

A proven high quality and comprehensive CPD programme to support Early Career Teachers and those changing phase, which works alongside the Early Career Framework (ECF).

Fox Federation is delivering a proven, rigorous CPD programme to support Early Career Teachers and experienced teachers changing phase, who will be working in KS1, KS2 or the EYFS. The courses will support teachers to develop strong subject knowledge in the domains specified to help them implement the expectations of the Early Career Framework and Teaching Standards. The courses will build on theory and research, teaching subject specific knowledge and providing opportunities to practise and apply learning. Sessions include opportunities to observe and analyse lessons. All sessions are designed to work alongside the content of the Early Career Framework, and can complement any programme and provider that a school or setting may use.

FIRST YEAR KS2

Autumn	1	Working with Adults: Managing TAs and Developing Relationships with Parents	Wed 15th September 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standards 8</i>
	2	Progression in Writing: Grammar KS2	Wed 29th September 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standards 2,3 and 4</i>
	3	Lesson Design in Mathematics: teaching for Mastery	Wed 10th November 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standards 2,3 and 4</i>
	4	Developing Reading in KS2: Lesson Structure, Inference and Vocabulary	Wed 1st December 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standards 2,3 and 4</i>
Spring	5	Effective Teaching of Spelling - including Phonics	Wed 12th January 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standards 2,3 and 4</i>
	6	Adaptive Teaching: SEND - whole class approaches, dyslexia and autism	Wed 2nd February 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standard 5</i>
	7	Adaptive Teaching: English as an Additional Language	Wed 2nd March 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standard 5</i>
	8	Developing Reading in KS2: Reading for Pleasure and Fluency	Wed 23rd March 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standards 2,3 and 4</i>
Summer	9	Lesson Design in Mathematics: use of representations to support mathematical understanding	Wed 27th April 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standards 2,3 and 4</i>
	10	Effective Teaching of Science	Wed 18th May On-site Fox Primary School, Notting Hill W8 7PP 1:45-3:45pm	<i>Standards 2,3 and 4</i>
	11	Physical Development in KS2	Wed 15th June On-site - Fox Primary School, Notting Hill, W8 7PP 1:45-3:45pm	<i>Standards 2,3 and 4</i>
	12	Theory and Practice: Observation day LKS2 (Year 3 and 4 or Year 5 and 6)	Wed 6th July On-site - Fox Primary School, Notting Hill, W8 7PP 8am - 1pm	<i>Standards 1-8</i>

SECOND YEAR KS2

Autumn	1	Adaptive teaching: Supporting children with Trauma	Thurs 23rd September 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standards 5 and 7</i>
	2	The Writing Process: Planning, Shared Writing and Editing	Wed 17th November 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standards 2,3 and 4</i>
Spring	3	Progression in mathematics - a focus on multiplication and division	Wed 19th January 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standards 2,3 and 4</i>
	4	Effective Teaching of Humanities	Wed 9th March 1 pre-record 1:45-3:45pm live session on Zoom	<i>Standards 2,3 and 4</i>

ARRANGEMENTS

COST	£85 per course.
EARLY CAREER FRAMEWORK	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.
APPROPRIATE BODY	Appropriate Body services are separate and available through the Central London Teaching Hub at http://centrallondontsh.org.uk or through the local Authority services for Kensington and Chelsea, Hammersmith and Fulham and Westminster at Services2Schools
TIMINGS	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.
VENUE	All sessions will be delivered remotely – via Zoom – unless specified as 'on-site'. These sessions will be delivered at the Fox Professional Development Suite at Fox Primary School – Kensington Place, W8, 7PP.
BOOKING	Bookings are available on www.foxcpd.co.uk For any queries please email emma.madden@foxprimary.co.uk

KS2 COURSE OUTLINES

WORKING WITH ADULTS: MANAGING TAS AND DEVELOPING RELATIONSHIPS WITH PARENTS

This session 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. The course looks in detail at the role of the Teaching Assistant within the classroom setting and how to maximise and develop them effectively. The session will also provide ECTs with guidance on how to manage workload and wellbeing.

PROGRESSION IN WRITING: GRAMMAR

This course will support ECTs 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. How this knowledge and practice can be woven into fiction and non-fiction writing units will be explored. Participants will leave with a strong understanding of progression.

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.

DEVELOPING READING IN KS2: LESSON STRUCTURE, INFERENCE AND VOCABULARY

Teachers will develop excellent subject knowledge in relation to the wide range of reading skills taught in KS2. They will explore how best to teach these skills to groups of pupils to develop reading fluency and comprehension. We will model the key strategies, explanations and scaffolding that can be implemented when teaching the key reading strands. This course will also focus on what vocabulary to teach and will develop strategies to support children's understanding of unfamiliar vocabulary. There will be opportunities to observe and analyse lessons and to examine the structure of reading sessions. Participants will leave able to deliver effective whole class and guided reading lessons.

There will be an additional pre-record module included to ensure that teachers have sufficient working knowledge of the principles of phonics to support early reading development - ensuring that KS2 teachers know how to support pupils working at this level.

EFFECTIVE TEACHING OF SPELLING - INCLUDING PHONICS

This course will develop teacher subject knowledge of phonics and spelling conventions, as well as the best (research informed) pedagogical approaches to teaching and learning in this area. It will explore effective lesson design for different types of spelling objectives as well as an in depth focus on practice. Participants will leave with improved subject knowledge and immediate strategies to implement, which work alongside any spelling curriculum used (or absence of a curriculum).

**ADAPTIVE TEACHING:
SEND**

This session will give participants a strong understanding of what inclusion looks like within the classroom and school and 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.

**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.

**EFFECTIVE TEACHING
OF SCIENCE**

This session will explore practical activities suitable for primary aged children to develop their scientific knowledge and working scientifically skills through a variety of enquiry types. It will support ECT's knowledge and understanding of the science curriculum and its progression through KS1 and KS2. This course will also look at aspects of formative assessment in science, structuring a unit and supporting groups of learners.

**DEVELOPING
READING IN KS2:
READING FOR
PLEASURE AND
FLUENCY**

This session will build further on participants' understanding of how to develop reading at KS2 - focusing on reading fluency, reading for pleasure and reading aloud. We will explore specific tasks to support reading fluency.

Participants will learn how to develop a culture of reading for pleasure through the use of high quality texts and will develop their knowledge of age appropriate texts and authors, including those which complement other areas of the curriculum. We will review how to enable students to think critically about the world around them, considering the significance of building prior knowledge to access rich texts.

**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.

**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.

<p>THEORY AND PRACTICE: OBSERVATION DAY LKS2 (YEAR 3 AND 4 OR YEAR 5 AND 6)</p>	<p>ECTs will be able to observe an English, Maths and Foundation lessons in which the subject knowledge and pedagogical approaches covered in the Early Career Framework 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.</p>
<p>ADAPTIVE TEACHING: SUPPORTING CHILDREN WITH TRAUMA</p>	<p>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.</p>
<p>THE WRITING PROCESS: PLANNING, SHARED WRITING AND EDITING</p>	<p>Delegates will practise shared writing and editing – and leave with effective strategies to make these processes meaningful in their own classes. The session will explore how to support pupils to monitor and regulate their own learning, through effective use of success criteria (or alternatives) and editing.</p>
<p>PROGRESSION IN MATHEMATICS - A FOCUS ON MULTIPLICATION AND DIVISION</p>	<p>Using multiplication and division 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 multiplication and proportional reasoning. Participants will explore how prior knowledge plays an important role in how pupils learn and progress through their mathematical understanding.</p>
<p>EFFECTIVE TEACHING OF HUMANITIES</p>	<p>This highly practical course will provide teachers with an in-depth understanding of the key requirements of the History and Geography programmes of study in Key Stage 1 and 2. It will focus on developing subject and pedagogical knowledge through a host of engaging activities and resources that can be easily implemented in any setting. The session will support teachers to plan and deliver a sequence of lessons that inspire a love of learning while also incorporating foundational content knowledge, subject-specific skills, effective strategies for using and teaching vocabulary and substantive concepts. Delegates will also explore strategies to ensure appropriate pitch and progression to facilitate deep and meaningful learning for the pupils in their class.</p>

For any further information please contact emma.madden@foxprimary.co.uk