

CONNECTING EXCELLENCE

The Fortnightly Updates for Alpha Teaching School Hub



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Scan the QR Code
to view our
upcoming events



Keep up to date with our latest CPD programmes and additional curriculum hub offers for Spring 2022 via our **online brochure**, click **HERE** to view.

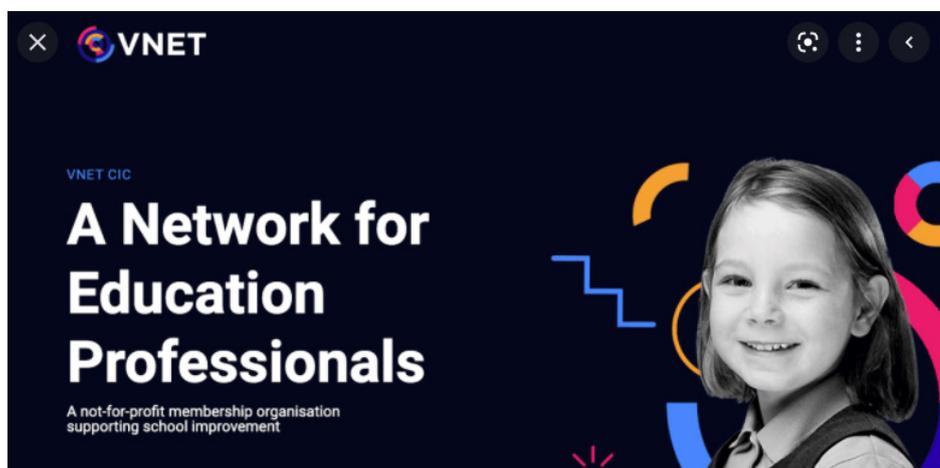
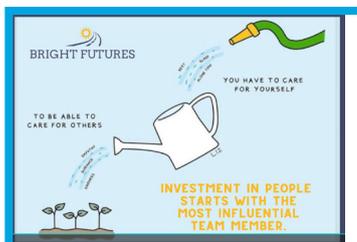


Leaders' Lounge

Do you always prioritise your staff and pupils? Of course you do! Have you thought about putting yourself at the forefront of training through our Leaders' Lounge?

Run by a qualified NLP coach, this is a collaborative, solution focused programme designed to identify issues and use coaching and peer support to propose solutions. Our coach has considerable experience working at director level with major companies.

Annual membership is just £60. For further details click [HERE](#) To register your interest click [HERE](#)



VNET Education CIC www.vnetcic.com
01603 555 207 | 07867 521542

VNET Education CIC supports Schools, Academies and MATs across Norfolk. The organisation facilitates CPD, training, courses, consultancy, conferences and more. One of the legacies of the pandemic is the widening of the gap for many disadvantaged groups of children. In 2022/23, VNET will focus on supporting schools in developing strategies to address these gaps and challenges. For maximum impact in the classroom, the four areas of focus are; Oracy, Developing Teaching Excellence, Behaviour and Curriculum.

"The Julian Teaching School Hub has been very impressed by the quality of the design of the Teaching Assistant programme. The knowledge and expertise being conveyed to participants is first rate. VNET are also a learning organisation who fully engage with our feedback on their programmes: In this respect they serve as model of reflective practitioners to those who work with them". **Roger Higgins, Director, Julian Teaching School Hub**

For further information see

<https://vnetcic.com/whats-new-for-2022-23/>

[Click on the event for more details](#)

Key Dates:

10 February 2022:

Lexden Springs
Cognition & Learning Needs

21 February 2022:

EAL within the
Primary Classroom

22 February 2022:

Lexden Springs
SEND Solutions
ADHD

22 February 2022:

Lexden Springs
Social, Emotional &
Mental Health Needs

2 March:

Lexden Springs
Sensory & Physical
Needs

8 March 2022:

Strengthening
Practical Biology

14 March 2022:

Strengthening
Practical Physics

14 March 2022:

EAL within the
Secondary Classroom

24 March 2022:

Strengthening
Practical Chemistry

Southend Essex & Thurrock Primary Science Festival

Friday 25 February 2022

9am - 3.30pm
Essex Cricket Ground, Chelmsford, CM2 0PG



“Great ideas showing how to improve science in schools”

“Lots of free resources”

“Clear speakers, very informative and useful!”

TEACHER RELEASE PAYMENT NOW AVAILABLE

email s.burns@seta.info for details

BOOK HERE

- Lunch is provided, plus time to network with colleagues and find out more about upcoming opportunities for your school, including funding opportunities, support from STEM and ways of accessing free STEM Ambassador support
- Participants will have an opportunity to receive news and updates from the Science Learning Partnership for Southend, Essex & Thurrock region

Hear from amazing guest speakers including:

- Science Museum London, bringing the museum into your classroom
- Colchester Zoo, what the zoo can do for you and your curriculum, how to plan an effective educational visit - Andy Moore Conservation Education Manager
- Emma Powell UN accredited climate change teacher - UN Climate Change, how to incorporate environmental education into all aspects of your primary schools' curriculum
- ClassVR, the first visual reality headset specifically for the classroom, could this be the future of teaching?
- Hands on Science, practical based session - experienced science teachers building on the recent OFSTED science review
- Plus pop up stands from a selection of providers including The Royal Society of Biology and take part in STEM workshops:

Pricing: £100 per person Maintained
£200 per person Non-maintained



seta
south essex
training & support
alliance

Any questions? Contact s.burns@seta.info

ECT Training

“I just wanted to let you know that the ECT Mentor training session yesterday afternoon with Clair Bishop and Tracey Caffull was really, really good. They structured it very helpfully indeed.” “Delighted to see that there were some other AO ECTs there, which is a huge advantage of having a national cohort.”

Mary Hallett, Professional Development Tutor, Northgate High School



Building your teacher toolkit

Misconceptions and deliberate practice
Every Teacher a literacy teacher

Facilitator Names:

EARLY CAREER PROFESSIONAL DEVELOPMENT

Education Development Trust

Sheffield Hallam University

Sheffield Institute of Education

Department for Education

ECF Statements – Session 1

Learn that:

- 2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas
- 2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly

Learn how to:

- Build on pupils' prior knowledge, by:
- 2d Identifying possible misconceptions and planning how to prevent these forming
- 2g Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed

EARLY CAREER PROFESSIONAL DEVELOPMENT

Education Development Trust

Sheffield Hallam University

Sheffield Institute of Education

Department for Education

Planning for misconceptions



Anticipate likely misconceptions at the planning stage

Identify existing misconceptions from prior knowledge

Uncover new or developing misconceptions as they emerge

EARLY CAREER PROFESSIONAL DEVELOPMENT

Education Development Trust

Sheffield Hallam University

Sheffield Institute of Education

Department for Education

“

It doesn't matter what subject you teach, differences in students' performance are affected by how much they engage in deliberate practice...

Deliberate practice is not the same as rote repetition. Rote repetition — simply repeating a task — will not by itself improve performance.

Deliberate practice involves attention, rehearsal and repetition and leads to new knowledge or skills that can later be developed into more complex knowledge and skills.

Although other factors such as intelligence and motivation affect performance, practice is necessary if not sufficient for acquiring expertise.

”

Campitelli & Gobet, 2011

EARLY CAREER PROFESSIONAL DEVELOPMENT

NPQs

Register Your interest for September **HERE**

NPQ Testimonial

Matthew Summers:-

The NPQ lead by Alpha TSH alongside the Best Practice Network is an excellent opportunity to learn from conscientious and like-minded individuals, who are determined to develop and improve their department, making use of the latest pedagogies and technologies for their students. The opportunity presented in the leadership programme was one where I could improve my management skills and learn from experienced trainees in areas surrounding sequencing of the curriculum, developing subject mastery as well as supporting and mentoring new staff.

The NPQ has also acted as positive affirmation of the steps I have currently taken in my own department and provides an excellent reflection on where I can progress as a subject leader. I was particularly attracted to the opportunity of being guided through a reflective research project, alongside an experienced mentor and coach, with the intention of creating new learning intents within my own subject area which go beyond Ofsted recommendations. The regular coaching from a senior mentor has also been beneficial in talking through where I am now and my future aim to be a positive school leader. I would recommend this to any young aspiring leader!



SEND Training Offers

We are pleased to partner with our Specialist Leaders in SEND Lucy McNaughton and Marie Saunders who will be offering the following training:-

SEND Solutions - Do you want to find solutions and strategies to enhance SEND provision for your pupils? Get up-to-date advice and the latest strategies. At just £50 per person or £200 per school for access to all five remaining sessions, this course is focused on sharing good practice and promoting inclusive educational strategies. Click [HERE](#) (page 7) for more information or click [HERE](#) to register.

SENCO training - We asked the SENCo's in the Alpha Hub region what their training needs are for this year and have tailored this relevant and useful course to meet those needs. The full SENDCo training package costs £500, with individual sessions available at £150. For further details see our online brochure - click [HERE](#) (see page 8) or click [HERE](#) to register.

Talk and Tours - see which strategies actually work by visiting Lexden Springs, observing classroom practice and viewing resources. Our experts will provide advice and training to enable you to adapt these strategies in the mainstream classroom. The course offers four separate training opportunities covering Speech, Language and Communication Needs, Cognition and Learning Needs, Social, Emotional and Mental Health Needs and Sensory and Physical Needs. Cost is just £50 for the whole course. Click [HERE](#) (page 6) for more information or click [HERE](#) to register.

For full information about all the CPD courses on offer see our online brochure
click [HERE](#)

Local Lead Contact Details

Leigh Bevan
Colchester
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ECF & Babergh
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Nick Farrow
Tendring
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Contact your Local Lead for support in matching your school priorities to relevant professional development opportunities.



Mentor conference: Navigating the changing landscape



Wednesday 2 March 2022
4:30 - 6:00pm
Online - Zoom

A conference for primary and secondary ITT and ECT mentors

- Hear about how the Teaching School Hubs can support you
- Find out more about the Teaching School Hubs' new regional Subject Forums
- Listen to talks by keynote speakers

Keynote speakers:

Richard Kueh

- Dr Richard Kueh HMI is the Ofsted Subject Lead for RE.
- In his talk Richard will give background to the [Ofsted Research Review series](#) and will look at the big picture of subject-based curricula, what we can learn from the Research Review, and the role of mentors in developing subject knowledge for their trainees and ECTs.

Charlotte Raby

- Charlotte Raby is an Early Reading Expert and English Consultant and was a member of the DfE Expert Advisory Group on the new Leading Literacy NPQ.
- In her talk Charlotte will look at the [Reading Framework - Teaching the Foundations of Literacy](#) (DfE 2021) and how this guidance impacts primary and secondary teaching.

Register Now

Register for your place on this free online conference at the link below:

<https://bit.ly/3Au2lu8>

This event is hosted by:

Alpha Teaching School Hub

www.alphatsh.org

Chafford Hundred Teaching School Hub

www.harrischaffordteachingschoolhub.co.uk

Saffron Teaching School Hub

www.saffronteachingschoolhub.net

Angles Maths Hub promotes excellence in maths teaching in Norfolk and Suffolk, and is part of the national network, backed by the National Centre for Excellence in the Teaching of Mathematics. The Hub offers training and resources for teaching from primary through to Sixth Form, helping teachers across the region support their pupils to achieve their very best. The team work alongside all the maths leaders and teachers within Norfolk and Suffolk to develop and spread excellent practice, for the benefit of all pupils and students.

For further details about Angles Maths Hub courses click [HERE](#)

Secondary Mathematics CPD: Free Twilight Sessions this Spring and Summer!

Schools new to Angles Maths Hub are warmly welcomed and encouraged to attend.
All sessions are free of charge

Angles Maths Hub is excited to welcome a range of guest speakers from the world of Maths education to deliver a series of online sessions for secondary teachers. Our free, one-hour, twilight sessions allow teachers to engage with and consider a variety of key Maths topics. Each session will be delivered twice, across the Spring and Summer terms and will all be online, 4pm - 5pm

How to Support pupils with Maths Anxiety - an introduction

Associate Professor Sue Johnston-Wilder, Warwick University
Recognising Maths Anxiety and strategies to support students in the classroom
Thursday 24th March or Thursday 12th May

Preparing for the 2022 GCSE exams

Representatives from AQA and Edexcel
What every teacher needs to know to prepare students for the upcoming GCSE exams
AQA: Tuesday 8th March Edexcel: Thursday 10th March

Supporting Covid Recovery - using NCETM Checkpoints

Becky Donaldson - NCETM Assistant Director of Secondary
Checkpoints are diagnostic activities that will help teachers assess the understanding and suggest ways to address any gaps that become evident.
Wednesday 16th March or Wednesday 8th June

Developing Conceptual Understanding in Maths - through the use of Manipulatives

Christina Feilden - Angles Maths Hub Work Group Lead
An introduction to double sided counters and algebra tiles to strengthen understanding
Double Sided Counters: Wednesday 2nd March or Wednesday 4th May
Algebra Tiles: Wednesday 30th March or Wednesday 25th May

Learning to Lead Professional Development - training opportunities for teachers

Sam Phillips & Charlotte Martin - Angles Leadership team
The NCETM have a range of funded programmes for those looking to deliver Maths training in the future
Wednesday 9th March or Wednesday 18th May

Using Technology to support learning at A Level

Tom Marjoram - Angles Work Group Lead
How to use the Casio 991ex Classwiz calculator to support learning in A Level Maths
Thursday 10th March or Wednesday 27th April

How to survive an Ofsted Maths Deep Dive - Details to be confirmed

To register your interest for any sessions please complete the short Google form [HERE](#)

To get in touch, please contact us using the details below:

W: anglesmathshub.org | E: admin@anglesmathshub.org | T: 01603 280940 | [Express your interest](#)

free online
twilight
sessions

Are you a non-specialist teacher teaching Maths?

Do you want to improve your subject knowledge and pedagogical skills?

Angles Maths Hub is offering a **free, high quality** programme of CPD, specifically for **non-specialist Maths teachers**. The training consists of **12 free online twilight sessions** starting in Summer 2022 and running throughout the academic year 2022/2023

The programme covers topics that are useful across KS3 and GCSE including fractions, graphs, solving equations and trigonometry. The 12 individual sessions build into a full suite to ensure a depth of understanding.

Initial Dates

Tuesday May 17th 4.15pm to 6.15pm

Wednesday 22nd June 4.15pm to 6.15pm

Wednesday 13th July 4.15pm to 6.15pm

Dates for 2022/23 to be confirmed



Apply for a place on this free twilight online training programme.
Contact admin@anglesmathshub.org or express your interest through [THIS LINK](#)

Primary Mathematics CPD: Developing the use of Representation

Schools new to Angles Maths Hub are warmly welcomed and encouraged to attend.
All sessions are free of charge.

Following on from the successful series last year, Angles Maths Hub is thrilled to announce a new series of online sessions for primary teachers and leaders to support and develop the use of representations in mathematics across the primary phase.

Our series of four, one-hour, twilight sessions, allows you and your colleagues to develop subject knowledge around the use of representation in mathematics teaching and learning that can be used across the entire primary phase.

We are excited to offer these sessions free of charge, hosted by a team of experienced primary teachers, leaders and maths advisors.

Topic areas:

Each session will focus on the use of the following representations and, where applicable, will link to the Primary Curriculum Guidance:

- **Bead Strings**
- **Bar Model**
- **Pattern Blocks in Fractions**
- **Number Lines**

Participating schools will receive a free taster pack of manipulatives and representations aligned to each session attended.

How to reserve your free place:

Our online series will run twice with all sessions being repeated in the second series.

If you wish to attend more than one session, you will need a reserve your free place at each individual session.

Please follow the link to the series that you would like to attend and to find more details of sessions, content and presenters via our Eventbrite pages:

[Series 1 - running across Spring 2](#)

[Series 2 - running across Summer 1](#)

To get in touch, please contact us using the details below:

W: anglesmathshub.org | E: admin@anglesmathshub.org | T: 01603 280940 | [Express your interest](#)

Strictly Classroom Part 2: Rehearsing the Dance Routine With Your TA

The Profession
Author: Rob Webster, May 30, 2019
Chartered College of Teaching

The largest UK study of the impact of classroom support staff found that students who got the most TA support performed less well academically than those who received little or no support – regardless of whether they had underlying SEND or low prior attainment (Blatchford et al., 2011).

Ensure that TAs are equipped ahead of lessons with the concepts and facts being taught; the skills being applied, practised or extended; the intended learning outcomes; and the feedback you require to fuel teaching and learning. Why not try defining roles using a teacher agreement template, click [HERE](#)

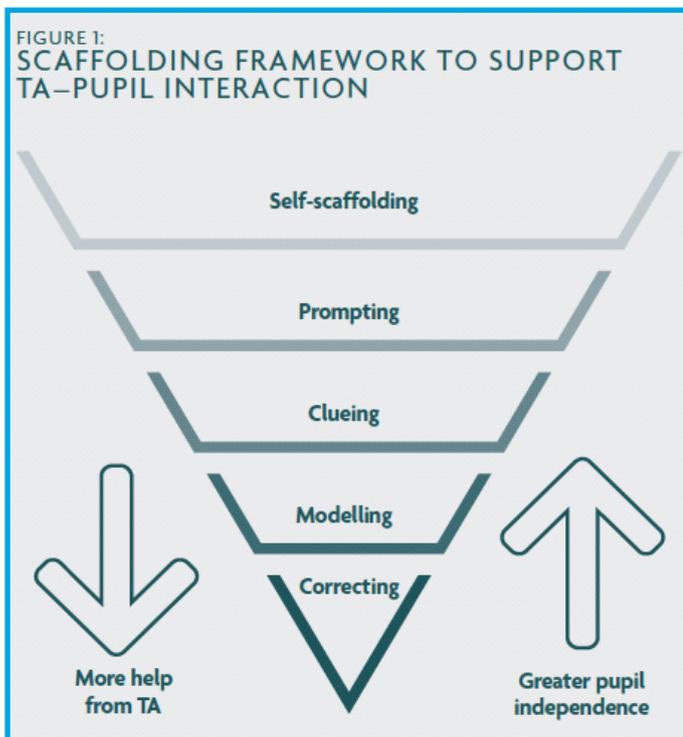


Figure 1 shows a straightforward, practical scaffolding framework to support better TA–pupil interaction, based on the work of Paula Bosanquet and Julie Radford (Bosanquet et al., 2016).

1. Self-scaffolding: The TA’s default position is to observe student performance, allowing time and space for them to process, think and try tasks independently. TAs need to get comfortable with pupils struggling a bit and recognise this as an essential part of learning.
2. Prompting: TAs intervene with a nudge or encouragement – ‘What do you need to do first?’; ‘What’s your plan?’; ‘You can do this!’
3. Clueing: Often, pupils know the problem-solving strategies that prompts are designed to elicit, but they find it difficult to call them to mind. Clues are a question or small piece of information to help pupils work out how to move forward. They should be drip-fed; always start with a small clue.
4. Modelling: Usually the teacher will have modelled new skills and strategies for the class, but some pupils may require further demonstration. TAs can do additional modelling while pupils actively watch and listen, before trying the same step for themselves afterwards.
5. Correcting: Correction is simply where TAs provide answers and it requires no independent thinking. Avoid.

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