

## FOX FEDERATION ECT PROGRAMME – KS1

<b>A u t u m</b>	1	Working with Adults: Managing support staff and developing relationships with Parents	<b>Wed 18<sup>th</sup> September</b> no pre-record 9.30am-3pm Fox Primary School	<i>Standard s 8</i>
	2	Progression in Writing: Grammar and Sentence Building in the EYFS & KS1 ( <i>EYFS&amp;KS1 Writing Part 1</i> )	<b>Tues 1<sup>st</sup> October</b> 1 pre-record 1:45-3:45pm Fox Primary School	<i>Standard s 2,3 and 4</i>
	3	Lesson Design in Mathematics: teaching for Mastery ( <i>KS1 Maths Part 1</i> )	<b>Tues 15<sup>th</sup> October</b> 1 pre-record 1:45-3:45pm Fox Primary School	<i>Standard s 2,3 and 4</i>
	4	Developing Reading in the EYFS & KS1: Supporting early readers, preparing for reading, group reading and reading environments ( <i>EYFS&amp;KS1 Reading Part 1</i> )	<b>Wed 13<sup>th</sup> November</b> 1 pre-record 1:45-3:45pm Fox Primary School	<i>Standard s 2,3 and 4</i>
	5	Effective teaching of Debate KS1-KS2	<b>Tues 26<sup>th</sup> November</b> 1 pre-record 1:30-4pm Fox Primary School	<i>Standard s 2,3 and 4</i>
	6	The Writing Process: Planning, Shared Writing and Editing ( <i>KS1&amp;KS2 Writing Part 2</i> )	<b>Tues 10<sup>th</sup> December</b> 2 pre-record 1:45-3.45pm Fox Primary School	<i>Standard s 2,3 and 4</i>
<b>S p r i n g</b>	7	Effective Teaching of Phonics for Reading and Spelling	<b>Tues 14<sup>th</sup> January</b> 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standard s 2,3 and 4</i>
	8	Lesson Design in Mathematics: use of representations to support mathematical understanding	<b>Tues 28<sup>th</sup> January</b> 1 pre-record 1:45-3:45pm Fox Primary School	<i>Standard s 2,3 and 4</i>
	9	Developing Reading in the EYFS & KS1: Questioning, Vocabulary, Promoting a love of reading and Text Selection ( <i>EYFS &amp; KS1 Reading Part 2</i> )	<b>Thu 6<sup>th</sup> February</b> 1 pre-record 1:45-3:45pm Fox Primary School	<i>Standard s 2,3 and 4</i>
	10	Adaptive Teaching: English as an Additional Language	<b>Tues 4<sup>th</sup> March</b> 1 pre-record 1:45-3:45pm Fox Primary School	<i>Standard 5</i>
	11	Progression in mathematics - a focus on number bonds, addition and subtraction ( <i>KS1 Maths Part 3</i> )	<b>Tues 18<sup>th</sup> March</b> 1 pre-record 1.45 – 3.45 Fox Primary School	<i>Standard s 2,3 and 4</i>
	12	Theory and Practice: Observation day KS1	<b>Tues 25<sup>th</sup> March</b> no pre-records 8.45-12.15pm Fox Primary School	<i>Standard s 1-8</i>
<b>S u m m e r</b>	13	Adaptive teaching: Supporting children with Trauma	<b>Tues 29<sup>th</sup> April</b> 1 pre-record 1.45-3.45pm Fox Primary School	<i>Standard 5 and 7</i>
	14	Adaptive Teaching: SEND - whole class approaches, dyslexia and autism (EYFS&KS1)	<b>Thu 15<sup>th</sup> May</b> 1 pre-record 1:45-3:45pm Fox Primary School	<i>Standard 5</i>
	15	Effective Teaching of Science	<b>Wed 11<sup>th</sup> June</b> 1 pre-record	<i>Standard</i>

r			1.45-3.45pm Fox Primary School	<i>s 2,3 and 4</i>
	16	Effective Teaching of Humanities	<b>Wed 25<sup>th</sup> June</b> 2 pre-records 1.45-3.45pm Live session on Zoom	<i>Standard s 2,3 and 4</i>
	17	Physical Education in Primary School	<b>Tues 1<sup>st</sup> July</b> no pre-record 1-3.30pm Ashburnham Primary	<i>Standard s 2,3 and 4</i>

# ARRANGEMENTS

<b>COST</b>	£95 or £115 per course.
<b>EARLY CAREER FRAMEWORK</b>	This CPD offer is a complementary programme designed to work alongside the Early Career Framework. It does not replace the statutory expectations for support for Early Career Teachers in their first two years.
<b>APPROPRIATE BODY</b>	Appropriate Body services are separate and available through the Central London Teaching Hub at <a href="http://centrallondontsh.org.uk">http://centrallondontsh.org.uk</a> or through the local Authority services for Kensington and Chelsea, Hammersmith and Fulham and Westminster at <a href="#">Services2Schools</a>
<b>TIMINGS</b>	Courses include a pre-record session of up to 1.5 hours. Facilitated zooms will run from 1.45pm-3.45pm on the specified date. 'On-site' sessions will include a pre-record and the timings for the course will be the same.
<b>VENUE</b>	All sessions will be delivered on site unless specified as Zoom. If your course is to be delivered by Zoom the details will be shared a week before the course date. There are two different sites as below, please refer to your course details for which site it will be held on: <ol style="list-style-type: none"><li>1. Fox Primary School, Kensington Place, W8 7PP</li><li>2. Ashburnham Community School, 17 Blantyre Street, SW10 0DT</li></ol>
<b>BOOKING</b>	Booking will soon be available on <a href="http://www.foxcpd.co.uk">www.foxcpd.co.uk</a> For any queries please email <a href="mailto:courses@foxcpd.co.uk">courses@foxcpd.co.uk</a>

# KS1 COURSE OUTLINES

WORKING WITH ADULTS: MANAGING SUPPORT STAFF AND DEVELOPING RELATIONSHIP WITH PARENTS	This course will explore how ECTs can develop positive working relationships with parents, how to manage support staff and work with other professional colleagues effectively. The course encourages ECTs to reflect on and establish their classroom culture and values, which act as a platform to build and develop their working relationships upon. Participants will look in detail at the role of the Teaching Assistant within the classroom setting and how to maximise and develop them effectively.
PROGRESSION IN WRITING: GRAMMAR AND SENTENCE BUILDING	This course will support EYFS and KS1 teachers in developing subject-specific knowledge in grammar and punctuation and rigorous pedagogical approaches to support pupil learning in these areas: how to secure knowledge and build complexity through clear explanations, examples and illustrations of key concepts in EYFS and KS1. We will explore how this knowledge and practice can be woven into fiction and non-fiction writing units. Participants will leave with a strong understanding of progression. There will be opportunities to observe teaching in teachers' year group and reflect on how this could be applied to their own practice.
LESSON DESIGN IN MATHEMATICS: TEACHING FOR MASTERY	Participants will use the NCETM 5 big ideas for teaching for mastery and discuss the necessary steps to craft well-structured lessons, considering small steps of progression to breakdown complex materials. Participants will analyse components of a lesson in order to identify essential concepts, knowledge skills and principles of mathematics. Participants will leave understanding which materials are freely available and could be used to supplement and improve lesson design.
DEVELOPING READING IN KS1: SUPPORTING EARLY READERS, GROUP READING AND LESSON STRUCTURE	This course will support teachers with developing their pedagogy in order to teach reading effectively in EYFS and KS1. Joining the two phases together will provide teachers with the starting points and journeys of a child's reading from EYFS to the end of KS1, as well as support children who may be working below age related expectations. We will discuss the crucial 'pre-reading skills' that children need, as well as how to support children in using their Phonics knowledge effectively to become confident and independent readers whilst aligning to your school's chosen SSP. Practitioners will critically analyse what makes effective group reading and they will have the opportunity to observe and analyse a filmed group reading session in their specific year group. There will also be practical takeaways in how to improve and enhance your reading environments to encourage a love of reading. Participants will leave with a range of ideas to support group reading effectively, as well as some example planning and resources to support early readers.
EFFECTIVE TEACHING OF PHONICS FOR READING AND WRITING	A systematic and consistent approach to the teaching of phonics is essential to support all pupils in making good progress in reading and writing across the EYFS and KS1. This course will support teachers in developing excellent subject knowledge, a clear overview of progression in line with the National Curriculum, with an excellent understanding of how to structure effective Phonics sessions in KS1. Practitioners will receive guidance on the application of Phonics to reading, spelling and writing, development of vocabulary and how to choose appropriate decodable books for children. We will discuss what effective Phonics assessment looks like, including tracking children's phonics progress, as

well as how to deliver and structure regular, 'keep-up' sessions for those falling behind. There will be opportunities to observe and analyse lessons.

ADAPTIVE  
TEACHING: SEND

This session will give participants a strong understanding of what inclusion looks like within the classroom and school and of the identification of SEN. It will provide in depth opportunities to improve universal provision - through quality first teaching. It will introduce attendees to a toolbox of strategies to support pupils with a range of SEN, including a spotlight focus on dyslexia and autism. The knowledge built in this session will be useful support for ECTs to understand how to adapt their teaching for pupils with and without a diagnosis or support plan.

EFFECTIVE  
TEACHING OF  
DEBATE KS1-KS2

Debating is an essential tool for a school to use to develop the oracy skills of its pupils. This course will give participants everything they need to be able to understand and teach debate, including a full unit of lessons with resources that can be implemented in their schools instantly.

The course will include: - Gaining the knowledge required to teach pupils how to debate and knowing how to hold full debates in school.

- Understanding the theory behind teaching pupils to debate and how to extend the benefits to the wider school community.

- Learning how to improve the oracy skills of children in both key stages by teaching them how to construct effective arguments, develop points logically and use persuasive techniques to influence the opinions of others.

- Learning how to teach children to respond to the arguments of others.

- Opportunities to practically experience games and exercises that can be used in any classroom to increase the oracy skills of children.

THE WRITING  
PROCESS:  
PLANNING, SHARED  
WRITING AND  
EDITING (KS1&KS2  
WRITING PART 2)

This course will support ECTs in understanding the full writing process for pupils at KS1 and KS2. Essential elements of planning, shared writing and editing will be explored as well as other rigorous pedagogical approaches to support pupils' writing. Progression in text types across KS1 and KS2 and what writing for purpose means in both fiction and non-fiction text types will be explored. Teaching accessible techniques and sticky strategies for reducing the cognitive load for pupils undertaking writing tasks will underpin this course.

EFFECTIVE  
TEACHING OF  
PHONICS FOR  
READING AND  
SPELLING

A systematic and consistent approach to the teaching of phonics is essential to support all pupils in making good progress in reading and writing across the EYFS and KS1. This course will support teachers in developing excellent subject knowledge, a clear overview of progression in line with the National Curriculum, with an excellent understanding of how to structure effective Phonics sessions in EYFS and KS1 and the progression from Phase 1 to the end of Year 2. Focusing on the fundamentals of strong phonics practice, participants will be able to apply their knowledge into their school's chosen SSP and feel more confident in implementing the scheme. Practitioners will receive guidance on the application of Phonics to reading, spelling and writing, development of vocabulary and how to choose appropriate decodable books for children. We will discuss what effective Phonics assessment looks like, including tracking children's phonics progress, as well as how to deliver and structure regular, 'keep-up' sessions for those falling behind. There

	will be opportunities to observe and analyse lessons and reflect on how what is observed can work with participant's chosen SSP.
LESSON DESIGN IN MATHEMATICS: USE OF REPRESENTATIONS TO SUPPORT MATHEMATICAL UNDERSTANDING	Participants will explore a set of core representations that can be utilised to assist in the understanding of abstract ideas, drawing explicit links to new content and core mathematical structures. This course will consider when a particular representation is appropriate and how its utilisation can transform pupils' knowledge and capabilities. Participants will explore how guides, scaffolds and worked examples can assist all pupils to understand and apply new ideas and how these can be gradually removed as pupils' understanding increases. Participants will leave with an understanding of available physical and online resources to support implementing the strategies discussed together.
PHYSICAL DEVELOPMENT IN KS2	This interactive course will support teachers in developing excellent subject knowledge and creating a bank of easily implementable ideas of how to plan and deliver a successful PE session. It will cover aspects including effective use of space and equipment, motivation and engagement and promotion of healthy lifestyles. It will include an observation of a PE lesson within the age range. Participants will need to be dressed appropriately in order to participate for the on-site session.
ADAPTIVE TEACHING: ENGLISH AS AN ADDITIONAL LANGUAGE	This session will help ECTs understand the experience of being an EAL learner; explore the issues and barriers to learning that may exist for children in this group; help them develop strategies and practical ideas for addressing these through the curriculum, and signpost them to further resources and sources of support. It will explore flexible groupings, the importance of high expectations for all children and ways to adapt teaching responsively by providing additional pre-teaching and scaffolding to ensure all pupils have access to a rich curriculum. Participants will leave with improved subject knowledge of language acquisition and with understanding of the importance of providing an inclusive curriculum and an inclusive classroom environment.
PROGRESSION IN MATHEMATICS - A FOCUS ON NUMBER BONDS, ADDITION AND SUBTRACTION	Using number bonds as a focus, this course will explore how concepts are built upon and how variation can be used to deepen children's understanding. Participants will practise breaking complex material into smaller steps and taking account of pupils' prior knowledge when planning in the context of addition and subtraction. Participants will explore how prior knowledge plays an important role in how pupils learn and progress through their mathematical understanding. Participants will leave with resources that can aid assessing understanding of number bonds and other resources to help improve this understanding.
THEORY AND PRACTICE: OBSERVATION MORNING KS1	ECTs will be able to observe English, Maths and phonics/spelling lessons in which the subject knowledge and pedagogical approaches covered in the Early Career Framework (ECF) CPD sessions are applied. The observations will be followed by lesson analysis and Q and A session with year group teachers.  Participants will review how the ECF 'learn how to' statements have been exemplified in the lessons observed – as well as having an opportunity to reflect on experiences with other ECTs and ask questions of experienced teachers working in their year groups..

ADAPTIVE  
TEACHING:SUPPORT  
ING CHILDREN WITH  
TRAUMA

More than 40% of children nationally will have experienced episodes of loss, separation, abuse or neglect before their 18th birthday. Such experiences can lead to trauma and attachment issues, which affect all aspects of a child's functioning. On this course, we will explore the varied effects of trauma and developmental trauma on children and how this impacts on their capacity to cope with the demands placed on them in school. Referring to the research and best practice, we will detail how to support these vulnerable children so that they can feel safe, learn and ultimately thrive in school.

The course will include:

An examination of trauma, developmental trauma and Adverse Childhood Experiences

A detailed look at the areas in which traumatised children can struggle and why

Whole-school approaches that support traumatised children

Specific approaches for traumatised children

A focus on supporting behaviour for learning in a trauma-sensitive way

Individual case studies

Opportunities for discussion and reflection

What you can take away

Further resource and reading recommendations

Model behaviour policies

Useful infographics and short video clips to aid dissemination to colleagues

ADAPTIVE  
TEACHING:SEND -  
WHOLE CLASS  
APPROACHES,  
DYSLEXIA AND  
AUTISM

This session will give participants a strong understanding of what inclusion looks like within the classroom and school and of the identification of SEN. It will provide in depth opportunities to improve universal provision - through quality first teaching. It will introduce attendees to a toolbox of strategies to support pupils with a range of SEN, including a spotlight focus on dyslexia and autism. The knowledge built in this session will be useful support for ECTs to understand how to adapt their teaching for pupils with and without a diagnosis or support plan.

EFFECTIVE  
TEACHING OF  
SCIENCE

This session will ensure that ECTs develop a secure understanding of the national curriculum for science. They will learn how the curriculum can be used to teach both substantive and disciplinary knowledge to pupils across both key stages. ECTs will spend time securing their understanding of enquiry types and working scientifically skills so they can create engaging and progressive units of work and teach lessons that meet the needs of all groups of learners. The course will include opportunities to watch and discuss filmed lesson observations, look through books, ask questions to experienced subject leaders and learn accessible ways to develop teacher subject knowledge.

## EFFECTIVE TEACHING OF HUMANITIES

This session will provide teachers with an in-depth understanding of how to implement effective Humanities provision in their setting. The course aims to explore methods of planning strategically to design a curriculum that incorporates disciplinary knowledge, builds substantive concepts, advances vocabulary, inspires children and assures outstanding learning and progress. It will focus on developing subject knowledge and pedagogical practice through a host of engaging activities and resources that can be easily implemented in any classroom. Delegates will also have an opportunity to progress their leadership skills and consider the intent, impact and implementation of their school's Humanities curriculum.

The course will include:

- A consideration CLT (cognitive load theory) and how it underpins curriculum structure
- Unpicking the requirements of the History and Geography programmes of study for KS1 and KS2
- Developing Humanities subject knowledge, pedagogical practice and leadership skills
- Mapping of Humanities curriculum overviews, considering progression of knowledge, skills, substantive concepts and vocabulary
- Exploring engaging teaching techniques, activities and resources that develop content and disciplinary knowledge
- Reviewing a range of assessment models
- Considering effective leadership and monitoring processes and practice in line with the Ofsted school inspection handbook

What you can take home:

- Planning, flipcharts and resources for two sample units of work
- Lots of practical and engaging activity ideas and resources
- Useful documents and current research
- List of online resources and suggested enrichment opportunities

## PHYSICAL EDUCATION IN PRIMARY SCHOOL

This course is an in-person, interactive session designed to support teachers in developing excellent subject knowledge and creating a bank of easily implementable ideas of how to plan and deliver a successful PE lessons. After recapping on the key expectations in the EYFS curriculum for PE and the three main pillars or progression in KS1 and KS2 in PE, participants have the chance to observe and participate in sessions. This course will cover aspects including effective use of space and equipment, motivation and engagement and promotion of healthy lifestyles. Participants will need to be dressed appropriately in order to participate for the on-site session.

For any further information please contact [courses@foxcpd.co.uk](mailto:courses@foxcpd.co.uk)