



## ISSK CPD Programme 2018 - 2019

### Autumn Term

#### Family Learning for families which schools find hard to reach including EAL and GRT

**Monday 29<sup>th</sup> October, 13:30 – 16:00**

Family learning is a programme that can be delivered using Pupil Premium funding

This course will demonstrate how Family Learning can improve parental engagement in children's learning and within the life of the school.

Family learning

- Operates within a culture equal partnership and mutual respect
- Recognises the role of the parent as the first educator.
- Accelerates the progress of children from vulnerable groups including those who have English as an additional language, and those from Gypsy, Roma and Traveller communities
- Values diversity of culture, race, relationships and beliefs
- Raises aspirations and engagement in learning
- Benefits the wider learning community through promoting change and empowering individuals and communities.

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#### Identifying EAL / SEN or both in the Early Years Foundation Stage

**Wednesday 21<sup>st</sup> November, 13:30 – 16:00**

This training will support EYFS practitioners to identify whether a child has SEN or language delay due to having English as an additional language, in accordance with the SEN code of practice: "Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN".

Delegates will develop the skills, knowledge and confidence:

- to understand the challenges and factors affecting assessment and progress of pupils with EAL
- to identify triggers for concern and the stages of identification of EAL learners who are not making expected progress in language acquisition and accessing the curriculum
- to recognise EAL strategies which can support the EAL learner with SE

## Programme of Study for EAL Leads

### **Session 1 - Supporting Newly Arrived Pupils with English as an Additional Language**

**Monday 12<sup>th</sup> November 2018**

During this session delegates will:

- Develop understanding of the roles and responsibilities of staff in developing a whole-school approach to the induction and continuing support of new arrival pupils with English as an additional language.
- Develop an understanding of the challenges facing new arrivals with English as an additional language and how they can be supported in their early days at school.
- Have the opportunity to discuss inclusive teaching strategies that will engage new arrival pupils with English as an additional language in their learning of both the English language and curriculum content.

### **Session 2 - Assessing pupils with English as an additional language**

**Monday 3<sup>rd</sup> December**

During this session delegates will:

- Confidently use a range of assessment tools to monitor and evaluate the attainment of EAL learners (focus on Kent Steps and NASSEA assessment scheme)
- Set appropriate targets for individual EAL learners
- Identify effective strategies to enable learners to reach their targets

### **Session 3 - English as an Additional Language or Special Educational Needs or both?**

**Wednesday 6<sup>th</sup> February 2019**

Delegates attending training will:

- Develop awareness of differences between English as an additional language and special educational needs
- Explore the complexities surrounding effective identification of special educational needs in a child/young person with English as an additional language
- Be introduced to effective identification procedures

### **Session 4 - Accelerating the progress of EAL Learners through the development of Academic Literacy**

**Wednesday 13<sup>th</sup> March 2019**

Delegates attending training will:

- Increase awareness of key points around second language acquisition
- Develop understanding about academic literacies
- Explore strategies to develop academic literacy in different subject areas.

Delegates can choose to attend any of the 4 training sessions or the full Programme at a discounted price.

## Spring Term

### Recognising, dealing with and preventing racist incidents

**Monday 14<sup>th</sup> January 2019, 13:30 – 16:00**

To ensure that pupils are aware of the seriousness of racially motivated incidents and bullying it is vital that a whole school approach is adopted.

Delegates will develop the skills, knowledge and confidence to:

- recognise, record and respond appropriately to racist incidents
- to actively prevent discrimination through the development of whole school policy and practice
- comply with the schools' legal responsibilities and Ofsted guidance

This practical, scenario-based session will enable delegates to explore the impacts of racist incidents in schools and how to address these through short, medium and long-term planning.

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### Talking partners promoting speaking and listening (2 sessions)

**Wednesday 16<sup>th</sup> January & 13<sup>th</sup> February 2019, 09:30 – 16:00**

Delivered by an accredited Talking Partners Trainer, Talking Partners@Primary is designed to improve the way children communicate across the curriculum, enabling them to become independent and skilful speakers and listeners and accelerate progress with writing. It is designed to improve the delivery of speech, language and communication (SLC) in the classroom on a day to day basis by practitioners, as well as support targeted children who may lack skills or confidence to express themselves clearly.

This targeted, time-limited (10 weeks) intervention can be used with small groups or the whole class.

Talking Partners@Primary is effective, proven good practice. During a 10-week programme pupils typically make over 18 months progress in their productive oral language.

It is particularly beneficial for children who have English as an additional language.

Delegates will:

- Examine the underpinning pedagogical principles and benefits of the Talking Partners@Primary programme
  - Develop a bank of resources through demonstration of practical activities
  - Be able to provide opportunities for pupils to practice and
  - rehearse target language through a range of focused activities
  - Be able to gauge and evidence impact of the programme
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## Celebrating difference and challenging gender stereotypes in the EYFS

**Thursday 17<sup>th</sup> January, 13:30 – 16:00**

Every child is different and unique, as is their family. During the foundation years, babies and children's attitudes and dispositions are being shaped by their surroundings, experiences and interactions. They are rapidly developing a sense of self and a sense of others, and are forming assumptions and even prejudices.

All children deserve the chance to thrive, and early years practitioners can play a key role in enabling this. In settings where the things that make each child different are accepted and celebrated, children can be themselves and can, as a result, reach their full potential.

During the session delegates will explore:

- Why it's so important to celebrate difference in early years
- The impact of gender stereotyping on children's sense of self
- How to create a fully inclusive environment and support staff to make it happen

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## Promoting the inclusion of Lesbian, Gay, Bisexual, Trans and Questioning (LGBTQ) pupils within schools. Combatting homophobic, biphobic and transphobic (HBT) bullying

**Wednesday 23<sup>rd</sup> January, 09:30 – 16:00**

This training is for SLT, Inclusion coordinators, Pastoral Support, and Anti-bullying and PSHE Leads. We aim to provide delegates with the tools and confidence to disseminate knowledge on LGBTQ inclusion and how to tackle homophobic, biphobic and transphobic bullying to colleagues.

Delegates will:

- Learn practical strategies to tackle homophobic, biphobic and transphobic (HBT) bullying and language (including phrases like 'that's so gay')
  - Be able to celebrate difference in an age-appropriate way.
  - Gain an overview of national data relating to HBT bullying and its impact on pupil achievement and school performance.
  - Be able to help their school to meet their legal and Ofsted requirements under the new inspection framework, and the Equality Act
  - Be inspired by best practice from other schools.
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## Effective EAL intervention strategies for Teaching Assistants supporting bilingual pupils

**Monday 28<sup>th</sup> January, 13:30 – 16:30**

The course will give guidance to all Teaching Assistants who work with children and young people learning English as an Additional Language providing delegates with a range of effective EAL intervention strategies to support the achievement of Bilingual pupils.

Delegates will:

- develop an understanding of the main factors that enable pupils to acquire English as an additional language
- explore effective strategies that raise the achievement and accelerate the learning of pupils for whom English is an Additional Language
- learn more about speaking, listening, reading and writing strategies with an emphasis on collaborative learning, all underpinned by latest theories and proven good practice

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## Supporting the Inclusion of Gender Variant children and Trans young people in schools and settings

**Tuesday 12<sup>th</sup> February, 9:30 – 16:00**

Delegates will develop their understanding of what it means to be a gender variant child or young Trans person in Britain today and be confident to support trans pupils to be confident in who they are

Delegates will be able:

- To ensure our policies and practices are inclusive of gender variant pupils, and trans staff and parents
- To know how to support a gender variant child or trans pupil
- To challenge gender stereotypes and unnecessarily gendered aspects in educational settings
- To improve attendance and achievement of Trans children and young people,
- To know how eliminate transphobic bullying

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## Developing mathematical language for EAL learners in primary

**Wednesday 27 February 2019**

Mathematics is about problem solving. Problem solving requires thinking skills. Thinking skills require academic language. This training will introduce schools to a range of practical activities to focus entirely on speaking and listening in the context of mathematical language

Delegates will be able:

- To develop mathematical understanding through focusing on the language of mathematics.
  - To develop a culture of enquiry within a mathematical context
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### The Equality Act: How to comply with your legal duties

**Wednesday 6<sup>th</sup> March, 13:30 – 16:00**

A practical exploration of schools' duties under the Equality Act. This course will focus on school's developing their own equality objectives and understanding what needs to be in place to ensure compliance with the Equality Act.

Delegates will:

- explore the legislative context of the Equality Act
  - receive guidance on meeting the school's general and specific duties
  - increase their understanding of the Equality Act in relation to the latest Ofsted Framework
  - publish information to demonstrate how your school is complying with the equality duty
  - prepare and publish one or more specific and measurable equality objective
  - develop confidence in understanding issues and leading staff in reviewing, monitoring and equality impact assessing policy and practice
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### Effective Strategies for all School Staff in Communicating with families who have English as an additional language (EAL) including Gypsy, Roma and Traveller Families (GRT)

**Thursday 21<sup>st</sup> March, 13:30 – 16:00**

A half day course for school staff including office staff who need to communicate with parents who have little English.

Delegates will develop the skills, knowledge and confidence to:

- learn about different communication styles and practise communication techniques
  - understand what it is like to communicate in a different language and to understand the cultural differences in communication
  - Identify key words specific to our work and look at how to explain them more clearly
  - practise techniques for explaining complicated information
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## Kent Schools Linking Project September 2019 - 2020

Schools Linking takes as its starting point the need for us all to develop the skills of dialogue to be able to communicate across real or perceived boundaries and to develop a vocabulary of shared humanity. Nationally recognised as offering a positive, age-appropriate curriculum response to SMSC, British values and the Prevent Duty. It has received backing from the Department for Communities and Local Government (DCLG) and the Department for Education (DfE), enabling ISSK to facilitate linking between schools, offering two days free training and ongoing advice.

The Schools Linking Project 2018-19 aims to:

- Establish and sustain effective links between new and existing linking schools
- Create social mixing opportunities with pupils and the wider community
- Provide resources and training that supports schools to develop a positive cohesive ethos.

The Schools Linking Project 2018-19 will develop:

- Children's knowledge and understanding of identity, identities, diversity, equality and community
- Pupils' skills of enquiry, critical thinking, reflection and communication
- Pupils' empathy alongside trust, awareness and respect of self and others
- Opportunities for children and young people to meet, build new relationships, work together and contribute to wider communities. Opportunities for teachers to share good practice, increase understanding of the issues of identity and community in their districts and broaden perspectives

What does this involve?

Who?

- SMT committed to the project sign a Service level Agreement to maintain linking throughout the year
- Teachers working with their own classes
- Linking classes ideally of same age/year group, this works best with Years 4 or 5
- ISSK Advisory Teachers will be available to advise, support and steer when needed.

How?

- Two free CPD training sessions, one in the autumn term another in the spring.
- Linking teachers will swap classes one afternoon.
- Linking classes will initially meet at a neutral venue and then visit each other's schools. Regular contact between linking teachers is vital.
- There needs to be careful planning and purposeful reflections at each stage.
- Linking must be equitable.

What?

- Linking classes will explore four questions in relation to the individual, class, school, local, national and global communities over the year:
- Who am I?
- Who are we?
- Where do we live?
- How do we live together?

### The Linking Network

If you are interested in taking part in 2018-19 and would like more information, please contact Gillie Heath [gillie.heath@theeducationpeople.org](mailto:gillie.heath@theeducationpeople.org) 03000 417 093