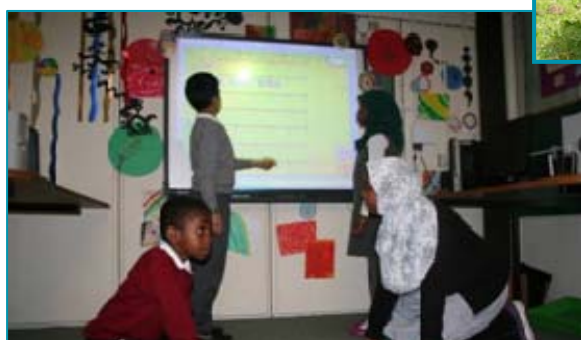


# Investing In Our Children



## Learning Services Primary Traded Services Draft for Discussion (27/05/2011)



## General Enquiries

For any enquiries related to the purchase and payment of these services please, in the first instance, contact the School Improvement Admin Team:

Tel: 0116 252 6075

Email: [cpd@leicester.gov.uk](mailto:cpd@leicester.gov.uk)

## Key Contacts

For more information on any of the services in this brochure or to discuss the needs of your individual school, please contact one of our School Improvement Managers:

### **Early Years and Foundation Stage:**

Julie Dale – School Improvement Manager (0-5)

Tel: 0116 252 6084

Email: [julie.dale@leicester.gov.uk](mailto:julie.dale@leicester.gov.uk)

### **Primary Schools and 5-11:**

Sue Simmons – School Improvement Manager (Primary)

Tel: 0116 252 6022

Email: [sue.simmons@leicester.gov.uk](mailto:sue.simmons@leicester.gov.uk)

### **Special Educational Needs:**

Marie Allison – Service Manager Special Needs Teaching Services

Tel: 0116 225 4800

Email: [marie.allison@leicester.gov.uk](mailto:marie.allison@leicester.gov.uk)

### **Closing the Gap (0-19):**

Michel Laurent-Regisse – School Improvement Manager (Closing the Gap)

Tel: 0116 252 6049

Email: [michel.laurent-regisse@leicester.gov.uk](mailto:michel.laurent-regisse@leicester.gov.uk)

### **Governor Services:**

Janet Chadbourn – Governor Services Manager

Tel: 0116 252 7806

Email: [janet.chadbourn@leicester.gov.uk](mailto:janet.chadbourn@leicester.gov.uk)

# Introduction

Leicester City Council’s Learning Services Division is committed to improving children’s lives by working in partnership with schools and settings to raise aspiration and achieve the best outcomes for children and young people in Leicester.

This document sets out services available to Primary Schools in the current Financial Year. It shows those that are free to all schools and those where fees apply. This reflects the changing nature of National and Local Government. The fee structure has been developed to offer the best value to schools while providing access to ongoing Professional Learning and School Improvement services.

The services in this document have been developed to reflect the five principles agreed through Leicester City’s Raising Achievement Strategy:

Partnerships and collaboration	We will build capacity in schools and develop partnerships across schools both within and beyond Leicester, so that leadership and management, quality of provision, and outcomes are at least good in every primary school
Great teams around the school	We will ensure that the services that children, families and schools need to access to overcome barriers to high achievement are integrated and co-ordinated effectively, so that those barriers are tackled swiftly and effectively
Ambition for our children and young people	We will benchmark our performance against the best to create a culture that is aspirational and optimistic for our children and young people
Engaging families and communities	We will support families in engaging actively in their children’s education and work with communities to develop aspiration, ownership and investment in education and schools
Investment in our workforce	We are committed to ensuring that there are clear career pathways for our school based staff and have established Career Pathways and professional learning frameworks to ensure that we retain staff and develop leadership in schools

Within this document you will find an overview of the support packages available to all schools free of charge and a description of the packages in the following 3 areas:

<b>School Leadership (including Governors)</b>	Page 5
<b>Curriculum</b>	Page 35
<b>Teaching and Learning</b>	Page 43

The A3 tables included on Pages 3 and 4 summarises these services, and provides hyperlinks to information that will be updated regularly.

# Succession Planning in Schools 2011/12

We have recently received funding confirmation from the National College to support the following programmes:

## **Faith Strategy (pre NPQH)**

A targeted support programme to prepare primary leaders for NPQH applications and subsequent headship in Church of England and Catholic Primary schools; jointly provided by the LA and dioceses.

## **Faith Strategy (post NPQH)**

An intensive 2 day tailored programme for aspiring leaders of the Church schools who already have NPQH, to provide the context for a successful application and headship of such a school.

## **Diversity: ASPIRE3**

A leadership programme for aspiring senior leaders from black and minority ethnic backgrounds to consist of initial diagnostic, residential activity, coaching and mentoring from trained leadership tutors, bursary and celebration event.

## **Diversity: Women into Leadership**

'Where I Want to be':- a programme for women with a strong reflective component and inter session activity to build confidence and aspiration for leadership.

## **Talent Management Quality Mark and Governor development**

A talent identification and development resource for all groups of leaders in school using a collaborative model i.e. teaching school partnerships, family of schools.

## **Aspirant HT programme**

A personalised development programme preparing primary, secondary and special school aspiring leaders for NPQH application (pre) and subsequent headships (post), especially aspirant leaders from, or with interest in, faith, small, rural or challenging urban headships.

New this year the National College has plans for a development programme for leaders with a disability; and interview and assertiveness training.

## **For more information please contact:**

Jasbir Mann – Head of Service 0-19 and 0-11 (interim)

Tel: 0116 252 6057

Email: [jasbir.mann@leicester.gov.uk](mailto:jasbir.mann@leicester.gov.uk)

**Primary School Improvement Service – Free of Charge Offer to All Primary Schools**

**Statutory and Strategic - Core Function**

- Challenge schools to continue to improve.
- Broker support for schools, particularly those in, or at risk of an Ofsted category and/or below the floor standard.
- Promote the achievement of vulnerable and underperforming groups 'LA as champion for children and families'.
- Provide schools, DfE, elected members and other agencies with an accurate picture of performance across city and for individual schools.
- Work in partnership with schools and other providers to ensure high quality support and challenge.
- Access local and national best practice and contribute to the continued development of learning and teaching.

**The Core Offer All Schools**

- Quality assurance programme for all schools to consist of Summer Term 2011 review of progress meeting; Autumn term data and priorities visit, Headteacher performance management, and a report to Governors at end of 2012 academic year (2 days SIA/Consultant/Headteacher time).
- HT recruitment support for shortlisting and directors representative at interview.
- Commissioning support from schools and brokering support between schools.
- NQT monitoring and support.
- Support as required before and during inspection and attendance at feedback.
- Facilitation of core network meetings for Headteachers, subject leaders, Releasing the potential in your school: Middle leaders and Key practitioners (including venue costs, materials and presenters) and the network of schools below floor standard.

**PLUS for Category 3 Schools**

- 2 days per term SIA support to develop and implement improvement plan.
- Up to two half-day progress review meetings with SIA.

Total: 3 days per term

**PLUS for Category 4 Schools**

- Termly Team Around the School meeting to review progress and align support.
- Two half-day progress review meetings with SIA.
- Up to 4 days per term SIA support to develop and implement an improvement plan (up to 6 days for schools in Ofsted categories).

Total: 4 days per term

**Primary School Improvement Service – Traded Services Offer to All Primary Schools – Over Page**

Primary School Improvement Service – Traded Services Offer to All Primary Schools				
School leadership (including Governors)				
<a href="#">Bespoke Governor Training: Community Cohesion and the Equalities Act</a> £115 - £675	<a href="#">Bespoke Governor Training: Raising awareness of Gypsy Roma Traveller issues</a> £150 per module	<a href="#">Bespoke Governor Training: RE and Collective Worship</a> £115 - £675	<a href="#">Bespoke Governor Training: Reviewing policies in the light of the Equalities Act</a> £115 - £1,350	<a href="#">ASD coffee morning</a> £Free
<a href="#">Dealing with controversial and contentious issues in the classroom</a> £115 - £450	<a href="#">Developing and motivating the workforce to improve outcomes</a> £900 - £1,800	<a href="#">Developing the role of the Early Years Leader</a> £450	<a href="#">Dyslexia Friendly Schools Quality mark: Awarding of Stage 1 certificates</a> £Free	<a href="#">Early Years Foundation Stage Co-ordinator network</a> £225
<a href="#">ECaR award and presentation</a> £Free	<a href="#">Effective practice to support the attainment of Black students</a> £450 - £1,800	<a href="#">Getting better at classroom observation</a> £120 (£90 for 2 or more)	<a href="#">Governor support &amp; development: Package 1: Advice, guidance and development</a> £640	<a href="#">Governor support &amp; development Package 2: Advice and guidance</a> £330
<a href="#">Governor support &amp; development Package 3: Clerking service</a> £ Variable	<a href="#">Governor support &amp; development Package 4: Induction training for new Governors</a> £115 per Governor	<a href="#">Implementing the Leicester Agreed Syllabus for Religious Education</a> £115 - £1,350	<a href="#">Improving Early Years assessment</a> £POA	<a href="#">Middle Leader CPD network</a> £Free
<a href="#">MIN SLCN Conference</a> £205	<a href="#">Pedagogy and creative teaching in RE</a> £115 - £450	<a href="#">PSHE modules with A Gypsy Roma Traveller focus</a> £POA	<a href="#">Raising attainment in vulnerable groups through increased parent/carer engagement in pupils' learning</a> £900 - £2250	<a href="#">Reading coaching for parents</a> £Free
<a href="#">Roma network meetings</a> £Free	<a href="#">School Systems for SEN</a> £410	<a href="#">SENCo End of Year Celebration</a> £Free	<a href="#">Subject leader networks – Literacy and mathematics</a> £50	<a href="#">Sustaining the lift above the floor standard conference (invitation only)</a> £Free
Curriculum				
<a href="#">Developing 'Atelier' in the Foundation Stage</a> £350	<a href="#">Developing MFL across the Primary Curriculum</a> £900 - £1,800	<a href="#">Developing the Outdoors as a Learning Environment</a> £220	<a href="#">Engaging sensitively with Faith Communities</a> £115 - £1,350	<a href="#">Introduction to working in the Early Years Foundation Stage</a> £75
<a href="#">Raising awareness of Gypsy Roma Traveller issues</a> £POA	<a href="#">SEAL (social and emotional aspects of learning) to ensure positive attitudes to learning in the Primary classroom</a> £900-£1,800	<a href="#">The global dimension and International links</a> £225 - £450		
Teaching and Learning				
<a href="#">1st CLASS@NUMBER – A lighter touch numeracy intervention</a> £600	<a href="#">Developing Early Years Transition</a> £225	<a href="#">Every Child Counts (ECC) Mathematics Intervention using Numbers Count (New Schools)</a> £2,000	<a href="#">Good practice guidelines for training Teaching Assistants to interpret in schools, early years and multi-agency settings</a> £145	<a href="#">Improving progression in calculation</a> £1,000
<a href="#">Improving Quality First Teaching in Early Reading and Phonics</a> £1,000 per school in triad	<a href="#">Improving the teaching of Reading Comprehension in KS1</a> £150	<a href="#">Improving the teaching of Reading Comprehension in KS2</a> £150	<a href="#">Let's Talk network meeting</a> £Free	<a href="#">Loving Literacy</a> £150
<a href="#">Making the best of your Numicon materials</a> £50 - £400	<a href="#">Motivational interviewing</a> £410	<a href="#">Phonics in F2 and beyond</a> £120	<a href="#">Phonics in Year 1</a> £120	<a href="#">Phonological and Phonemic Awareness (Letters and Sounds Phase One)</a> £75
<a href="#">Play interaction network meeting</a> £Free	<a href="#">Play Partners Supporting Children's Active Learning</a> £150	<a href="#">Positive listening and learning</a> £410	<a href="#">Quality First Teaching in Early Talk for Writing and the application of phonics</a> £1,000	<a href="#">SEN or English as an Additional Language?</a> £205
<a href="#">Social and Emotional Aspects of Development in the Foundation Stage (SEAD)</a> £350	<a href="#">Social communication groups network meeting</a> £Free	<a href="#">Solution Focussed approaches in Schools</a> £410	<a href="#">Supporting Boys Writing in the Early Years</a> £150	<a href="#">Support for NQT's in the Foundation Stage</a> £450
<a href="#">Supporting pupils with literacy difficulties and managing interventions (WIT)</a> £Free	<a href="#">Synthetic Phonics in Foundation 2 Classes</a> £150	<a href="#">Top ups – writing and top up 1</a> £205	<a href="#">Transition planning for GRT</a> £POA	<a href="#">Understanding and supporting young children with autism</a> £410
<a href="#">Using foreign language texts to support literacy</a> £450 - £1,350	<a href="#">Visiting Sacred Spaces – Learning Outside the Classroom (LOtC)</a> £115 - £450	<a href="#">Visual literacy support</a> £780 - £2,475	<a href="#">What is ASD?</a> £410	<a href="#">Working with traumatised children – Theory and Practice</a> £410

POA = Price on Application

## School leadership (including Governors)

<b>Title</b>	<b>Bespoke Governor Training: Community Cohesion and the Equalities Act</b> <span style="float: right;"><a href="#">BACK</a></span>		
<b>Audience</b>	School Governors, Governing Bodies		
<b>Synopsis</b>	Provision of support to members of Governing Bodies which will enable them to keep up to date with the latest government initiatives and to have a clear understanding of their roles and responsibilities specifically in relation to community cohesion and Equalities Act		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Governors are knowledgeable about schools statutory responsibilities regarding community cohesion and the Public Sector Equality Duty (From Equality Act 2010)</li> <li>• Governors are confident in how to build capacity in their schools to effectively carry forward community cohesion</li> <li>• Governors are confident in their ability to carry out their duties effectively</li> </ul>		
<b>Activities</b>	<b>Support may include some or all of the activities listed below as required</b>	No. days	Flexible? ✘ ✓
	<ul style="list-style-type: none"> <li>• Training on the duties for governing bodies in achieving the three aims of equality legislation 2011</li> <li>• Ideas for improving equality in their schools</li> <li>• Discussion on how the three aims of equality legislation will be implemented within the allocated time frame</li> </ul>	0.25-1.5	✓
<b>Approaches</b>	The programme can be tailored to meet the needs of the Governing Body		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA – In School		
<b>Cost</b>	£115 - £675 depending on training requested <b>Note:</b> This course does not form part of Governors Support and Development Package 1		
<b>Key Contact</b>	Janet Chadbourn – Governor Services Manager Tel: 0116 252 7806 <span style="float: right;">Email: <a href="mailto:janet.chadbourn@leicester.gov.uk">janet.chadbourn@leicester.gov.uk</a></span>		

## School leadership (including Governors)

<b>Title</b>	<b>Bespoke Governor Training: Raising awareness of Gypsy Roma Traveller issues</b> <a href="#">BACK</a>		
<b>Audience</b>	Governing Bodies or Groups of Governing Bodies, Groups of Governors		
<b>Synopsis</b>	A flexible suite of training modules (including one-off sessions) to develop awareness of Gypsy, Roma Traveller (GRT) customs and culture and their implications for schools in terms of educational attainment, attendance, behaviour, curriculum, teaching and learning. Depending upon the requirements, the training can focus on a general overview of all Traveller cultures that are present in Leicester – Gypsy, Roma, Irish Traveller, Showmen, Circus – or tailor-made to focus on a particular group.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Awareness of the culture of GRT ethnicities on roll in a school and their impact in school</li> <li>• Understanding of the historical context and perspectives that have caused these groups to become marginalised and vulnerable</li> <li>• Understanding of how GRT groups are adapting to the modern world</li> <li>• Insight to minimise the impact of mobility factors on educational attainment</li> <li>• Governors able to build the capacity of schools to be fully inclusive</li> <li>• Governors able to tackle racism and hostility within the school and the community at large</li> <li>• Networking of Governors between schools to share GRT practice</li> </ul>		
<b>Activities</b>	<b><i>Support may include some or all of the activities listed below as required</i></b>	<b>No. days</b>	<b>Flexible?</b> x   ✓
	• Initial discussion to develop bespoke training	0.25	✓
	• Session 1 – ‘An initial introduction to Traveller Cultural’ – either a general look at Traveller Cultures in Leicester City or a focus on a specific culture.	0.25	✓
	• Session 2 – Educational/school issues/implications/etc., looking particularly at Access, Attendance and Attainment of GRT pupils. Showcasing good inclusive practice in Leicester schools and nationally providing Governors with the expertise to build capacity within their own schools.	0.25	✓
<b>Approaches</b>	PowerPoint presentations; displays of photographs, books, resources, artefacts; question/answer discussion, looking at GRT strategy material. Governing teams will be encouraged to appoint a lead Governor in schools where there are high numbers of GRT pupils.		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA – In School		
<b>Cost</b>	£150 per module per school attending <b>Note:</b> This course does not form part of Governors Support and Development Package 1		
<b>Key Contact</b>	Janet Chadbourn – Governor Services Manager Tel: 0116 252 7806          Email: <a href="mailto:janet.chadbourn@leicester.gov.uk">janet.chadbourn@leicester.gov.uk</a>		

**School leadership (including Governors)**

<b>Title</b>	<b>Bespoke Governor Training: RE and Collective Worship</b>			<a href="#">BACK</a>
<b>Audience</b>	School Governors, Governing Bodies			
<b>Synopsis</b>	Provision of support to members of governing bodies which will enable them to keep up to date with the latest government initiatives and to have a clear understanding of their roles and responsibilities.			
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Governors are knowledgeable about schools statutory responsibilities regarding RE, Collective Worship and the Public Sector Equality Duty (From Equality Act 2010)</li> <li>• Governors are supported in applying for or renewing a schools determination for Collective Worship</li> <li>• Governors are confident in their ability to carry out their duties effectively</li> </ul>			
<b>Activities</b>	<b>Support may include some or all of the activities listed below as required</b>	No. days	<i>Flexible?</i> ✘      ✔	
	<ul style="list-style-type: none"> <li>• Training on the legal requirements for delivering a locally agreed syllabus for RE</li> <li>• Interactive presentation on how RE is delivered in city schools</li> <li>• Knowledge and understanding of the difference between ‘Collective Worship’ and ‘assembly’</li> <li>• Active support in applying for or renewing their schools determination for Collective Worship</li> </ul>	0.25 - 1.5	✔	
<b>Approaches</b>	The programme can be tailored to meet the needs of the Governing Body			
<b>Date(s)</b>	TBA			
<b>Venue</b>	TBA – In School			
<b>Cost</b>	£115 - £675 depending on training requested <b>Note:</b> This course does not form part of Governors Support and Development Package I			
<b>Key Contact</b>	Janet Chadbourn – Governor Services Manager Tel: 0116 252 7806      Email: <a href="mailto:janet.chadbourn@leicester.gov.uk">janet.chadbourn@leicester.gov.uk</a>			

## School leadership (including Governors)

<b>Title</b>	<b>Bespoke Governor Training: Reviewing policies in the light of the Equalities Act</b> <a href="#"><b>BACK</b></a>		
<b>Audience</b>	School Governors, Governing Bodies, Headteachers, Senior Leaders, Subject Leaders)		
<b>Synopsis</b>	Supporting schools in eliminating discrimination and advancing equality of opportunity by reviewing and ensuring full application of the schools: <ul style="list-style-type: none"> <li>• Anti bullying policy</li> <li>• Race equality</li> <li>• LGBT policy</li> <li>• Gender and disability equality policy</li> </ul>		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the three aims of equality legislation 2011; eliminating discrimination, advancing equality of opportunity, fostering good relations.</li> <li>• Skills in implementing the three aims in your own school setting</li> <li>• Ideas for tackling inequality and supporting vulnerable groups</li> <li>• Building capacity in schools to support equality</li> </ul>		
<b>Activities</b>	<b><i>Support may include some or all of the activities listed below as required</i></b>	No. days	Flexible? <span style="color: blue;">✘</span> <span style="color: green;">✔</span>
	<ul style="list-style-type: none"> <li>• Training on the three aims of equality legislation 2011; eliminating discrimination, advancing equality of opportunity, fostering good relations</li> <li>• Initial discussion with Senior Leadership Team reviewing current policies.</li> <li>• Scrutiny of data related to incidents of bullying</li> <li>• Identifying strategies for reducing incidents of bullying</li> <li>• Provision of a CPD programme for staff</li> </ul>	0.25 - 3	<span style="color: green;">✔</span>
<b>Approaches</b>	The programme can be tailored to meet the needs of the Governing Body		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA – In School		
<b>Cost</b>	£115 - £1,350 depending on training requested <b>Note:</b> This course does not form part of Governors Support and Development Package 1		
<b>Key Contact</b>	Janet Chadbourn – Governor Services Manager Tel: 0116 252 7806 Email: <a href="mailto:janet.chadbourn@leicester.gov.uk">janet.chadbourn@leicester.gov.uk</a>		



## School leadership (including Governors)

<b>Title</b>	<b>Closing the Gap: Dealing with controversial and contentious issues in the classroom</b> <span style="float: right;"><a href="#">BACK</a></span>		
<b>Audience</b>	Curriculum leaders. RE coordinators		
<b>Synopsis</b>	This programme will increase teachers' confidence in engaging in debate about extremist narrative in the classroom. It will help to strengthen teachers' abilities to counter the use of religious justifications for violence and extremism by expanding the tools and knowledge at their disposal.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Improved knowledge, skills and confidence of teachers of RE, and other Humanities subjects and hence raise overall standards</li> <li>• Tackling inequality and supporting vulnerable groups</li> <li>• Confidence to address controversial current issues which have a particular link to undermining social cohesion – for example, extremist views which may tend towards violence or separatism</li> <li>• Tools to overcome barriers to better learning and a route to develop excellent teaching</li> <li>• Access to a suite of materials designed to help teachers strengthen their teaching</li> <li>• An action plan, integrated with whole-school priorities, that will specifically take forward teaching of RE and related curriculum areas</li> </ul>		
<b>Activities</b>	<b>Support may include some or all of the activities listed below as required</b>	No. days	Flexible? ✘    ✔
	<ul style="list-style-type: none"> <li>• Completion of a Self Evaluation Questionnaire by participating staff outlining department and whole school priorities</li> <li>• Drawing together an action plan based on perceived needs</li> <li>• Delivery of the action plan and evaluation</li> </ul>	0.25-1	✔
<b>Approaches</b>	The programme can be tailored to meet the needs of the individual school		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA		
<b>Cost</b>	£115 - £450 depending on the programme agreed		
<b>Key Contact</b>	Michel Laurent-Regisse – School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		

## School leadership (including Governors)

<b>Title</b>	<b>Closing the Gap: Developing and motivating the workforce to improve outcomes for vulnerable groups</b> <a href="#">BACK</a>		
<b>Audience</b>	Senior Leaders, Middle Leaders and Teachers		
<b>Synopsis</b>	This course offers support for Senior Leaders in raising awareness of vulnerable groups in school and the barriers to learning which they may encounter.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>Increased awareness in staff of challenges met by vulnerable groups and how to address barriers to learning</li> <li>Raised attainment for vulnerable groups</li> </ul>		
<b>Activities</b>	<b>Support may include some or all of the activities listed below as required</b>	No. days	Flexible? ✗ ✓
	<ul style="list-style-type: none"> <li>Initial meeting with senior leadership team to agree focus and nature of support and identify staff who would benefit from targeted CPD opportunities</li> </ul>	0.25	✗
	<ul style="list-style-type: none"> <li>Staff CPD to explore the barriers to learning for different vulnerable groups and how these may be addressed</li> <li>Identifying vulnerable groups, tracking progress and examining how any gaps in learning between these pupils and their peers may be closed</li> <li>Investigating the opportunities and benefits of targeted interventions for vulnerable groups</li> <li>Working with teachers to improve planning to ensure that the needs of vulnerable groups are being met</li> </ul>	0.5-4	✓
	<ul style="list-style-type: none"> <li>Meeting to review and evaluate the impact of the support programme within the context of the whole school improvement and development priorities</li> </ul>	0.5	✓
<b>Approaches</b>	<p>The programme of support can be tailored to meet the needs of the school. Support may be delivered through:</p> <ul style="list-style-type: none"> <li>CPD opportunities for staff - twilights, staff meetings</li> <li>Working with specific teachers / year groups to support planning and assessment</li> <li>Action planning and review The programme can be tailored to meet the needs of the individual school</li> </ul>		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA		
<b>Cost</b>	£900 - £1,800 depending on the programme agreed		
<b>Key Contact</b>	Michel Laurent-Regisse – School Improvement Manager (Closing the Gap) Tel: 0116 252 6049 Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		

## School leadership (including Governors)

<b>Title</b>	<b>Developing the role of the Early Years Leader</b>			<a href="#">BACK</a>
<b>Audience</b>	FS Coordinators/FS Phase Leaders			
<b>Synopsis</b>	<p>This course will look in detail at the role of the Early Years Leader. This will include :</p> <ul style="list-style-type: none"> <li>• Managing staff and coordinating relevant CPD</li> <li>• Identifying needs and action planning</li> <li>• Monitoring and evaluating the quality of teaching</li> <li>• Performance management</li> <li>• Effective use of data and moderation of judgements</li> <li>• Reviewing learning environments, observation, assessment and planning systems</li> <li>• Managing an Early Years budget</li> </ul>			
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Schools will have developed a skilled and knowledgeable leader</li> <li>• The practitioner will have increased confidence and competence to lead an Early Years team</li> <li>• The practitioner will have enhanced their capacity to manage, monitor and develop the Early Years department</li> </ul>			
<b>Activities</b>	<b><i>Support may include some or all of the activities listed below as required</i></b>	No. days	Flexible? x      ✓	
	<ul style="list-style-type: none"> <li>• 3 full days – one per term starting Autumn 2011</li> <li>• Expert consultant input to whole group</li> <li>• Participants will have the opportunity to link with other school(s) to develop and share good practice</li> </ul>	3	x	
<b>Approaches</b>	Training will include a combination of theory, reflection, discussions, gap tasks, peer group evaluations and action planning			
<b>Date(s)</b>	Session 1 - Thursday 6th October 2011 Session 2 - Thursday 1st March 2012 Session 3 – Thursday 17th May 2012			
<b>Venue</b>	TBC			
<b>Cost</b>	£450 – Bookings received by July 15th 2011 will receive a 10% discount <b>Note:</b> There is an opportunity for this training to be followed up with bespoke in-house consultant support. Price available on application.			
<b>Key Contact</b>	Julie Dale – School Improvement Manager (0-5) Tel: 0116 252 6084 Email: <a href="mailto:julie.dale@leicester.gov.uk">julie.dale@leicester.gov.uk</a>			

<b>School leadership (including Governors)</b>
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<b>Title</b>	<b>Dyslexia Friendly Schools Quality Mark: Awarding of Stage I certificates</b> <a href="#"><u>BACK</u></a>
<b>Audience</b>	All Dyslexia Friendly Schools
<b>Date(s)</b>	8/6/11; 1:30-3pm
<b>Venue</b>	New Parks House. Pindar Road. New Parks. Leicester. LE3 9RN
<b>Cost</b>	Free
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800                              Email: <a href="mailto:marie.allison@leicester.gov.uk"><u>marie.allison@leicester.gov.uk</u></a>



**School leadership (including Governors)**

<b>Title</b>	<b>ECaR award and presentation</b> <a href="#"><u>BACK</u></a>
<b>Audience</b>	All Dyslexia Friendly Schools
<b>Date(s)</b>	6/6/11 – ½ day
<b>Venue</b>	New Parks House. Pindar Road. New Parks. Leicester. LE3 9RN
<b>Cost</b>	Free
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800                      Email: <a href="mailto:marie.allison@leicester.gov.uk"><u>marie.allison@leicester.gov.uk</u></a>

## School leadership (including Governors)

<b>Title</b>	<b>Closing the Gap: Effective practice to support the attainment of Black students</b> <a href="#">BACK</a>		
<b>Audience</b>	Senior Leaders, Middle leaders and mainstream teachers		
<b>Synopsis</b>	A flexible suite of support activities to develop understanding and enhance planning and practice to support the need of black pupils		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Increased senior and middle leadership capacity to lead a whole-school approach to raising the attainment of Black pupils</li> <li>• Greater knowledge and understanding of the specific issues relating to the attainment of Black African, Black Caribbean and mixed heritage pupils</li> <li>• Teachers equipped with strategies to raise expectations and strengthen teaching</li> <li>• Improved outcomes for Black pupils</li> </ul>		
<b>Activities</b>	<b><i>Support may include some or all of the activities listed below as required</i></b>	No. days	Flexible? ✗    ✓
	Support to assist schools to establish priorities that need to be addressed to improve the attainment of black pupils. Schools will select areas of focus from those listed below according to their priorities : <ul style="list-style-type: none"> <li>• Role of school leadership team in raising the achievement of black pupils</li> <li>• Importance of data</li> <li>• Partnerships with parents, carers and the community</li> <li>• Teaching and learning</li> <li>• Children’s interest and involvement in school</li> <li>• Transition and transfer</li> <li>• School culture</li> </ul>	0.5-2	✓
	Development areas may be supported in/or across subjects as appropriate to needs of staff and students, as: <ul style="list-style-type: none"> <li>• Twilight in-school training/workshops with small groups</li> <li>• Planning/team-teaching/review sessions with individual staff/pairs/groups</li> <li>• Coaching with staff</li> </ul>	0.5-1	✓
	Meeting to review and evaluate the support programme within the context of the whole school improvement and professional development priorities.	0.25	✓
<b>Approaches</b>	The programme can be tailored to meet the needs of the individual school		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA		
<b>Cost</b>	£450 - £1,800 depending on training requested		
<b>Key Contact</b>	Michel Laurent-Regisse – School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		



## School leadership (including Governors)

<b>Title</b>	<b>Governor support and development Package I: Advice, Guidance and Development</b> <span style="float: right;"><a href="#">BACK</a></span>			
<b>Audience</b>	Chairs of Governors, Governors, Clerks, Headteachers			
<b>Synopsis</b>	<ul style="list-style-type: none"> <li>• To support Governing Bodies to fulfil their statutory responsibilities.</li> <li>• Participation in development activities, attending training events and keeping up to date with National and local education/governance initiatives and developments will enable Governors to fulfil their statutory responsibilities for the conduct of the school with a view to promoting high standards of educational achievement through:               <ul style="list-style-type: none"> <li>– Setting the school’s values, vision and strategic aims, agreeing plans and policies and making creative use of resources;</li> <li>– Monitoring and evaluating performance, acting as a critical friend to the Headteacher to support and challenge them in managing the school;</li> <li>– Ensuring that the school is accountable to all stakeholders for the school’s overall performance and for the decisions it has made.</li> </ul> </li> </ul>			
	<b>All Governors</b>	<b>Chairs</b>	<b>Headteachers</b>	<b>Clerks</b>
<b>Advice and Guidance</b>	Termly newsletter, telephone advice line, website	<b>As for all Governors plus:</b> specific briefing papers, Document Summary Service, specific briefing notes, bespoke advice	<b>As for all Governors plus:</b> Access to specific briefing notes; Document Summary Service document, bespoke advice	<b>As for all Governors plus:</b> Standard termly agenda, bespoke advice
<b>Development</b>	Unlimited access to <b>core</b> training programme including induction for new Governors and access to GEL on-line training package	<b>As for all Governors plus:</b> Targeted support/briefings	As for all Governors	<b>As for all Governors plus:</b> Induction training
<b>Cost</b>	£640			
<b>Key Contact</b>	Janet Chadbourn: Governor Services Manager (Primary) Tel: 0116 252 7806 <span style="float: right;">Email: <a href="mailto:janet.chadbourn@leicester.gov.uk">janet.chadbourn@leicester.gov.uk</a></span>			



## School leadership (including Governors)

<b>Title</b>	<b>Governor support and development Package 3: Clerking service</b> <a href="#">BACK</a>			
<b>Audience</b>	Chairs of Governors, Governors, Headteachers			
<b>Synopsis</b>	<ul style="list-style-type: none"> <li>• A named and experienced clerk for your Governing Body</li> <li>• All administrative processes for the preparation and distribution of agendas, minutes and supporting papers for Governing Body meetings</li> <li>• Meeting preparation including taking advice and gathering of information as necessary</li> <li>• Advice on appropriate procedures</li> <li>• Advice on Committee structures and Terms of Reference</li> <li>• Advice on termly and annual timetables relevant to your Governing Body</li> <li>• Advice on legal documents such as the 'Instrument of Government and The School Governance (Procedures) (England) Regulations 2003'</li> <li>• The production of minutes in your preferred format and management of follow-up work, including correspondence within a maximum of ten working days of the relevant meeting</li> <li>• Point of contact for Governors, Head Teachers and Principals that can provide advice and contacts on specific issues</li> </ul>			
<b>Cost</b>	Dependent on size of Governing Body			
	<b>No. of Governors in Governing Body</b>	<b>Basic Charge</b>	<b>Additional Meetings</b>	
			<b>Full Governing Body</b> <b>Committee</b>	
	9-14	£1485	£175	£165
	15-17	£1695	£195	£165
	>18	£1830	£215	£165
NB. Basic charge covers three meetings per year. Further meetings charged at the rate above.				
<b>Key Contact</b>	Janet Chadbourn: Governor Services Manager (Primary) Tel: 0116 252 7806      Email: <a href="mailto:janet.chadbourn@leicester.gov.uk">janet.chadbourn@leicester.gov.uk</a>			

## School leadership (including Governors)

<b>Title</b>	<b>Governor support and development Package 4: Induction Training for New Governors</b> <a href="#">BACK</a>
<b>Audience</b>	Chairs of Governors, Governors, Headteachers
<b>Synopsis</b>	<ul style="list-style-type: none"><li>Attendance at a one-day induction training session for new Governors of Governing Bodies who do not subscribe to Package 1</li></ul>
<b>Cost</b>	£115 per Governor
<b>Key Contact</b>	Janet Chadbourn: Governor Services Manager (Primary) Tel: 0116 252 7806                      Email: <a href="mailto:janet.chadbourn@leicester.gov.uk">janet.chadbourn@leicester.gov.uk</a>

## School leadership (including Governors)

<b>Title</b>	<b>Implementing the Leicester Agreed Syllabus for Religious Education</b> <span style="float: right;"><a href="#">BACK</a></span>		
<b>Audience</b>	Middle Leaders and class teachers responsible for teaching RE		
<b>Synopsis</b>	A flexible programme aimed at familiarising departments, RE coordinators and class teachers with the contents of the Leicester Agreed Syllabus and supporting them with strategies for compelling delivery of RE; and ensuring that schools fulfil the statutory requirements for RE in accordance with the 1996 Education Act.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the Leicester Agreed Syllabus</li> <li>• Long term plans in place for the delivery of RE based on the programmes of study in the Leicester Agreed syllabus</li> <li>• Schemes of work developed using the exemplar units of work from the syllabus</li> <li>• Confidence in assessing RE using the two stands of learning and the 8 level scale</li> <li>• Raising pupil/student attainment in RE</li> </ul>		
<b>Activities</b>	<b><i>Support may include some or all of the activities listed below as required</i></b>	<b>No. days</b>	<b>Flexible?</b> ✘    ✔
	<ul style="list-style-type: none"> <li>• Initial discussion with middle leader/ RE coordinator on current delivery of RE and perceived needs for development</li> <li>• Development of action plan to support whole school policy</li> <li>• Twilight in-school training</li> <li>• Planning/ team-teaching/review sessions with identified individual staff/ pairs/ groups</li> <li>• Coaching/ mentoring with identified staff</li> </ul>	0.25 - 3	✔
<b>Approaches</b>	The programme can be tailored to meet the needs of the individual school		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA – In school		
<b>Cost</b>	£115 - £1,350 depending on the programme agreed		
<b>Key Contact</b>	Michel Laurent-Regisse – School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		

## School leadership (including Governors)

Title	Improving Early Years assessment <span style="float: right;"><a href="#">BACK</a></span>		
<b>Audience</b>	Headteachers, Governors, Early Years Coordinators, Assessment Leaders, Foundation Stage Teachers and Teaching Assistants		
<b>Synopsis</b>	An Early Years Consultant will work intensively with a group of schools to develop effective practice in observation and assessment. Each of the intensive consultant days will be hosted by individual schools in the group.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>Schools will have developed a skilled practitioner for Early Years Assessment.</li> <li>The schools assessment and reporting procedures will be improved.</li> <li>Participants will understand how assessment should inform planning and provision to improve outcomes for children</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	No. days	Flexible? x   ✓
	<ul style="list-style-type: none"> <li>Twilight session for Headteachers and Governors</li> <li>Expert Consultant input to a group of schools working with key practitioners and leaders</li> <li>Tailored CPD session for Governors of individual schools</li> <li>Review and “next step” workshop in group of schools</li> <li>Development of assessment systems</li> <li>Developing and embedding policies and procedures to standardise assessment</li> </ul>	0.5 0.5 0.5 0.5 2 0.75	  ✓ ✓ ✓ ✓ ✓ ✓
<b>Approaches</b>	These sessions will include joint observations, workshops, network meetings, consultant input, theory, discussion, observation and assessment in practice. There will also be an opportunity for meetings/training input tailored to the differing needs of staff e.g. Teaching Assistants, Teachers.		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA- In School		
<b>Cost</b>	Price available on application. This will be dependent on the number of schools, the number of days required and the nature of the training and support.		
<b>Key Contact</b>	Julie Dale – School Improvement Manager (0-5) Tel: 0116 252 6084 <span style="float: right;">Email: <a href="mailto:julie.dale@leicester.gov.uk">julie.dale@leicester.gov.uk</a></span>		



## School leadership (including Governors)

<b>Title</b>	<b>MIN SLCN Conference</b> <span style="float: right;"><a href="#">BACK</a></span>
<b>Audience</b>	Headteachers; SENCo; Teachers; Governors
<b>Synopsis</b>	<ul style="list-style-type: none"> <li>• Introduction to revised MIN document</li> <li>• New speaking and listening assessment package</li> </ul>
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Opportunities to share practice in order to increase skills</li> <li>• Awareness of range of resources can use to support language groups</li> <li>• Have understanding of Speaking and listening assessment and how this links with other assessments completed in school</li> </ul>
<b>Date(s)</b>	30/6/11
<b>Venue</b>	New Parks House. Pindar Road. New Parks. Leicester. LE3 9RN
<b>Cost</b>	£205
<b>Key Contact</b>	Marie Allison: Service Manager Special Needs Teaching Service Tel: 0116 225 4800 <span style="float: right;">Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a></span>

## School leadership (including Governors)

<b>Title</b>	<b>Pedagogy and Creative Teaching in Religious Education</b> <a href="#">BACK</a>		
<b>Audience</b>	Curriculum leaders, RE Coordinators		
<b>Synopsis</b>	This programme focuses on six ways to make RE inspiring! Learning methods any teachers can use to enable RE's key objectives in learning and attitudes to be met. Good pedagogy is sensitive to learners' needs and enables higher achievement subsequently in the classroom.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of different pedagogical approaches in RE</li> <li>• Development of new skills in delivering RE</li> <li>• Raising attainment by addressing the needs of all learners in your classroom</li> <li>• Tackling inequality and supporting vulnerable groups</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	No. days	Flexible? ✘    ✔
	<ul style="list-style-type: none"> <li>• Interactive training on six pedagogies in RE</li> <li>• Demonstration of how each school of thought in RE implies some particular learning methods</li> <li>• Tried and tested lesson ideas and resources to take away</li> <li>• Twilight or half day in school CPD training</li> <li>• Planning/team-teaching/review sessions with identified individual staff/pairs/groups</li> <li>• Coaching/ mentoring with identified staff</li> </ul>	0.25-1	✔
<b>Approaches</b>	The programme can be tailored to meet the needs of the individual school		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA		
<b>Cost</b>	£115 - £450 depending on the training requested		
<b>Key Contact</b>	Michel Laurent-Regisse – School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		



## School leadership (including Governors)

<b>Title</b>	<b>Raising attainment in vulnerable groups through increased parent / carer engagement in pupils' learning</b> <a href="#">BACK</a>		
<b>Audience</b>	Senior Leaders, Middle Leaders and Governors		
<b>Synopsis</b>	This course is a tailored package to identify vulnerable groups and work with parents/carers to establish an ethos of family learning and parental support for those children in order to raise attainment.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Raise attainment in an identified vulnerable group</li> <li>• An increased understanding of how parental support can motivate and engage children in learning at school and at home</li> <li>• Improved capacity in school to build links with parents/carers and the wider community</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	No. days	Flexible? ✘    ✔
	<ul style="list-style-type: none"> <li>• An initial meeting with the senior leadership team to discuss the focus and identify a particular group of pupils who are not making the required progress</li> <li>• Establish a clear focus for parental engagement to meet the needs of the identified pupils</li> </ul>	0.5-1	✘
	Support may consist of the following activities: <ul style="list-style-type: none"> <li>• Raising awareness of how to increase/improve parental engagement in learning</li> <li>• Working with parents/carers of identified pupils to explore how they can support their child's learning</li> <li>• Developing a programme of family learning for parents/carers to participate in with their children</li> <li>• Collecting/analysing data from the project to inform future opportunities for family learning in the school</li> <li>• Supporting teachers in identify other pupils where increased parental engagement may raise attainment</li> </ul>	2-5	✔
	<ul style="list-style-type: none"> <li>• A monitoring meeting to track progress of identified children and monitor parents/carers engagement</li> </ul>	0.5	✔
	<ul style="list-style-type: none"> <li>• A review/evaluation meeting to analyse the results and identify opportunities for further family learning</li> </ul>	0.5	✔
<b>Approaches</b>	The programme will be tailored to meet the needs of the individual school. Support may be delivered through: <ul style="list-style-type: none"> <li>• Whole school CPD, twilight sessions and support for individual teachers</li> <li>• Focussed support for person responsible for projects</li> <li>• Assessment/data analysis sessions to identify vulnerable groups</li> <li>• Workshops/information sessions for parents/carers</li> </ul>		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA – In School		
<b>Cost</b>	£900 - £2250		
<b>Key Contact</b>	Michel Laurent-Regisse – School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		



## School leadership (including Governors)

Title	<b>Roma Network Meetings</b> <a href="#">BACK</a>		
<b>Audience</b>	A range of Professionals from Schools (EMA Coordinators, Translators, Home-School Link- Workers, Pastoral Heads), School Support Services and teams(Admissions, EWS, School Transport, Behaviour and PRU teams, SES, Ed. Psychology Service), Multi-Agencies (Health and Housing), Community Workers etc.		
<b>Synopsis</b>	The Network was formed in 2009 to bring together professionals from both schools and other agencies (in the main from Education, Health and Housing) who are working with the increasing number of Roma families coming into Leicester City. The aim is to have a meeting 3 times a year and participants are invited to put forward suggestions for themes and topics to be explored and discussed on the agenda		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• To understand the context of the Roma communities in Leicester</li> <li>• Develop strategic planning across the services</li> <li>• Share leading practice and useful resources</li> <li>• To develop links and facilitate engagement with the wider Roma community</li> <li>• Disseminate ideas and support other schools in the city</li> <li>• To develop training opportunities for professionals - Eg multi-agency practitioners, teachers, TAs, Home / School link workers, Translators and ambassadors from within the community</li> <li>• Showcase and celebrate case studies of good, inclusive practice.</li> <li>• To highlight current initiatives, projects, studies etc both local and national level</li> <li>• The meetings serve as a learning and discussion network and are ideal opportunities for professionals to come together to explore the Roma issue and develop good, relevant practice</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	No. days	Flexible? x    ✓
	<ul style="list-style-type: none"> <li>• Activities and focus will be dependent upon suggestions from network participants, current trends and practice, planning for future needs, training and resource requirements etc.</li> </ul>	0.25	✓
<b>Date(s)</b>	3 Time per school year – dates TBC		
<b>Venue</b>	TBC		
<b>Cost</b>	Free		
<b>Key Contact</b>	Michel Laurent-Regisse – School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		

## School leadership (including Governors)

Title	School systems for SEN <a href="#">BACK</a>
<b>Audience</b>	SENCOs and managers of SEN/Inclusion – all phases of education
<b>Synopsis</b>	This course looks at the systems a school has in place for the management of resources connected with SEN. It takes a “Soft Systems” approach to the analysis of these systems. This approach has been successfully used in business and has also now been used with great effect in education settings.
<b>Expected outcomes</b>	Course attendees will learn a new approach to the examination of the systems they have in school for the provision of SEN – how to examine the efficiency and effectiveness of these systems and how to create new systems where desired.
<b>Date(s)</b>	8/7/11
<b>Venue</b>	Collegiate House College Street Leicester LE2 0JX
<b>Cost</b>	£410
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800 Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>

## School leadership (including Governors)

<b>Title</b>	<b>SENCo End of Year Celebration</b> <a href="#"><b>BACK</b></a>
<b>Audience</b>	All SENCos
<b>Synopsis</b>	<ul style="list-style-type: none"><li>• Chance to say “thank you” to all our SENCos</li><li>• Opportunity to say “goodbyes” to those SENCos leaving the authority</li></ul>
<b>Date(s)</b>	23/6/11 2-4pm
<b>Venue</b>	New Parks House, Pindar Road, New Parks, Leicester. LE3 9RN
<b>Cost</b>	£Free
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800 Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>

**School leadership (including Governors)**

<b>Title</b>	<b>Releasing the Potential in Your School: Subject leader networks Literacy and mathematics</b> <a href="#">BACK</a>		
<b>Audience</b>	Literacy and mathematics subject leaders, senior leaders		
<b>Synopsis</b>	Termly network meetings top update subject leaders on developments in the teaching and leadership of literacy and mathematics.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>Delegates will be up to date with new developments in the teaching of literacy and mathematics</li> <li>Delegates will be more confident in leading improvement in the teaching and learning of literacy and mathematics</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	No. days	Flexible? *      ✓
	<ul style="list-style-type: none"> <li>Content will depend on developments at national and local level</li> </ul>	0.5	*      ✓
<b>Approaches</b>	Workshop style		
<b>Date(s)</b>	TBC – One meeting in Autumn 11, Spring 12 and Summer 12 – Dates to be confirmed		
<b>Venue</b>	TBC		
<b>Cost</b>	£50 per delegate		
<b>Key Contact</b>	Sue Simmons: School Improvement Manager (Primary) Tel: 0116 252 6022      Email: <a href="mailto:sue.simmons@leicester.gov.uk">sue.simmons@leicester.gov.uk</a>		

## School leadership (including Governors)

Title	Sustaining the Lift above the Floor Standard (invitation only)		
	<a href="#">BACK</a>		
<b>Audience</b>	Senior leaders in primary schools below, or at risk of being below, the floor standard		
<b>Synopsis</b>	This will be the third meeting of this network. Attendance is by invitation only to Headteachers and another member of the senior leadership team. A member of the Governing Body will be invited for lunch and the final session of the second day.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>Delegates will continue to develop links across schools in the City</li> <li>Schools will share good practice across the network</li> </ul>		
Activities	<i><b>The day will include some or all of the activities listed below:</b></i>	No. days	Flexible? <i>x</i> <input type="checkbox"/> <input checked="checked" type="checkbox"/>
	24 hour conference to explore effective methods for improving outcomes to ensure that schools meet or exceed the floor standard and sustain that lift in the future	1	<i>x</i>
<b>Approaches</b>	Lively workshop style with input from specialist consultants		
<b>Date(s)</b>	30th June 2011 (4.00 p.m.) until 1st July 2011 (4.00 p.m.)		
<b>Venue</b>	TBC		
<b>Cost</b>	Free for up to 2 Senior Leaders from each Primary School and one member of the Governing Body on day 2. Additional places at £250 each.		
<b>Key Contact</b>	Sue Simmons: School Improvement Manager (Primary) Tel: 0116 252 6022    Email: <a href="mailto:sue.simmons@leicester.gov.uk">sue.simmons@leicester.gov.uk</a>		



## Curriculum

<b>Title</b>	<b>Developing MFL across the Primary curriculum to improve pupil engagement and raise attainment</b> <a href="#">BACK</a>		
<b>Audience</b>	MFL subject leader, teachers		
<b>Synopsis</b>	Curriculum support for primary schools to develop language learning across the curriculum and investigate how this can motivate and engage learners. The focus will include the development of intercultural understanding in addition to children's linguistic learning.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>Improved knowledge and understanding of how languages can be embedded across the curriculum to increase pupil engagement</li> <li>Improved pupil motivation</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	<b>No. days</b>	<b>Flexible?</b> *    ✓
	<ul style="list-style-type: none"> <li>Initial meeting to decide upon focus for support</li> <li>Planning with staff to embed language learning across the curriculum, including the development of children's intercultural understanding</li> <li>Team teaching and lesson modelling to support individual staff members</li> <li>Developing assessment procedures in MFL</li> <li>Action planning and review with subject leader</li> <li>Meeting with subject leader to monitor progress and impact of support.</li> <li>Final meeting to review support and evaluate impact.</li> </ul>	0.25 0.5-3	*    ✓
		0.5	✓
		0.5	✓
<b>Approaches</b>	The programme will be tailored to meet the needs of the individual school. Support may be through: <ul style="list-style-type: none"> <li>Staff meetings / twilight sessions</li> <li>Working with individual teachers</li> <li>Working with the subject leader</li> </ul>		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA		
<b>Cost</b>	£900-£1,800		
<b>Key Contact</b>	Michel Laurent-Regisse – School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		

## Curriculum

<b>Title</b>	<b>Developing the Outdoors as a Learning Environment</b> <a href="#">BACK</a>		
<b>Audience</b>	Foundation Stage Coordinators/ Foundation Stage Phase Leaders and Foundation Stage Teachers		
<b>Synopsis</b>	To develop the outdoors as a learning environment across all six areas of learning		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Schools will have developed a skilled practitioner who is able to lead the Foundation Stage team in developing and maintaining a high quality outdoor learning environment</li> <li>• Staff will develop a better understanding of how to scaffold children’s learning outdoors and improve outcomes for children</li> <li>• Potential for the school to build further and develop their capacity for high quality outdoor learning</li> </ul>		
<b>Activities</b>	<b>The day will include some or all of the activities listed below:</b>	<b>No. days</b>	<b>Flexible?</b>
	<ul style="list-style-type: none"> <li>• 2 half-day sessions (plus a twilight session) with a gap task</li> <li>• Participants will be encouraged to link with another school(s) to develop and share good practice</li> <li>• Expert consultant input to whole group</li> <li>• Practitioners will produce and be supported in developing a “Plan for Progress” and developing the outdoor learning environment</li> <li>• Some resources are included in the cost of this training</li> </ul>	1.5	✗ ✓
<b>Approaches</b>	Training will include a combination of discussion, reflection, action planning and theory.		
<b>Date(s)</b>	Session 1 - Tuesday 27 <sup>th</sup> September; 9:15am – 12:15pm Session 2 - Tuesday 1 <sup>st</sup> November; 9:15am – 12:15pm Twilight session - Wednesday 30 <sup>th</sup> November; 3:45pm – 5:30pm Also dates in Spring/Summer Terms 2012		
<b>Venue</b>	TBC		
<b>Cost</b>	£220 – Bookings received by July 15 <sup>th</sup> 2011 will receive a 10% discount		
<b>Key Contact</b>	Julie Dale – School Improvement Manager (0-5) Tel: 0116 252 6084 Email: <a href="mailto:julie.dale@leicester.gov.uk">julie.dale@leicester.gov.uk</a>		

## Curriculum

<b>Title</b>	<b>Engaging Sensitively with Faith Communities. An equalities issue</b> <a href="#">BACK</a>		
<b>Audience</b>	Head teachers, senior leaders, subject leaders		
<b>Synopsis</b>	<p>Supporting schools in handling faith sensitive issues and in understanding different religious communities better. Answers will be given to such questions as:</p> <ul style="list-style-type: none"> <li>• Is it safe for our Muslim girls to wear the hijab in PE?</li> <li>• Is it safe for our Hindu pupils to wear religious, decorative threads in DT?</li> <li>• Will our Christian pupils object to making Halloween decorations?</li> <li>• Can our Sikh pupils wear a kirpan in school?</li> <li>• To what extent should the school calendar take account of religious festivals?</li> </ul> <p>A CD and web link will be given to all participating schools giving advice and guidance on many faith sensitive issues</p>		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Greater knowledge and understanding of faith groups</li> <li>• Skills developed on dealing with faith sensitive issues</li> <li>• Supporting vulnerable groups</li> <li>• Building future capacity to support equality</li> <li>• Fulfilling the third aim of the Public Sector Equalities act by fostering good relations between persons</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	<b>No. days</b>	<b>Flexible?</b> ✘    ✔
	<ul style="list-style-type: none"> <li>• Initial discussion with Senior Leadership Team going through the new guidance on engaging with faith communities</li> <li>• Provision of a CPD programme for all staff on faith sensitive issues and future faith sensitive implementation</li> </ul>	0.25-1	✔
<b>Approaches</b>	The programme will be tailored to meet the needs of the individual school.		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA		
<b>Cost</b>	£115 - £1,350		
<b>Key Contact</b>	Michel Laurent-Regisse – School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		

## Curriculum

<b>Title</b>	<b>Introduction to working in the Early Years Foundation Stage</b> <a href="#">BACK</a>		
<b>Audience</b>	All practitioners who are new to the Foundation Stage (Teachers, Teaching Assistants, Newly Qualified Teachers)		
<b>Synopsis</b>	Practitioners will gain knowledge and understanding of what constitutes high quality Early Years provision. This course will look at the national and local frameworks for Early Years and how these relate to practice in their school.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>Practitioners will have a secure knowledge of the principles that underpin effective early years practice</li> <li>They will have a working knowledge of current national and local guidelines for Early Years</li> <li>They will be able to identify and plan for their own “next steps” in order to develop their skills as Early Years practitioners</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	<b>No. days</b>	<b>Flexible?</b> ✘ ✔
	<ul style="list-style-type: none"> <li>½ day training session</li> <li>Expert consultant input to whole group</li> </ul>	0.5	✘
<b>Approaches</b>	Training will include a combination of delivery of information, group discussion, self-reflection and action planning.		
<b>Date(s)</b>	Thursday 29 <sup>th</sup> September 2011; 9:15am - 12:15pm Also dates in Spring/Summer Terms 2012		
<b>Venue</b>	TBC		
<b>Cost</b>	£75 – Bookings received by July 15th 2011 will receive a 10% discount		
<b>Key Contact</b>	Julie Dale – School Improvement Manager (0-5) Tel: 0116 252 6084 Email: <a href="mailto:julie.dale@leicester.gov.uk">julie.dale@leicester.gov.uk</a>		

## Curriculum

<b>Title</b>	<b>Raising awareness of the different Gypsy, Roma Traveller cultures in Leicester City</b> <a href="#">BACK</a>		
<b>Audience</b>	A wide spectrum of audiences ranging from NQTs / professionals from a variety of educational support teams / multi-agency staff / Further and Higher education institutions etc.		
<b>Synopsis</b>	A flexible suite of Training modules (Including one-off sessions) to develop awareness of Gypsy, Roma Traveller customs and culture and their implications for the work of particular professions and organisations. Depending upon the specific requirements, the training can focus on a general overview of all Traveller cultures that are present in Leicester – Gypsy, Roma, Irish Traveller, Showmen, Circus. It can be tailor-made to focus on a particular group such as the Roma.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• To raise awareness of the origins, culture, language, beliefs and traditions of different Gypsy, Roma Traveller groups</li> <li>• To understand changing lifestyles and how GRT groups are adapting to the modern world</li> <li>• To acquire knowledge of the historical context and perspectives that have caused these groups to become marginalised and vulnerable</li> <li>• To develop an understanding of a range strategies and approaches that may be adopted for successful working with these groups</li> <li>• To gain an insight into the impact of GRT groups on different services and organisations etc and the need for practice modification and adaptation etc</li> <li>• Facilitate the channelling of relevant information via different agencies and organisations</li> <li>• To equip professionals with the necessary skills and knowledge to build the capacity of their particular service to be fully inclusive in its practice towards these often isolated and insular cultures</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	No. days	Flexible? x    ✓
	<ul style="list-style-type: none"> <li>• Initial discussion with the Head re the specific requirements of the training.</li> <li>• ‘An initial introduction to Traveller Culture – either a general look at all of the Traveller Cultures that may reside in Leicester City at any one time or focus on a specific culture – tailor-made to schools’ individual requirements</li> </ul>	0.25	x
<b>Approaches</b>	The session will comprise of a talk, PowerPoint presentation; display of photographs books, resources, artefacts etc.; a question/answer discussion relating to the specific service/organisation		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA – In School		
<b>Cost</b>	Price available on application – dependent on the training requested		
<b>Key Contact</b>	Michel Laurent-Regisse – School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		

## Curriculum

<b>Title</b>	<b>SEAL (social and emotional aspects of learning) to ensure positive attitudes to learning in the Primary classroom</b> <a href="#">BACK</a>		
<b>Audience</b>	Senior Leaders, Middle Leaders and Teachers		
<b>Synopsis</b>	The course offers tailored support to enhance learning through the use of the SEAL materials		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Increased knowledge and understanding of how to raise attainment for vulnerable groups</li> <li>• Accelerated progress for identified groups</li> <li>• Improved pupil well-being</li> <li>• Increased parent/carer participation in children’s learning</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	<b>No. days</b>	<b>Flexible?</b> ✗    ✓
	<ul style="list-style-type: none"> <li>• Initial visit to agree support model required and identification of key staff who will benefit</li> <li>• Lesson observations/planning scrutiny/pupil interviews to establish current practice</li> <li>• Recommendations provided to school as a report</li> </ul>	0.5-1	✓
	<p>Support may consist of some or all of these activities:</p> <ul style="list-style-type: none"> <li>• Working with whole staff to explore SEAL materials and how they can be used to develop a positive attitude across the school</li> <li>• Carrying out focused assessment of vulnerable groups and investigating how learning could be accelerated for these pupils</li> <li>• Exploring ways to increase parent and carer involvement in children’s learning</li> <li>• Improving planning to embed SEAL across the curriculum to increase pupil engagement</li> </ul>	0.5-2.5	✓
	<ul style="list-style-type: none"> <li>• Work with identified lead teacher to monitor and evaluate effectiveness and impact</li> </ul>	0.5-1	✓
	<ul style="list-style-type: none"> <li>• Meeting to review and evaluate the impact within the context of the whole school improvement and professional development priorities</li> </ul>	0.5	✓
<b>Approaches</b>	<p>The programme will be tailored to meet the needs of the individual school. Support may be delivered through:</p> <ul style="list-style-type: none"> <li>• Twilight sessions, workshops and support for individual teachers</li> <li>• Action planning and review</li> <li>• Lesson planning, team teaching</li> <li>• Coaching identified teachers</li> </ul>		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA		
<b>Cost</b>	£900-£1,800		
<b>Key Contact</b>	Michel Laurent-Regisse – School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		

## Curriculum

<b>Title</b>	<b>The Global Dimension and International Links in Education for accreditation of the International Schools award</b> <a href="#">BACK</a>		
<b>Audience</b>	Senior Leaders, Governors, Teachers		
<b>Synopsis</b>	The international dimension in education has never been more important. Our young people are becoming global citizens and the job market in which they will compete is an international one. Equipping learners for a future of increasing global communications, interdependence and migration can be effectively achieved by establishing connections between their own lives and people, places and issues throughout the world. This activity will raise awareness of the benefits that international linking and engagement with the global dimension can bring about, for both students and teachers.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Understanding of how to establish links with schools abroad</li> <li>• Developing skills in order to gain the International Schools Award accreditation</li> <li>• Tackling inequalities related to international diversity</li> <li>• Knowledge of how the global dimension can be integrated into planning and the wider life of the school</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	No. days	Flexible? ✘    ✔
	<ul style="list-style-type: none"> <li>• Use of the Global Gateway to find a partner school.</li> <li>• Involvement in international projects e.g. Comenius, Connecting Classrooms</li> <li>• International Schools Award accreditation</li> <li>• Embedding global perspectives into the curriculum to support citizenship, community cohesion, equalities and diversity, rights and responsibilities, sustainable development, active participation and student voice.</li> </ul>	0.5-1	✔
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA		
<b>Cost</b>	£225 - £450		
<b>Key Contact</b>	Michel Laurent-Regisse – School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		

## Teaching and Learning

<b>Title</b>	<b>1st CLASS@NUMBER – A lighter touch numeracy intervention</b> <a href="#">BACK</a>
<b>Audience</b>	Headteachers, Mathematics subject leaders, SENCOs, Teaching Assistants
<b>Synopsis</b>	<p>1stClass@Number™ is a new, lighter touch numeracy intervention that is currently being developed by Edge Hill university. It can be delivered by a Teaching Assistant (TA) with a group of up to 4 children who have slightly less difficulty than the children who need intensive teacher support in Numbers Count, mainly for Year 2, to help children to make accelerated progress from around Level 1c towards Level 2. It is designed both to complement Numbers Count and to be a stand-alone intervention in a school that does not need to use Numbers Count.</p> <p>Children will have 24 lessons in about eight weeks, focusing on key aspects of number.</p> <p>TAs work from detailed lesson plans, adapting them according to information gained from structured assessments. The lessons are designed to help children to think and talk about their mathematics and each year's programme has a theme. For more information visit: <a href="http://www.edgehill.ac.uk/everychildcounts/ECC201112/documents/ECC2011-12forProspectiveSchools_000.pdf">http://www.edgehill.ac.uk/everychildcounts/ECC201112/documents/ECC2011-12forProspectiveSchools_000.pdf</a>.</p>
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Current data demonstrate that children made an average Number age progress of 9 months after receiving 22 lessons in 2 months.</li> <li>• Teaching assistants will have received professional development, from the university, in order to work with groups of children to support with early number acquisition.</li> </ul>
<b>Activities</b>	<b>Support will include the activities listed below:</b>
	<ul style="list-style-type: none"> <li>• Access to and permission to use the 1stClass@Number intervention</li> <li>• 3 days of face-to-face professional development for a TA</li> <li>• 2 half-days of professional development for a link teacher</li> <li>• Full documentation for the TA and the link teacher, including detailed lesson plans</li> <li>• A pack containing the key teaching resources to deliver the intervention</li> <li>• Access to the 1stClass@Number website, including resources, guidance and discussion</li> <li>• Telephone and e-mail support; Local network meetings</li> <li>• A data collection, analysis and report service for 1stClass@Number</li> <li>• Opportunities for TAs to submit portfolios of work for academic accreditation</li> </ul>
<b>Approaches</b>	Edge Hill university will deliver the professional development, alongside a Teacher Leader from the local authority.
<b>Date(s)</b>	TBA from September 2011 – July 2012
<b>Venue</b>	TBA
<b>Cost</b>	£600 per Teaching Assistant including their link teacher training
<b>Key Contact</b>	Sue Simmons – School Improvement Manager (Primary) Tel: 0116 252 6022 Email: <a href="mailto:sue.simmons@leicester.gov.uk">sue.simmons@leicester.gov.uk</a>



## Teaching and Learning

<b>Title</b>	<b>Every Child Counts (ECC) Mathematics Intervention using Numbers Count (New Schools)</b> <a href="#">BACK</a>
<b>Audience</b>	Headteachers; Mathematics Subject Leaders, Teachers
<b>Synopsis</b>	<p>Every Child Counts uses the Numbers Count intervention programme to work with the lowest achieving young children in years 1, 2 or 3 to make great progress in mathematics and raise the standards of mathematics.</p> <p>A Numbers Count teacher receives intensive training and support for 2 terms from a local ECC Teacher Leader, and ongoing support thereafter. While being trained, s/he normally teaches 4 children individually per term every day. Once trained, teaching is 1-to-1 or 2 or 3 children together, at least 3 days per week. In addition to working with individual children, Numbers Count teachers are trained to help their colleagues. Schools use them to raise standards across the board in a variety of ways. For more information visit:</p> <p><a href="http://www.edgehill.ac.uk/everychildcounts/ECC201112/documents/ECC2011-12forProspectiveSchools_000.pdf">http://www.edgehill.ac.uk/everychildcounts/ECC201112/documents/ECC2011-12forProspectiveSchools_000.pdf</a>.</p>
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• An accredited Numbers Count Teacher in school with expertise in early mathematical development</li> <li>• In Leicester City, our average number age gain was 14.8 months, for 133 children after receiving on average 43 half hour lessons.</li> <li>• Children’s confidence towards mathematics and learning increases</li> <li>• Nationally, last academic year, 72% of the Numbers Count children achieved a level 2, none of whom were predicated more that level 1.</li> </ul>
<b>Activities</b>	<p><b>Support will include the activities listed below:</b></p> <p>Each Numbers Count Teacher will receive:</p> <ul style="list-style-type: none"> <li>• 7 days of face-to-face professional development led by a Teacher Leader</li> <li>• 2 school visits by a Teacher Leader</li> <li>• Access to telephone and e-mail support</li> <li>• Local network meetings and visits to learning partners</li> <li>• Numbers Count website, including resources, guidance, and discussion</li> <li>• Opportunities to submit evidence of work for academic accreditation and to study online for the MA Early Mathematics Intervention</li> </ul>
<b>Approaches</b>	This professional development will be based on the development of a learning community of teachers who will be reflective about their work with children and in school. The use of video recording of their teaching will support this process. School visits include the Teacher Leader watching a live Numbers Count lesson and then having a professional learning conversation to support the teacher in their work.
<b>Date(s)</b>	TBA from September 2011 – July 2012
<b>Venue</b>	TBA
<b>Cost</b>	£2,000
<b>Key Contact</b>	Sue Simmons – School Improvement Manager (Primary) Tel: 0116 252 6022 Email: <a href="mailto:sue.simmons@leicester.gov.uk">sue.simmons@leicester.gov.uk</a>

## Teaching and Learning

<b>Title</b>	<b>Good Practice Guidelines for Training Teaching Assistants to interpret in schools, early years and multi-agency settings</b> <a href="#">BACK</a>
<b>Audience</b>	Teaching Assistants
<b>Synopsis</b>	<ul style="list-style-type: none"> <li>• Enhancing communication skills</li> <li>• Understanding influences of religion and cultural practices</li> <li>• Taking care of yourself as an interpreter</li> </ul>
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• To develop skills to effectively communicate in meetings and in representing everyone's voice clearly</li> <li>• Participants to be more aware of the role of religious, cultural and linguistic influences in conversations</li> <li>• To become aware of how to empower everybody during verbal exchange of information in meetings</li> </ul>
<b>Date(s)</b>	20/6/11 1.30pm – 3:30pm
<b>Venue</b>	Collegiate House College Street Leicester LE2 0JX
<b>Cost</b>	£1,000 per school in the triad
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800 Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>

## Teaching and Learning

<b>Title</b>	<b>Releasing the Potential in Your School: Improving progression in calculation</b> <span style="float: right;"><a href="#">BACK</a></span>		
<b>Audience</b>	Foundation Stage, KS1, KS2; Headteacher (HT), Person responsible ( SL) for leading mathematics, strong class – teacher (CT)		
<b>Synopsis</b>	Consultant will work with schools (up to 4) to develop effective practice in the systematic teaching of calculation. This will involve a commitment to release two teachers for 4 days ( 2.5 x central Professional Development (PD) and 1.5 in school)		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>Consistent approach to the teaching of calculation across the school</li> <li>Understanding progression in efficient calculation –mental and written</li> <li>Improved capacity in school to share good practice, monitor progression in calculation and ensure seamless transition between phases and year groups</li> </ul>		
<b>Activities</b>	<p><b><i>The day will include some or all of the activities listed below:</i></b></p> <p><u>Central PD</u> - Network meeting with HT, SL and CT to outline programme and identify desired outcomes.</p> <p><u>In School</u> - SL and CT to audit of current provision (pupil interviews, work scrutiny, observation, use of resources, policy review) supported by consultant.</p> <p><u>Central PD</u> - Progression in addition and subtraction (use of resources Numicon, ICT, Talk for mathematics, U &amp; A, guided practice); Audit review - Led by consultants</p> <p><u>In School</u> -Staff meeting + / -, model lessons (flexible) with consultant support</p> <p><u>Central PD</u> - Progression in multiplication and division (see + / -) led by consultants</p> <p><u>In School</u> -Staff meeting multiplication/division , model lessons(flexible) with consultant support</p> <p><u>Evaluation</u> - Network meeting for evaluation and forward planning for sustainability led by consultants</p>	No. days	Flexible? x      ✓
		0.5	x      ✓
		0.5	x      ✓
		1	x      ✓
		0.5	x      ✓
		1	x      ✓
		0.5	x      ✓
		0.5	x      ✓
<b>Approaches</b>	<ul style="list-style-type: none"> <li>Central professional development with in-school gap tasks – resources provided to support school improvement through PDMs (professional development meetings).</li> <li>Networking between participating schools in gap task time.</li> <li>Direct input from consultants (plus additional time negotiable)</li> <li>Use of ECC and MAST consultant expertise</li> </ul>		
<b>Date(s)</b>	Flexible to meet the needs of schools who participate in the network		
<b>Venue</b>	TBC		
<b>Cost</b>	£1,000 per school. Additional consultant support can be negotiated at £400 per day, £200 per half day and £150 per twilight session depending on school needs.		
<b>Key Contact</b>	Sue Simmons – School Improvement Manager (Primary) Tel: 0116 252 6022      Email: <a href="mailto:sue.simmons@leicester.gov.uk">sue.simmons@leicester.gov.uk</a>		

## Teaching and Learning

<b>Title</b>	<b>Improving Quality First Teaching in early reading and phonics</b> <a href="#">BACK</a>																							
<b>Audience</b>	Possible school team made up from Headteacher, Governor, Literacy Subject Leader, Early Years Leader, KSI Phase Leader, Key Teachers																							
<b>Synopsis</b>	Early language and literacy consultant will work intensively with a triad of schools to develop effective practice in the teaching of early reading, including the systematic teaching of phonics. Teach of the intensive consultant days will be hosted by each individual school in the triad																							
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• A skilled 'Key Practioner; for the teaching of early reading and systematic phonics</li> <li>• Improved attainment and progress in early reading for all pupils in Early Years and KSI</li> <li>• Transition – good practice</li> <li>• Improved capacity in schools to ensure that the teaching of early reading is at least good and often outstanding</li> <li>• Improved capacity in school to ensure that all staff have a good understanding of the teaching of early reading, including the systematic teaching of phonics</li> <li>• Potential for the school to further build and develop their capacity to become a 'Knowledge Centre' for the teaching of early reading and systematic phonics across the City</li> <li>• Building effective support networks identifying needs</li> </ul>																							
<b>Activities</b>	<p><b><i>The day will include some or all of the activities listed below:</i></b></p> <p>Over the intense 8-12 week period, the following activities are offered:</p> <ul style="list-style-type: none"> <li>• Twilight sessions for Headteacher and Governor in the triad of schools</li> <li>• Expert consultant input in triad of schools working closely with Key Practioners and Middle Leaders</li> <li>• Tailored CPD sessions for Governors in schools</li> <li>• Evaluation with LA School Improvement Adviser in individual schools</li> <li>• Review and next steps workshop in triad of schools</li> <li>• Implement coaching model with Key Practioners</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">No. days</th> <th style="text-align: center;">Flexible? ✘</th> <th style="text-align: center;">✔</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0.5</td> <td style="text-align: center;">✘</td> <td style="text-align: center;">✔</td> </tr> <tr> <td style="text-align: center;">3 (1/school)</td> <td style="text-align: center;">✘</td> <td style="text-align: center;">✔</td> </tr> <tr> <td style="text-align: center;">0.5</td> <td style="text-align: center;">✘</td> <td style="text-align: center;">✔</td> </tr> <tr> <td style="text-align: center;">0.5</td> <td style="text-align: center;">✘</td> <td style="text-align: center;">✔</td> </tr> <tr> <td style="text-align: center;">0.5</td> <td style="text-align: center;">✘</td> <td style="text-align: center;">✔</td> </tr> <tr> <td style="text-align: center;">0.5</td> <td style="text-align: center;">✘</td> <td style="text-align: center;">✔</td> </tr> </tbody> </table>	No. days	Flexible? ✘	✔	0.5	✘	✔	3 (1/school)	✘	✔	0.5	✘	✔	0.5	✘	✔	0.5	✘	✔	0.5	✘	✔	
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<b>Approaches</b>	The sessions are intended as workshops and network meetings. The content and focus of the activity will be tailored to the needs of the schools within the triad. Key Practioner to cascade key messages to the whole school. The consultant input with the triads will include a balance of theory and discussion followed by in-class practice and observation using the host school. There is an option for the host school to include additional members of staff, where appropriate.																							
<b>Date(s)</b>	Summer Term																							
<b>Venue</b>	Each school in the triad to host one day consultant input. Twilight and review sessions at a venue TBC or school in triad to host. Governor CPD session to be hosted by individual school																							
<b>Cost</b>	£1,000 per school in the triad																							
<b>Key Contact</b>	Julie Dale – School Improvement Manager (0-5) Tel: 0116 252 6084 Email: <a href="mailto:julie.dale@leicester.gov.uk">julie.dale@leicester.gov.uk</a>																							



## Teaching and Learning

<b>Title</b>	<b>Releasing the Potential in Your School: Improving the teaching of Reading Comprehension at Key Stage 2</b> <a href="#">BACK</a>		
<b>Audience</b>	Primary and Junior Schools - Literacy Subject Leaders and Key stage 2 teachers		
<b>Synopsis</b>	A one day practical workshop for Key stage 2 practitioners looking to develop their pupils' reading comprehension skills. The day will focus on effective strategies to increase children's confidence and contribution during literacy sessions with a focus on securing high levels of interaction and learning through dialogue.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• A skilled "key practitioner" to lead on this area back in school</li> <li>• Improved attainment and progress in reading for named pupils in targeted year groups</li> <li>• Improved capacity in schools to ensure the teaching of reading comprehension is at least good and often outstanding.</li> <li>• Improved capacity in school to ensure all staff have a good understanding of the teaching of reading, particularly the teaching of inference</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	No. days	Flexible? x ✓
	A one day INSET <ul style="list-style-type: none"> <li>• Effective assessment of reading including practical guidance for gathering evidence of children's skills in relation to reading comprehension</li> <li>• Practical classroom strategies to engage children with a range of texts and to explore the characters, themes and plot development at an appropriately challenging level</li> <li>• Establishing the teacher's role in scaffolding and supporting learning through shared, guided and independent work</li> </ul>	1	x
<b>Approaches</b>	Delivered as 1 day of training to Literacy Subject Leaders or Key Stage 1 teachers. This training could also be delivered to all staff in individual or clusters of schools as a series of 3 staff meetings.		
<b>Date(s)</b>	5 <sup>th</sup> July 2011		
<b>Venue</b>	TBC		
<b>Cost</b>	£150 per delegate		
<b>Key Contact</b>	Sue Simmons – School Improvement Manager (Primary) Tel: 0116 252 6022 Email: <a href="mailto:sue.simmons@leicester.gov.uk">sue.simmons@leicester.gov.uk</a>		

## Teaching and Learning

<b>Title</b>	<b>Lets Talk network meeting</b> <span style="float: right;"><a href="#">BACK</a></span>
<b>Audience</b>	SENCo / Teachers/ TAs
<b>Synopsis</b>	<ul style="list-style-type: none"> <li>• Sharing good practice</li> <li>• New activities and resources to address SLCN</li> </ul>
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Opportunities to share practice in order to increase skills</li> <li>• Awareness of range of resources can use to support language groups</li> </ul>
<b>Date(s)</b>	15/6/11 – p.m.
<b>Venue</b>	New Parks House, New Parks House. Pindar Road. New Parks. Leicester. LE3 9RN
<b>Cost</b>	Free
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800                      Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>



## Teaching and Learning

Title	<b>Releasing the potential in your school: Making the most of your Numicon materials</b> <span style="float: right;"><a href="#">BACK</a></span>		
<b>Audience</b>	Primary class teachers, mathematics subject leaders, Learning Support Assistants, SENCo		
<b>Synopsis</b>	Numicon is a set of materials that help pupils make connections in mathematics. The Local Authority has two accredited Numicon trainers who can provide bespoke support to schools who have purchased Numicon materials to improve outcomes in the Foundation Stage, KS1 and KS2.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>Improved staff confidence in using Numicon materials in the classroom</li> <li>Improved outcomes for pupils particularly in AT1 and AT2</li> <li>Development of mathematical language for all pupils and in particular EAL and those with low levels of literacy</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	<b>No. days</b>	<b>Flexible?</b> *      ✓
	<u>Whole day CPD</u> event for whole school to explore effective use of Numicon materials across the school – bespoke to school needs	1	✓
	<u>Half day CPD</u> event for whole school staff/phase to explore effective use of Numicon materials – bespoke to school needs	0.5	✓
	<u>Twilight event</u> (in school) – bespoke to school needs	0.25	✓
	<u>Unit 1:</u> Introduction to Numicon for subject leaders, SENCO, class teachers and learning support assistants (Numicon FS and Kit 1) <u>Unit 2:</u> Developing investigations using Numicon and exploring the use of Numicon for decimals and percentages in KS2 (Numicon FS and Kit 1)	0.5   0.5	✓   ✓
<b>Approaches</b>	Numicon accredited trainer-led whole school, small group, workshop style practical activities		
<b>Date(s)</b>	<ul style="list-style-type: none"> <li>Whole day, half day and twilight CPD by arrangement with individual schools/groups of schools</li> <li>Unit 1 - 13th June 2011 1.00 p.m. – 4.00 p.m.</li> <li>Unit 2 - 30th June 2011 1.00 p.m. – 4.00 p.m.</li> </ul>		
<b>Venue</b>	FLEC for Units 1 and 2 or school based for bespoke work		
<b>Cost</b>	Whole day £400, half day £200, twilight £150 (per consultant). Where numbers of staff are large (30+) two trainers may be required so the cost is by negotiation. Units 1 and 2 - £50 per delegate (each unit will run with a minimum of 6 delegates and maximum of 25 delegates)		
<b>Key Contact</b>	Sue Simmons – School Improvement Manager (Primary) Tel: 0116 252 6022 <span style="float: right;">Email: <a href="mailto:sue.simmons@leicester.gov.uk">sue.simmons@leicester.gov.uk</a></span>		

## Teaching and Learning

<b>Title</b>	<b>Motivational Interviewing</b> <a href="#">BACK</a>
<b>Audience</b>	Behaviour Leads, Pastoral Managers, Heads of Year, Form Tutors, Behaviour and Learning Mentors, Family Support Workers
<b>Synopsis</b>	This course is an introduction to theory, concepts and skills for motivational interviewing. This approach is a way of supporting staff and students to achieve desired outcomes in learning and behaviour. It has proved to be exceptionally successful in school settings.
<b>Expected outcomes</b>	<ul style="list-style-type: none"><li>• To develop skills for engaging with young people and parents who are disengaged, disaffected and/or 'hard to reach' and empowering them to solve problems using their existing strengths. Specific outcomes include:</li><li>• To understand the theory of MI and the stages for change model.</li><li>• To develop skills for engaging and motivating change.</li><li>• To be able to use the stages for change model to assess an individual's readiness for change.</li><li>• To identify relevant skills and tasks for working with an individual person relevant to their stage for change.</li></ul>
<b>Date(s)</b>	2 half days with 4 follow up coaching sessions included Attendance at all sessions is necessary for full benefit 1st half day - 20/6/11; am only 2nd half day - 27/6/11; am only
<b>Venue</b>	Collegiate House College Street Leicester LE2 0JX
<b>Cost</b>	TBC
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800 Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>

## Teaching and Learning

Title	Synthetic Phonics in Foundation 2 Classes			<a href="#">BACK</a>
<b>Audience</b>	Early Years Foundation Stage Leaders, Literacy Leaders, Foundation 2 / Year 1 Teachers, Foundation 2 / Year 1 Teaching Assistants, NQT's, Governors			
<b>Synopsis</b>	<ul style="list-style-type: none"> <li>Delegates will develop subject knowledge and pedagogy relating to the effective teaching of synthetic phonics in Foundation 2</li> <li>Best practice in the teaching of Phonic Phases 2-4(Letters and Sounds, 2007) will be modelled and discussed. Demonstration groups from the hosting school will be used</li> <li>Delegates will reflect on current practice and plan for next steps in professional development</li> </ul>			
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>Improved capacity in school to ensure that the teaching and learning of phonics is at least good in Foundation 2</li> <li>Improved capacity in school to ensure that delegates have a good understanding of the systematic teaching and learning of phonics in Foundation 2</li> <li>Improved attainment and progress in phonics for all pupils</li> </ul>			
<b>Activities</b>	<b>The day will include some or all of the activities listed below:</b>		No. days	Flexible? ✘    ✔
	1 day training <ul style="list-style-type: none"> <li>Hands on use of Letters and Sounds materials</li> <li>Practical group activities</li> <li>Consultant presentation</li> <li>Good practice and trouble shooting discussions</li> <li>Observation and discussion of modelled sessions for Phonic Phases 2-4</li> <li>Self evaluation and action planning</li> </ul>		1	✘
<b>Date(s)</b>	TBC			
<b>Venue</b>	TBC			
<b>Cost</b>	£120 per delegate			
<b>Key Contact</b>	Julie Dale – School Improvement Manager (0-5) Tel: 0116 252 6084 <span style="float: right;">Email: <a href="mailto:julie.dale@leicester.gov.uk">julie.dale@leicester.gov.uk</a></span>			

## Teaching and Learning

Title	Synthetic Phonics in Year 1 Classes <span style="float: right;"><a href="#">BACK</a></span>		
<b>Audience</b>	Key Stage 1 Phase Leaders, Literacy Leaders, Year 1 / 2 Teachers, Year 1 / 2 Teaching Assistants, NQT's, Governors		
<b>Synopsis</b>	<ul style="list-style-type: none"> <li>Delegates will develop subject knowledge and pedagogy relating to the effective teaching of synthetic phonics in Year 1</li> <li>Best practice in the teaching of Phonic Phase 5 (Letters and Sounds, 2007) will be modelled and discussed. Demonstration groups from the hosting school will be used</li> <li>Delegates will reflect on current practice and plan for next steps in professional development</li> </ul>		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>Improved capacity in school to ensure the teaching and learning of phonics is at least good in Year 1</li> <li>Improved capacity in school to ensure that delegates have a good understanding of the systematic teaching of phonics in Year 1</li> <li>Improved attainment and progress in phonics for all pupils</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	No. days	Flexible? x ✓
	1 day training <ul style="list-style-type: none"> <li>Hands on' use of Letters and Sounds materials</li> <li>Practical group activities</li> <li>Consultant presentation</li> <li>Good practice and trouble shooting discussions</li> <li>Observation and discussion of modelled sessions for Phonic Phase 5</li> <li>Self evaluation and action planning</li> </ul>	1	x
<b>Date(s)</b>	TBC		
<b>Venue</b>	TBC		
<b>Cost</b>	£120 per delegate		
<b>Key Contact</b>	Julie Dale – School Improvement Manager (0-5) Tel: 0116 252 6084 <span style="float: right;">Email: <a href="mailto:julie.dale@leicester.gov.uk">julie.dale@leicester.gov.uk</a></span>		

## Teaching and Learning

<b>Title</b>	<b>Phonological and Phonemic Awareness (Letters and Sounds Phase 1)</b> <span style="float: right;"><a href="#">BACK</a></span>		
<b>Audience</b>	Early Years Foundation Stage Leaders, Literacy Leaders, Foundation 1/2 Teachers, Foundation 1/2 Teaching Assistants, NQTs, Governors		
<b>Synopsis</b>	<ul style="list-style-type: none"> <li>Delegates will learn about the underpinning importance of developing phonological and phonemic awareness, as a critical pre-phonics foundation for early language and literacy</li> <li>Best practice in the planning, delivery and assessment of progress within pre-phonics session will be demonstrated and discussed</li> <li>Delegates will reflect on current practice and plan for next steps in professional development</li> </ul>		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>Improved capacity in school to ensure the teaching of phonological and phonemic awareness is at least good in Foundation 1</li> <li>Improved capacity in school to ensure that delegates have a good understanding of how to develop phonological and phonemic awareness in Foundation 1</li> <li>Improved attainment and progress in pre-phonics development for all pupils</li> </ul>		
<b>Activities</b>	<i>The day will include some or all of the activities listed below:</i>	No. days	Flexible? x ✓
	1/2 day training <ul style="list-style-type: none"> <li>Hands on' use of Letters and Sounds materials</li> <li>Practical group activities</li> <li>Consultant presentation</li> <li>Good practice and trouble shooting discussions</li> <li>Self evaluation and action planning</li> </ul>	0.5	x
<b>Date(s)</b>	TBC		
<b>Venue</b>	TBC		
<b>Cost</b>	£75 per delegate		
<b>Key Contact</b>	Julie Dale – School Improvement Manager (0-5) Tel: 0116 252 6084 <span style="float: right;">Email: <a href="mailto:julie.dale@leicester.gov.uk">julie.dale@leicester.gov.uk</a></span>		

## Teaching and Learning

<b>Title</b>	<b>Play interaction network</b> <a href="#">BACK</a>
<b>Audience</b>	TAs who have been trained in “Play Interaction”
<b>Synopsis</b>	Network and sharing of skills and ideas Up to date information and skills
<b>Date(s)</b>	13/6/11 – p.m.
<b>Venue</b>	New Parks House, New Parks House. Pindar Road. New Parks. Leicester. LE3 9RN
<b>Cost</b>	Free
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800      Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>



## Teaching and Learning

<b>Title</b>	<b>Positive Listening and Learning</b> <a href="#">BACK</a>
<b>Audience</b>	Whole school, Leadership, teachers, NQT's, mentors, TA's etc
<b>Synopsis</b>	Understanding and skills for positive listening and one to one debriefing. Reflection on what happens in serious incidents and how to learn from the experience. The course is interactive throughout.
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Accredited certificate in positive listening and learning.</li> <li>• An ability to provide structured debriefing to support the well-being of staff and pupils.</li> </ul>
<b>Date(s)</b>	2 x 3 hours 17/6/11 – 1pm 24/6/11 – 1pm
<b>Venue</b>	New Parks House, New Parks House. Pindar Road. New Parks. Leicester. LE3 9RN
<b>Cost</b>	£410
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800 Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>

## Teaching and Learning

<b>Title</b>	<b>Releasing the Potential in Your School: Quality First Teaching in Early Talk for Writing and the application of phonics</b> <a href="#">BACK</a>																
<b>Audience</b>	Possible school team made up from Headteacher, Governor, Literacy Subject Leader, Early Years Leader, KSI Phase Leader, Key Teachers																
<b>Synopsis</b>	Early language and literacy consultant will work intensively with a triad of schools to develop early talk for writing, including the systematic application of phonics. Each of the intensive consultant days will be hosted by each individual school in the triad.																
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• A skilled ‘Key Practitioner;’ for the teaching of early talk for writing and phonic application</li> <li>• Improved attainment and progress in early writing for all pupils in Early Years and KSI</li> <li>• Transition – good practice</li> <li>• Improved capacity in schools to ensure that the teaching of early writing is at least good and often outstanding</li> <li>• Improved capacity in school to ensure that all staff have a good understanding of the teaching of early reading, including the application of phonics</li> <li>• Potential for the school to further build and develop their capacity to become a ‘Knowledge Centre’ for the teaching of early reading and systematic phonics across the City</li> <li>• An effective support networks will be established</li> </ul>																
<b>Activities</b>	<p><b><i>The day will include some or all of the activities listed below:</i></b></p> <p>Over the intense 8-12 week period, the following activities are offered:</p> <ul style="list-style-type: none"> <li>• Twilight sessions for Headteacher and Governor in the triad of schools</li> <li>• Expert consultant input in triad of schools working closely with Key Practitioners and Middle Leaders</li> <li>• Tailored CPD sessions for Governors in schools</li> <li>• Evaluation with LA School Improvement Adviser in individual schools</li> <li>• Review and next steps workshop in triad of schools</li> <li>• Implement coaching model with Key Practitioners</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">No. days</th> <th style="text-align: center;">Flexible?</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0.5</td> <td style="text-align: center;">✗ ✓</td> </tr> <tr> <td style="text-align: center;">3 (1/school)</td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="text-align: center;">0.5</td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="text-align: center;">0.5</td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="text-align: center;">0.5</td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="text-align: center;">0.5</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	No. days	Flexible?	0.5	✗ ✓	3 (1/school)	✓	0.5	✓	0.5	✓	0.5	✓	0.5	✓	
No. days	Flexible?																
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3 (1/school)	✓																
0.5	✓																
0.5	✓																
0.5	✓																
0.5	✓																
<b>Approaches</b>	<p>The sessions are intended as workshops and network meetings. The content and focus of the activity will be tailored to the needs of the schools within the triad. Key Practitioner to cascade key messages to the whole school.</p> <p>The consultant input with the triads will include a balance of theory and discussion followed by in-class practice and observation using the host school. There is an option for the host school to include additional members of staff, where appropriate.</p>																
<b>Date(s)</b>	Summer Term																
<b>Venue</b>	Each school in the triad to host one day consultant input. Twilight and review sessions at a venue TBC or school in triad to host. Governor CPD session to be hosted by individual school																
<b>Cost</b>	£1,000 per school in the triad																
<b>Key Contact</b>	Julie Dale – School Improvement Manager (0-5) Tel: 0116 252 6084 Email: <a href="mailto:julie.dale@leicester.gov.uk">julie.dale@leicester.gov.uk</a>																

## Teaching and Learning

<b>Title</b>	<b>SEN or English as an Additional Language?</b>	<b><a href="#">BACK</a></b>
<b>Audience</b>	Teaching Staff , SENCO's	
<b>Synopsis</b>	<ul style="list-style-type: none"> <li>• Understanding normal and second language developmental patterns. Research evidence that informs which children with English as an additional language have special educational needs.</li> <li>• Type of informal and formal language assessment for SEN.</li> <li>• Good practice ideas for differentiation in the classroom.</li> </ul>	
<b>Expected outcomes</b>	<p>To develop skills for engaging with young people and parents who are disengaged, disaffected and/or 'hard to reach' and empowering them to solve problems using their existing strengths. Specific outcomes include:</p> <ul style="list-style-type: none"> <li>• To understand the theory of MI and the stages for change model.</li> <li>• To develop skills for engaging and motivating change.</li> <li>• To be able to use the stages for change model to assess an individual's readiness for change.</li> <li>• To identify relevant skills and tasks for working with an individual person relevant to their stage for change.</li> </ul>	
<b>Date(s)</b>	2 x 3 hours 17/6/11 - am only or 22/6/11 - am only	
<b>Venue</b>	New Parks House, New Parks House. Pindar Road. New Parks. Leicester. LE3 9RN	
<b>Cost</b>	£205	
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800 Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>	



## Teaching and Learning

<b>Title</b>	<b>Social communication groups network meeting</b> <a href="#">BACK</a>
<b>Audience</b>	TAs who have been trained in running social communication groups
<b>Synopsis</b>	<ul style="list-style-type: none"> <li>• Sharing good practice</li> <li>• New activities and resources to address SLCN</li> </ul>
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Opportunities to share practice in order to increase skills</li> <li>• Awareness of range of resources can use to support language groups</li> </ul>
<b>Date(s)</b>	15/6/11 – p.m.
<b>Venue</b>	New Parks House, New Parks House. Pindar Road. New Parks. Leicester. LE3 9RN
<b>Cost</b>	£Free
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800                      Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>

## Teaching and Learning

<b>Title</b>	<b>Solution Focused approaches in Schools</b> <a href="#">BACK</a>
<b>Audience</b>	Senior Leaders, Teachers, Teaching Assistants, Learning Mentors. All phases
<b>Synopsis</b>	This course is an introduction to using Solution Focused Brief Therapy (SFBT) in the Classroom. This approach is a way of supporting staff and students to achieve desired outcomes in learning and behaviour. It has proved to be exceptionally successful
<b>Expected outcomes</b>	Course delegates will obtain a working knowledge of the principles of SFBT and have the opportunity to practise the techniques involved in a safe environment.
<b>Date(s)</b>	4/7/11
<b>Venue</b>	Collegiate House College Street Leicester LE2 0JX
<b>Cost</b>	£410
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800 Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>

## Teaching and Learning

Title	Supporting Boys Writing <span style="float: right;"><a href="#">BACK</a></span>		
<b>Audience</b>	Foundation Stage Coordinators/ Foundation Stage Phase Leaders and Foundation Stage teachers		
<b>Synopsis</b>	This course will examine the role of gross motor development and effective indoor and outdoor environment in supporting boys writing. It will look at the knowledge and skills practitioners need in order to observe, assess and plan in this area.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Schools will have developed a practitioner who is knowledgeable about the stages of gross and fine motor development and how these relate to developing writing skills.</li> <li>• Schools will have reviewed current practice in terms of providing an effective environment for writing and planned for further developments.</li> <li>• Practitioners will develop their skills in observing, assessing and planning for boys writing development.</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	No. days	Flexible? x ✓
	<ul style="list-style-type: none"> <li>• 2 half-day sessions of training with a gap task to be undertaken in between.</li> <li>• Expert consultant input to whole group.</li> </ul>	1	x
<b>Approaches</b>	Training will include a combination of discussion, reflection, action planning and theory.		
<b>Date(s)</b>	Session 1 - Thursday 3rd November 2011; 9:15am - 12:15pm Session 2 – Thursday 17th November 2011; 9:15am - 12:15pm		
<b>Venue</b>	TBC		
<b>Cost</b>	£150 - Bookings received by July 15th 2011 will receive a 10% discount		
<b>Key Contact</b>	Julie Dale – School Improvement Manager (0-5) Tel: 0116 252 6084 Email: <a href="mailto:julie.dale@leicester.gov.uk">julie.dale@leicester.gov.uk</a>		



## Teaching and Learning

<b>Title</b>	<b>Supporting Pupils with Literacy Difficulties and Managing Interventions - WIT Based Training</b> <a href="#">BACK</a>
<b>Audience</b>	Reading Champions and Experienced [3/3]
<b>Synopsis</b>	<ul style="list-style-type: none"> <li>• What is good pupil progress</li> <li>• Analysis of projects</li> <li>• Support in writing WIT evaluation report</li> </ul>
<b>Expected outcomes</b>	Support in analysis of project and writing of evaluation report
<b>Date(s)</b>	20/6/11 – a.m KS1; - p.m. KS2
<b>Venue</b>	New Parks House, New Parks House. Pindar Road. New Parks. Leicester. LE3 9RN
<b>Cost</b>	£Free
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800                      Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>

## Teaching and Learning

<b>Title</b>	<b>Synthetic Phonics in Foundation Stage 2 Classes</b>		<b><a href="#">BACK</a></b>
<b>Audience</b>	Early Years Foundation Stage Leaders, Literacy Leaders, Foundation 2/Year 1 Teachers, Foundation 2/Year 1 Teaching Assistants, NQTs, Governors		
<b>Synopsis</b>	<p>Delegates will develop subject knowledge and pedagogy relating to the effective teaching of synthetic phonics in Foundation 2.</p> <p>Best practice in the teaching of Phonic Phases 2-4 (Letters and Sounds, 2007) will be modelled and discussed. Demonstration groups from the hosting school will be used.</p> <p>Delegates will reflect on current practice and plan next steps in professional development</p>		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Improved capacity in school to ensure that the teaching and learning of phonics is at least good in Foundation 2</li> <li>• Improved capacity in school to ensure that delegates have good understanding of the systematic teaching and learning of phonics in Foundation 2</li> <li>• Improved attainment and progress in phonics for all pupils</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	<b>No. days</b>	<b>Flexible?</b> ✘      ✔
	<ul style="list-style-type: none"> <li>• Hands-on use of Letters and Sounds materials</li> <li>• Practical group activities</li> <li>• Consultant presentation</li> <li>• Good practice and trouble-shooting discussions</li> <li>• Observation and discussion of modelled session for Phonic Phase 2-4</li> <li>• Self-evaluation and action planning</li> </ul>	1	✘
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA		
<b>Cost</b>	£150		
<b>Key Contact</b>	Julie Dale – School Improvement Manager (0-5) Tel: 0116 252 6084      Email: <a href="mailto:julie.dale@leicester.gov.uk">julie.dale@leicester.gov.uk</a>		

## Teaching and Learning

Title	Top ups – writing and top up I <span style="float: right;"><a href="#">BACK</a></span>
<b>Audience</b>	BRWP ECaR Schools TAs
<b>Synopsis</b>	<ul style="list-style-type: none"> <li>• How to do the writing section of the lesson</li> <li>• New activities/ refresher for reading section</li> </ul>
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Participants will be able to include writing in their lessons</li> <li>• TAs will be reminded/ kept on track with their reading sessions</li> </ul>
<b>Date(s)</b>	15/6/11 – ½ day And 16/6/11 – ½ day
<b>Venue</b>	New Parks House, New Parks House. Pindar Road. New Parks. Leicester. LE3 9RN
<b>Cost</b>	£205
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800                      Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>

## Teaching and Learning

Title	Transition Planning for GRT pupils <a href="#">BACK</a>		
<b>Audience</b>	School staff involved in Transition Intervention across schools		
<b>Synopsis</b>	A flexible suite of training activities to develop understanding and enhance planning and practice concerning the transition of GRT pupils between key stages/schools/authorities – both at the start of an academic year and including mid-term transition in the case of New Arrivals etc. This may involve staff from one school/family of schools, (primary/secondary etc).		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Improved capacity for dealing with the multi-faceted issue of transition</li> <li>• Developing strategies for drawing up effective and useful pupil profiles</li> <li>• Developing strategies for effective multi-agency liaison procedures</li> <li>• Developing strategies for successful home-school liaison practice</li> <li>• Developing a sensitivity re cultural impact and considerations of transition between key stages – e.g. from 2-3 / 3-4</li> <li>• Developing strategies to manage fast-track enrolments and admissions procedures</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	No. days	Flexible? x    ✓
	Initial discussion with transition lead practioner(s) to identify context, focus and scope of support require. As appropriate support school self-evaluation of current provision, practice and outcomes.	0.25	✓
<b>Approaches</b>	A mix of information, discussion, activities, resources, case studies to highlight and develop strategies/procedures regarding the following topics. <ul style="list-style-type: none"> <li>• Looking at transition in a cultural context</li> <li>• Curriculum / timetable flexibility</li> <li>• Initial and on-going information gathering / development of standard, concise pro-forma / literacy levels of family to be taken into consideration</li> <li>• Initial and on-going assessments</li> <li>• Consideration of a flexible induction programme to take account of mobility / travelling factors requiring possibility of time-shifted arrangements</li> <li>• Parental involvement - flexible parents' evenings/ home/school liaison / community venues</li> </ul> School involvement of representatives from other agencies to ensure successful transition – Traveller Health Teams / STAR housing / EWS / Admissions / school transport / SES / Traveller Liaison Officers / Church and Youth organisations etc.		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA – In School		
<b>Cost</b>	Price available on application		
<b>Key Contact</b>	Michel Laurent-Regisse: School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		

## Teaching and Learning

<b>Title</b>	<b>Understanding and Supporting Young Children with Autism</b> <a href="#">BACK</a>
<b>Synopsis</b>	ASD Triad of Impairments and practical strategies to support children's learning and development
<b>Expected outcomes</b>	Participants will acquire a knowledge of <ul style="list-style-type: none"><li>• The nature of the Triad of Impairments</li><li>• How this affects children with Autistic Spectrum Disorder</li><li>• How to support these children within their setting</li></ul>
<b>Date(s)</b>	14/6/11
<b>Venue</b>	New Parks House, New Parks House. Pindar Road. New Parks. Leicester. LE3 9RN
<b>Cost</b>	£410
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800 Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>

## Teaching and Learning

<b>Title</b>	<b>Using foreign language texts can be used to motivate and engage pupils in Literacy and close the gap for vulnerable groups in Primary Schools</b> <a href="#"><u>BACK</u></a>		
<b>Audience</b>	Middle Leaders, MFL subject leaders, Teachers		
<b>Synopsis</b>	Curriculum support for identifying ways in which foreign language texts can be used as tools for exploiting links between languages and Literacy and raising standards for vulnerable groups.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Increased awareness of how foreign language texts can engage and motivate children</li> <li>• Improved attainment in Literacy for identified pupils</li> </ul>		
<b>Activities</b>	<p><i><b>The day will include some or all of the activities listed below:</b></i></p>	<b>No. days</b>	<b>Flexible?</b> *    ✓
	Initial meeting to establish focus for support	0.25	✓
	<ul style="list-style-type: none"> <li>• CPD for staff exploring links between languages and Literacy</li> <li>• Investigation of how Talk for Writing strategies can be adapted when using foreign language texts</li> <li>• Support for identified teachers in planning to support Literacy in the curriculum through the use of foreign language texts</li> </ul>	0.5-2	✓
	Final meeting to review support and evaluate outcomes	0.25	✓
<b>Approaches</b>	<p>The above programme of activities can be tailored to meet the needs of the school.. Support may be delivered through:</p> <ul style="list-style-type: none"> <li>• Working with teachers on improving planning and assessment</li> <li>• Staff meeting, twilight session</li> <li>• Working with specific key stage staff</li> <li>• Coaching</li> <li>• Team teaching</li> </ul>		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA – In School		
<b>Cost</b>	£450 - £1,350		
<b>Key Contact</b>	Michel Laurent-Regisse: School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		

## Teaching and Learning

<b>Title</b>	<b>Visiting Sacred Spaces: Supporting Learning outside the Classroom</b> <span style="float: right;"><a href="#">BACK</a></span>		
<b>Audience</b>	Middle leaders, heads of department / faculty heads / team leaders, identified teachers		
<b>Synopsis</b>	This activity offers a coherent programme of support on how to plan and execute successful trips to Sacred Spaces and through this support whole school community cohesion, SMSC development and LOC.		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Skills developed to organise trips to sacred spaces</li> <li>• Supporting the advancement of equality of opportunity in line with public sector equality duty (April 2011)</li> <li>• Improved links with faith communities and parents through discussion of expected outcomes of the trips</li> <li>• Fostering good relations between persons who share a relevant protected characteristic in accordance with Equality act.</li> <li>• Raising attainment in RE</li> </ul>		
<b>Activities</b>	<b><i>The day will include some or all of the activities listed below:</i></b>	No. days	Flexible? ✗     ✓
	<ul style="list-style-type: none"> <li>• Twilight staff training visiting 3 Sacred Spaces in Leicester</li> <li>• Do's and don'ts when visiting Sacred Spaces</li> <li>• Planning cross curricula visits</li> <li>• Developing a portfolio of tried and trusted Sacred Spaces to visit</li> </ul>	0.25-1	✓
<b>Approaches</b>	The above programme of activities can be tailored to meet the needs of the school.		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA – In School		
<b>Cost</b>	£115 - £450		
<b>Key Contact</b>	Michel Laurent-Regisse: School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		

## Teaching and Learning

<b>Title</b>	<b>Visual Literacy to improve attainment in writing across the curriculum in Primary Schools</b> <span style="float: right;"><a href="#">BACK</a></span>		
<b>Audience</b>	Literacy co-ordinators, middle level leaders, teachers		
<b>Synopsis</b>	Curriculum support for subject leaders and teachers in developing and embedding visual literacy into the primary curriculum		
<b>Expected outcomes</b>	<ul style="list-style-type: none"> <li>• Increased understanding of how visual literacy can raise attainment in vulnerable groups</li> <li>• Improved pupil engagement with writing</li> <li>• Enhanced motivation, self-esteem and enthusiasm to writing</li> <li>• Increased quantity and quality of writing</li> </ul>		
<b>Activities</b>	<b>The day will include some or all of the activities listed below:</b>	No. days	Flexible? x    ✓
	<ul style="list-style-type: none"> <li>• Initial meeting with subject leader to agree focus and identify staff or groups of staff who would benefit from accessing a CPD programme</li> </ul>	1-4	✓
	As appropriate, support class teachers with: <ul style="list-style-type: none"> <li>• Developing / modelling a range of visual media tools to increase motivation and enthusiasm in writing</li> <li>• Developing an integrated approach to speaking and listening, drama, reading and writing through the use of visual literacy</li> <li>• Improving planning opportunities across the curriculum to embed the use of visual media</li> <li>• Identifying vulnerable groups and examining planning to ensure that it meets the needs of these pupils</li> </ul>		
	Support for subject leader in monitoring and evaluating the use of visual literacy across the curriculum and the impact on attainment	0.5-1	✓
	Review and evaluation meeting to review the impact of the support programme within the context of the whole school improvement plan	0.25-0.5	✓
<b>Approaches</b>	The above programme of activities can be tailored to meet the needs of the school. Staff may be supported through: <ul style="list-style-type: none"> <li>• Twilight in-school training/ workshops with smaller groups</li> <li>• Planning/ team-teaching/review sessions with identified individual staff/ pairs/ groups</li> <li>• Coaching with identified staff</li> </ul>		
<b>Date(s)</b>	TBA		
<b>Venue</b>	TBA – In School		
<b>Cost</b>	£780 - £2,475		
<b>Key Contact</b>	Michel Laurent-Regisse: School Improvement Manager (Closing the Gap) Tel: 0116 252 6049                      Email: <a href="mailto:michel.laurent-regisse@leicester.gov.uk">michel.laurent-regisse@leicester.gov.uk</a>		

## Teaching and Learning

Title	What is ASD? <span style="float: right;"><a href="#">BACK</a></span>
<b>Synopsis</b>	Provide an overview of what is meant by an autism spectrum and how this presents in children from 5-19
<b>Expected outcomes</b>	<ol style="list-style-type: none"> <li>1. Participants will have a basic understanding of what is meant by an autism spectrum disorder</li> <li>2. Increased knowledge and understanding and improved outcomes for those with ASD.</li> </ol>
<b>Date(s)</b>	22/6/11
<b>Venue</b>	New Parks House, New Parks House. Pindar Road. New Parks. Leicester. LE3 9RN
<b>Cost</b>	£410
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800 Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>

## Teaching and Learning

<b>Title</b>	<b>Working with Traumatized Children - Theory and Practice</b> <a href="#">BACK</a>
<b>Audience</b>	Teaching staff, social workers, foster carers and any other professionals involved in working with children and young people who have attachment difficulties.
<b>Synopsis</b>	The training will include the following elements: <ol style="list-style-type: none"> <li>1. Introduction to Attachment Theory.</li> <li>2. Recent findings from neuro-psychology re impact of neglect and abuse on brain development.</li> <li>3. Characteristics of this type of child.</li> <li>4. Guiding principles - what's likely to work and what's not.</li> <li>5. Applying these principles to your context.</li> </ol>
<b>Expected outcomes</b>	Increased understanding of this client group. Development of strategies for working with these children and young people
<b>Date(s)</b>	6/7/11
<b>Venue</b>	Collegiate House College Street Leicester LE2 0JX
<b>Cost</b>	£410
<b>Key Contact</b>	Marie Allison – Service Manager Special Needs Teaching Service Tel: 0116 225 4800 Email: <a href="mailto:marie.allison@leicester.gov.uk">marie.allison@leicester.gov.uk</a>

# Learning, Quality & Improvement (0-11) Learning, Transformation & Development 0-19

