Stringer School	To develop awareness of current issues in child protection and skills in assessment and multi-agency working for clinical staff working with children, young people and their families. **Learning Objectives** By the end of this training course, delegates will be able to: Identify signs of sexual, physical, or emotional abuse or neglect in children Contribute to inter-agency assessments, the gathering and sharing of information and where appropriate analysis of risk Document concerns in a manner that is appropriate for safeguarding/child protection and legal processes Recognise previous learning from serious case reviews/case management reviews/ and child death reviews and

				contribute to these processes in future should the need arise Review own safeguarding/child protection practice as appropriate to role Work with other professionals and agencies when there are safeguarding concerns Advise others on appropriate information sharing
Level 3 DSO update training 1 day training £150 per delegate	20th November 2019 10th February 2020 25th June 2020	9.00am-4.00pm	Sidney Stringer School	To update participants with the role and responsibilities of the designated safeguarding officer and develop competence and confidence in carrying out this role.
Child Sexual Exploitation 1 day training £150 per delegate	4th November 2019	9.00am-4.00pm	Sidney Stringer School	CSE By the end of the course participants will be able to: 1. Consider the attitudes and beliefs of professionals which may inhibit the identification of young people at risk 2. Identify the barriers to children and young people disclosing sexual exploitation 3. Explain the potential impact of child sexual exploitation on children and young people 4. Identify the different ways sexual exploitation can occur 5. Recognise the role of “vulnerabilities” and “risk indicators” in assessing and planning intervention 6. Explore difference and similarities of child sexual exploitation in groups and gangs 7. Examine lessons learnt from serious case reviews 8. Plan how to respond to child sexual exploitation using up to date information, legislation and guidance 9. Identify sources of support and information locally and nationally 10. Describe and define child sexual exploitation

Safer Recruitment in Education

"Very good trainer" "Session very informative" "As a Governor, never realised that a person would go through a number of stages to secure the trust of many people" "Much better understanding of my responsibilities when interviewing and appointing staff. Much greater awareness of safeguarding issues

Brief Overview: *around recruitment."* Participants from Previous Courses

School leaders have been advised to renew their Safer Recruitment training every five years—each school interview panel should include a member of staff who has up-to-date safer recruitment training.

Do you need to renew your Safer Recruitment qualification? Coventry Local Authority is no longer providing training on Safer Recruitment.

Facilitators: Bill Hedges, Ex-Coventry Local Authority Advisor

Who is it suitable for? This course is for any school leader involved in recruiting in schools and academies to increase your knowledge and awareness of this very important process of school life, including:

- Headteachers
- Deputy Headteachers
- Designated Senior Staff
- Business/HR Managers
- School Governors
- All those involved in the recruitment and interview process

What will you take away with you? e.g. resources, learning points etc. An extensive Safer Recruitment staff handbook

Safer Recruitment certificate, including your end of day accredited assessment mark

What is the intended impact for you and your school? To be fully conversant in statutory framework and able to fulfil statutory obligations in terms of safer recruitment.

To help schools fulfil their responsibility to have in place safe recruitment and selection practice within the wider context of keeping children safe in education.

It covers:

- Advertising posts
- Selecting the right people
- Assessing the risk
- How to remain vigilant
- Recognising different types of abuse
- Inappropriate behaviour and unsafe practice
- How to develop appropriate policies and procedures for your organisation

A Safer Recruitment assessment will be conducted on the day

Contact: Teaching School: Tel: Carol Harris Castle Phoenix Teaching School Alliance 024 7644 4822 extension 107

Book your place: Book your place enquiries@castlephoenix.org.uk

Email: enquiries@castlephoenix.org.uk

Costs: £95

Attend **one** of the following:

Sessions	Date	Time	Outline	Venue
Session 1	Thursday 7 November 2019	9.00am – 4.00pm	Individual Session	Caludon Castle School
Session 2	Tuesday 4 February 2020	9.00am – 4.00pm	Individual Session	Caludon Castle School
Session 3	Thursday 11 June 2020	9.00am – 4.00pm	Individual Session	Caludon Castle School

Cover Supervisor Programme

"Gave great ideas, advice and structure of being in the classroom", "Very well explained, put across to us. Extremely useful, thoroughly enjoyed." "Fantastic content, well delivered, Rebecca is very easy to listen to", "Gave great ideas, advice and structure of being in the classroom" Previous participants

"I just wanted to pass on my thanks for the Cover Supervisor training last week. Our staff thought it was really good and found it very useful. They are thoroughly looking forwards to the next session."

Secondary Headteacher

Brief Overview:	A cover supervisor is different from a teacher. Whilst there are crossover skills, the demands made on cover supervisors, the level of training they are able to receive before starting, and the level of prior experience they bring to the role, are very different to QTS teachers. A good cover supervisor is not a replacement for a teacher - in some ways, they need to be more than a teacher! A teacher could deliver training to new or experienced cover supervisors. However, Rebecca Fell's training builds on her invaluable experience as a Graduate Learning Facilitator, thus her unique insight would be relatable and beneficial to those in a similar position. Those looking to improve their relationships, teaching skill-set, progress and attainment, especially within a range of challenging circumstances, will be taken through a meticulous and detailed programme that draws on outstanding pedagogically knowledge; thus the outstanding learning will still continue. Subsequently, because the course positively enhances the role of the cover supervisor, it will also significantly enhance the learning of the students, which makes this opportunity so valuable. The course will cover the following across three sessions: How to motivate learners Promoting a positive learning environment Communicating effectively with students and staff Establishing and developing strong relationships in and beyond the classroom Behaviour management skills Classroom management skills Behaviour support strategies Behaviour for success Cover faculty non-negotiables Teaching and learning pedagogy Challenge & differentiation Monitoring and reporting on student progress Career progression/appraisal/future steps	
Facilitators:	**Name**	**School**
	Rebecca Fell, Lead Graduate Learning Facilitator	Caludon Castle School
	Rebecca Fell is an exceptional practitioner in terms of classroom management, and has broad and varied experience in developing ways for the 'cover supervisor' to become a fundamental and essential member of both the school's lesson support network, but also, and equally as valuable and effective, within faculty and departmental settings.	

	She has accredited Trainer level awards for ActivInspire software through Promethean Planet, and has taken sole ownership of Induction Training of the Interactive Whiteboard of new and developing staff within the school. Rebecca has an array of awards and Diplomas for Instructor Skills, Classroom Behaviour and Management, Caring for People with Learning Disabilities, and Teaching Skills for Educators. Rebecca currently leads a highly efficient and effective team of cover supervisors where she is jointly responsible for their appraisal and monitoring procedures, in line with the school's overall aims for quality assurance and standardisation.
Who is it suitable for?	Cover Supervisors, Graduate Learning Facilitators, HLTAs
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Practical ideas, strategies and resources to enhance your practice
Teaching School:	Castle Phoenix
Tel:	024 7644 4822 Ext. 107
Email:	enquiries@castlephoenix.org.uk
Booking Link:	Book your place
Costs:	£50 per session and £200 for the course

Sessions	Date	Time	Venue	Brief Outline	Cost
Session 1	Monday 7 October 2019	2.00pm – 4.00pm	Caludon Castle School	How to motivate learners Promoting a positive learning environment Communicating effectively with students and staff Establishing and developing strong relationships in and beyond the classroom	£50
Session 2	Tuesday 19 November 2019	2.00pm – 4.00pm	Caludon Castle School	Behaviour management skills Classroom management strategies Behaviour support strategies Behaviour for learning Cover Non-Negotiables	£50
Session 3	Thursday 16 January 2020	2.00pm – 4.00pm	Caludon Castle School	Teaching and learning pedagogy Challenge & differentiation Monitoring and reporting on student progress Career progression/appraisal/future steps	£50
Session 4	Monday 22 June 2020	2.00pm – 4.00pm	Caludon Castle School	Reflection on the year identifying personal strengths and EBIs (Even Better Ifs). Sharing best practice, a good way to improve performance by replicating successes. Recommending room for improvements for your Cover Team within your own school	£50

Effective Teaching Assistant Practice for Outstanding Learning

"I have enjoyed the course and will take away all the new ideas with me", I liked *"Sharing ideas, resources and tools", "Lots of very practical ideas to start using immediately", "It was a lovely, helpful course!"*

Previous Participants

Brief Overview:	Coventry Teaching Schools' Network is delighted to offer a special CPD programme for Teaching Assistants. It will provide the opportunity for teaching assistants at all levels to develop their potential to improve the quality of teaching and learning across the school. The course will cover the following sessions: Effective Teaching Assistants for outstanding learning Assessment for and of learning Differentiation Questioning Looking back, moving forward The programme will enable teaching assistants to:- Develop a range of methods and strategies of support to challenge learners Become more effective in engaging learners to achieve Develop a greater understanding of the purpose and value of the strategies to best support learners Become more expert in the planning and assessment for learners they support
Facilitators:	Laura Stevenson – Vice Principal, Sacred Heart Catholic Primary School
Who is it suitable for?	Teaching Assistants at all levels, from primary, secondary, special educational needs and EYFS phases.
What will you take away with you? e.g. resources, learning points etc.	Practical ideas and resources to enhance your practice
What is the intended impact for you?	Enhanced progress and development to support effective intervention for raising student achievement.
Contact:	Carol Harris
Teaching School:	Castle Phoenix
Tel:	024 7644 4822 extension 107
Book your place:	Book your place
Email:	enquiries@castlephoenix.org.uk
Costs:	£375

Sessions	Date	Time	Venue	Brief Outline
Session 1	Monday 11 November 2019	9.00am – 12.00pm	Sacred Heart Catholic Primary	**Differentiation**
Session 2	Monday 25 November 2019	9.00am – 12.00pm	Sacred Heart Catholic Primary	**Effective Teaching Assistants for outstanding learning**
Session 3	Tuesday 10 December 2019	9.00am – 12.00pm	Sacred Heart Catholic Primary	**Questioning**
Session 4	Friday 17 January 2020	9.00am – 12.00pm	Sacred Heart Catholic Primary	**Assessment for and of learning**
Session 5	Wednesday 29 January 2020	9.00am – 12.00pm	Sacred Heart Catholic Primary	**Looking back, moving forward**

Pupil Premium Strategy - Evaluating your provision for disadvantaged pupils and creating a robust strategy to diminish the attainment gap

"Went away with useful ideas to investigate re, interventions that could make a difference to PP within my year groups."
"The content of the session was informing and the discussions had with colleagues insightful"
"Very structured approach to identifying areas within a school and importance of setting and evaluating strategies"
"Knowledgeable delivery" Feedback from previous participants

Brief Overview:	Work with an accredited Pupil Premium Reviewer to identify best practice, target spend and evaluate its impact.	
Facilitators:	**Name**	**School**
	Sarah Malam, Headteacher, LLE	Courthouse Green Primary School
Who is it suitable for?	Assistant Principal/Assistant Head teacher level, primary and secondary schools	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	Use of research developed by the Education Endowment Foundation on the most effective strategies to impact on progress. 2. Clarity on what constitutes an effective PP Strategy 3. Process for evaluating and improving your own provision	
Teaching School:	Castle Phoenix Teaching School Alliance www.castlephoenix.org.uk	
Tel:	024 7644 4822 extension 107	
Email:	enquiries@castlephoenix.org.uk	
Booking Link	Book your place	
Costs:	£75	

Session	Date	Time	Venue	Brief Outline
Session 1	Friday 11 October 2019	9.15am - 12.00pm	Courthouse Green	Using research, data and best practice, alongside evaluative tools, so that delegates can evaluate and develop their own school based practice.

Status in the Classroom through Presence

"More sessions like this, forward thinking... engaging and fun! Like a good lesson☺", "…I really enjoyed the session and thought it was real food for thought…could allow anyone to tweak responses to situations to improve outcomes and relationships."
"Delivery of content was perfect"
"The enthusiasm, passion and clarity of the facilitator"
"I hadn't thought about status in this way before…I enjoyed the interesting discussion"

Feedback from Previous Delegates

Brief Overview:	This programme has two strands, the use of physical presence, and the development of vocal presence. The aim for both is to build confidence and technique in developing a stronger and firmer classroom presence when required, but also an awareness of how to 'soften' teacher behaviour in circumstances where challenging students would benefit from being given status from a teacher.	
Facilitator:	Kacey de Groot, Assistant Principal Leader of Learning	Caludon Castle School
Who is it suitable for?	Colleagues who are struggling with confident behaviour management or are finding students are challenging their authority within classrooms. Colleagues new to the profession might also benefit, for example, as part of an NQT induction programme.	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	The sessions provide a number of practically based activities that will firstly lead to colleagues understanding their own 'everyday' presence and how this communicates status in day to day interactions. From this starting point a range of practical 'drills' and techniques will be modelled, with time provided for delegates to practice and discuss each. A number of strategies including vocal and physical exercises will be collated together in order to facilitate future development of skill more independently.	
Teaching School:	Castle Phoenix Teaching School Alliance www.castlephoenix.org.uk	
Tel:	024 7644 4822 extension 107	
Email:	enquiries@castlephoenix.org.uk	
Booking Link	Book your place	
Costs:	£75	

Session	Date	Time	Venue	Brief Outline
Session 1	Monday 4th November 2019	1.00pm – 4.00pm	Caludon Castle School	The use of physical presence and development of vocal presence in the classroom.

Bespoke ASC Training/Support

Brief Overview:	Bespoke training to develop the understanding of Autism with your individual school or network needs/priorities in mind Bespoke school support to assess and develop strategies for specific students in your school. The training/support package will be discussed and designed in collaboration with your school or network.	
Facilitators:	**Name**	**School**
	Sara Nelmes	Sherbourne Fields School
Who is it suitable for?	*Schools/Networks who require specific ASC training or support.*	
What is the intended impact for you? **What will you take away with you?** **e.g. resources, learning points etc.**	*The training sessions will address aspects of Autism identified as a priority for your school/network. The delivery will consist of theoretical knowledge as well as practical approaches and resources for you to take away and use in everyday practise.* School support will enable strategies to be developed and incorporated for individual needs of students with ASC in used within your setting.	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	To be arranged	

Sessions	Date	Time	Venue
TBA	TBA	TBA	Sherbourne Fields School or hosted by School/Network

Missed the course dates?

The Inclusive Alliance are able to offer bespoke sessions at times to suit you, so please get in touch for more information

https://www.inclusivealliance.co.uk/contact

Manual Handling of Children with Special Needs (Core) and (Refresher) Bespoke

Brief Overview:	To train practitioners in the safe handling techniques to be used with children and young people with a wide range of disabilities	
Facilitators:	**Name**	**School**
	Jo Smith	Sherbourne Fields School
	Alyson Bentham	Sherbourne Fields School
	Louise	Castle Wood School
Who is it suitable for?	Staff and Carers who support children and young adults with impaired movement	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	Legal requirements Looking after yourself Understanding disability Practical Manual Handling Techniques - key principles, core theory modules and spinal awareness	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	Bespoke training with cost agreed with client	

Sessions	Date	Time	Venue
Bespoke training with cost agreed with client			Client's School

Team Teach

Brief Overview:	Understanding aggression, how feelings drive behaviours, de-escalation and defusing situations, personal safety, team building, non- verbal and verbal, de-escalation communication strategies, positive handling techniques, documentation and legal guidance, listening and learning, recording, reporting and reviewing	
Facilitators:	**Name**	**School**
	Claire Antrobus	Sherbourne Fields School
	Andy Lewis	Sherbourne Fields School
	Carla Swaffield	Sherbourne Fields School
	Sam Kendall	Sherbourne Fields School
	Kate Mulchay	Sherbourne Fields School
	Nyron Martin	Sherbourne Fields School
	Suzanne Kavanagh	Castle Wood School
	Heidi Mayer Mayer	Castle Wood School
	Stacey Rutherford	Castle Wood School
Who is it suitable for?	Special Schools Mainstream Primary and Secondary Nurseries, hospitals, etc.	
What is the intended impact for you? **What will you take away with you? e.g. resources, learning points etc.**	**One Day Foundation (6 hours)**- covers the reduction of risk and restraint, supportive teaching, learning and caring, increasing staff confidence and competence in responding to behaviours that challenge, whilst promoting protecting positive relationships. **Refresher for the One Day Foundation (3 hours)** - refresh staff knowledge and skills from the 6-hour One Day Foundation training. **Two Day Basic Training (12 hours)** - In depth coverage of the Foundation training with a wider range of strategies. **Refresher for the Two Day Basic Training (6 hours)** - refresh staff knowledge and skills from the 12-hour Two-day Basic Training	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476591501	
Costs:	Bespoke training with cost agreed with client	

Sessions	Date	Time	Venue
Bespoke training with cost agreed with client			At Client's School

Missed the course dates?

The Inclusive Alliance are able to offer bespoke sessions at times to suit you, so please get in touch for more information

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