

Primary English Prospectus 2011 – 12

What we do...

We provide high level support, advice and inspiration both within English and in the context of growing whole-school language and learning.

Our priorities

- > securing progress: quality first teaching bound to Assessment for Learning (AfL) as the DNA of engagement and progress
- > independent learning: teaching through enquiry, with students as co-pilots not passengers
- > narrowing the gap: reducing the impact of poverty, race, gender and background.

Ways of accessing English support...

CORE PROVISION

- > Collaboration, communication, inspiration
- > Annual subscription of £450 combines three subject coordinator network groups, one joint subject coordinator and HT session, HT steering groups and a half day training session on moderation for one teacher per school. All are designed to improve the quality of English teaching and learning. Book through Hampshire Teaching and Leadership College (HTLC) - Code EN087

TAILORED SUPPORT

- > A member of our team working in your school, or with your chosen cluster of schools
- > Professional learning and development can take the shape of INSET, coaching, self-evaluation activities, strategic or curriculum planning
- > Management partnership rates apply.
 - **Contact a member of the Primary English team to book (See back page for details)**

PROFESSIONAL DEVELOPMENT COURSES

- > Sharpening teachers' knowledge and understanding of a key aspect of English teaching e.g. Letters and Sounds and phonic knowledge, Spelling, P4C etc.
- > **Book through Hampshire Teaching and Leadership College (HTLC)**

MOODLE ACCESS

Any form of partnership working with the team brings access to our online support areas - hias.hants.gov.uk/english

CORE PROVISION OFFER:

Collaboration, communication, inspiration

The key aim of our Core Provision is to continue and extend the exchange of best practice among Hampshire's community of English teachers.

For an annual subscription of £450 (£475 to Academies and non Hampshire schools), a school representative:

1. **attends three subject coordinator meetings** - all sessions are district based across the Local Authority. The three subject coordinator sessions will incorporate national and local updates, latest research and resources, opportunities for networking and the development of aspects of teaching and learning. These are based on headteacher suggestions in district steering groups and subject coordinators themselves who request a particular focus.
2. **attends one joint subject coordinator and headteacher meeting** - the headteacher and subject coordinator session is a new addition to our network groups and allows wider discussion around teaching and learning and developments in English.
3. **attends a half day training event in moderation**- this session is for any teacher in the school, not necessarily the coordinator, and will support the moderation of reading and writing.
4. **has the option to join the district headteacher steering group** - headteacher steering groups exist in each district. They are a forum for discussing bespoke coordinator sessions as well as providing opportunities for updates in national and local developments in English.

Book through HTLC <http://www3.hants.gov.uk/education/htlc.htm>

Code: EN096

TAILORED SUPPORT:

Partnership working between the LA and your school/group of schools.

Development work we undertake in schools includes:

Focus	Detail
Developing leadership and supporting self-evaluation	Using data to identify need; audit of English provision through observations, work sampling, curriculum review, pupil conferencing; subsequent action planning for English; building leadership capacity.
Coaching in all aspects of English teaching and learning	Leading improvement through coaching to build capacity across the school and enable self-sustaining school improvement. Learn how to develop peer observation, learning walks, and lesson study and skills audits as potential tools in the toolkit.
Support for pupil progress (pupil progress meetings) and AfL	Working alongside the headteacher, subject coordinator, class teachers and /or pupils to advise on next steps in learning and ensuring AfL practice makes an impact on progress.
Leading staff development on all aspects of English teaching and learning	Designing and leading bespoke staff development sessions to suit your needs: full day, half day or twilight session. See professional development courses below for our most popular themes.
Curriculum design	The vehicle that inspires and engages all pupils. Develop best practice in 'airbrick' technology, identifying sites of instruction and sites of application across the curriculum. Developing curriculum maps with English at the heart of learning.

All of the above can be adapted for delivery in a single school or for school clusters/consortia.

Or you might prefer to contact us about delivering one of our previously tried and tested brands...

<p>Poetry (Key Stage 2)</p> <p>Giving teachers access to a range of classic and contemporary poetry, improve confidence in reading and talking about poetry with children and provide creative ideas for pupil writing of poetry.</p>	<p>Dangerous English</p> <p>The evolution of good to outstanding learning and teaching</p>	<p>P4C (Key Stage 1 and/or 2)</p> <p>This project could take the form of awareness raising for schools who are new to P4C, or alternatively provide the arena for a support group to schools who are already practising and wish to share with colleagues.</p>
<p>Boys and Writing – the way forward.</p> <p>...aimed at schools who are seeking to improve writing outcomes for all children, but particularly where there are underachieving boys.</p>	<p>Transition Projects (FS/Year1, KS1/KS2, Year 6/7)</p> <p>At key points in a child's school life, there are danger zones where progress is slow or non-existent. We explore the reasons behind the lack of progress and look at ways to support children at these crucial transition points.</p>	<p>Communication, Language and Literacy Development</p> <p>The current funded project forms the basis of this bespoke model. The project will include support for phonics teaching and the teaching of early reading and writing, as well as improving the learning environment for young learners.</p>
<p>Sentence level grammar (Key Stage 1 and/or Key Stage 2)</p> <p>Provides subject knowledge for teachers as well as strategies for more successful and exciting classroom approaches. It can be tuned to either Key Stage 1, 2 or embrace both.</p>	<p>Designing teaching sequences around English and integrated humanities</p> <p>Seeking more creative planning solutions through cross-curricular sites of application where pupils can practice their literacy skills in real and authentic contexts? Then we can provide a steer as to how this might most effectively be achieved, alongside examples of planning and development work in progress.</p>	<p>Exploring key skills and pedagogies for NQTs and RQTs - How should I be teaching English?</p> <p>NQTs and RQTs are supported to develop their knowledge and understanding of key pedagogies relating to the teaching of reading and writing, including effective planning.</p>
<p>Every Child A Writer (Year 3/4)</p> <p>Data shows the effectiveness of ECaW - more children make expected progress in Years 3 and 4, leading to two levels of progress across the key stage. Enhanced teaching skills and assessment strategies spread to other year groups.</p>		

**For any of the above, please contact a member of the Primary English team;
 details are at the end of this document.**

PROFESSIONAL DEVELOPMENT COURSES: **Developing expertise in teaching English.**

Book through HTLC on 01962 844288 - <http://www3.hants.gov.uk/education/htlc.htm>

Letters and Sounds and developing phonic knowledge (KS1 and 2)

CODE: EN085

We explore the range of materials and strategies to help children learn to read through the active teaching of phonics. There is a particular focus on Phase 5. An update to phonic knowledge for all teachers and learning support assistants is also included.

Developing Spelling at KS2

CODE: EN086

The focus will be on moving from phonics into teaching a range of key spelling rules and strategies to encourage pupil independence in spelling. Delegates will use a range of teaching approaches to suit all learners and use practical techniques to teach spelling, encouraging the application of spelling knowledge in written work

P4C

CODE: EN084

By the end of the course, delegates will be fully briefed on how to develop P4C in educational settings in all key stages and they will be accredited as level 1 practitioners through the Society for Advancing Philosophical Enquiry and Reflection in Education (SAPERE) A level 1 handbook is included in the course.

Primary English Conference

CODE:EN083

Our ever popular full-day conference will include a key note speaker, a guest author, workshops, book displays by Hampshire School Library Service and a book sale by P.G. Wells Bookshop, as well as opportunities for networking. This is open to English coordinators, but also to headteachers, class teachers and teachers who aspire to become an English coordinator.

For further information on any of the above please contact the Primary English Team:

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