



Salford City Academy

The best in everyone™

A member of United Learning Trust

360 is a unique training concept that provides five different routes into successfully challenging underachievement in schools and academies. Each course is designed to share the latest research and information which impacts on how both children and adults learn using exemplar policy, key documentation and guidance about what works well in successful schools. Training is focussed around practical and relevant strategies to provide guidance around the new revised OFSTED framework, delivered by teachers for teachers. We hope you will join us on this exciting and innovative development journey

Teacher 2 Teacher
360°
Teacher 2 Teacher

Leadership and Management	Course Date	Course Code
Skills of accurate lesson observation and feedback (Senior Leaders – Subject Leaders – Teacher Leaders/AST Training Providers)	18/11/2011	SCA001
Strategies for moving from Good to Outstanding Leadership (Senior Leaders – Middle Leaders – Governors)	2/12/2011	SCA002
Moving Safeguarding to Outstanding (Senior Leader – Child Protection Officers – Safeguarding Staff)	12/12/11	SCA003
Totally “wired” self-evaluation strategies, analysis and action (Senior Leaders – Middle Leaders – Governors – Data Managers – Network Managers)	20/1/2012	SCA004
Engaging your Community and developing its Voice (Senior Leaders – Pupil Voice Leaders – Community Teams)	3/2/2012	SCA005
Strength in the Middle		
The Outstanding Subject Leader (Subject Leaders – Aspiring Subject Leaders)	25/11/2011	SCA 006
The Role of the Designated Child Protection Officer (Senior Leader – Child Protection Officers – Aspiring Child Protection Officers)	5/12/11	SCA007
The Outstanding SENCo (Senior Leaders – SENCo – Aspiring SENCo)	27/1/2012	SCA008
The Outstanding Head of Year (Senior Leaders – Year Leaders – Pastoral Managers – Aspiring Year Leaders/Pastoral Managers)	10/2/2012	SCA009
Strategies for engaging the “hard-to-reach” (Senior Leaders – Teachers – Pastoral Leaders – Support Staff – Family Support Workers)	13/2/2012	SCA010
360° Literacy Issues		
Ofsted and whole school literacy – policy, practice and provision (Senior Leaders – Literacy Co-ordinators)	7/11/2011	SCA011
Speaking and Listening to promote thinking and writing (Senior Leaders – Subject Leaders – Support Staff- Teachers)	21/11/2011	SCA012
Strategies to improve boys’ literacy (Senior Leaders – Subject Leaders – Teachers – Support Staff)	9/1/2012	SCA013
Dyslexia across the curriculum (Senior Leaders – Subject Leaders – SENCo – Teachers – Support Staff)	23/1/2012	SCA014
Literacy strategies for the highly literate (Senior Leaders – Subject Leaders – Literacy Co-ordinators – G&T Co-ordinators)	6/2/2012	SCA015
360 SEN Issues		
Differentiation strategies for SEN students in a mainstream classroom (Senior Leaders – Subject Leaders – SENCo – Teachers – Support Staff – Pastoral Staff)	11/11/2011	SCA016
Practical skills and exam strategies which empower SEN students (Senior Leaders – Subject Leaders – SENCo – Teachers - Support Staff – Pastoral Staff)	14/11/2011	SCA017
Anger Management for Students with S.E.B.D (Senior Leaders – Pastoral Managers - Support Staff – Family Support Workers)	28/11/2011	SCA018
Engaging Disaffected Learners (Senior Leaders – Subject Leaders – Pastoral Staff - Teachers – Support Staff – Family Support Worker)	16/01/2012	SCA019
The Outstanding TA (Senior Leaders - Subject Leaders – SENCo – Teaching Assistants)	30/1/2012	SCA020

November 2011

Mon	Tues	Wed	Thurs	Fri
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7	8	9	10	11
14	15	16	16	18
21	22	23	24	25
28	29	30		

December 2011





Mon	Tues	Wed	Thurs	Fri
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January 2012

Mon	Tues	Wed	Thurs	Fri
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23	24	25	26	27
30	31			

February 2012

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13	14	15	16	17
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-  All training courses are costed at £120 per person inclusive of VAT and this cost is inclusive of all resources and refreshments.
-  For every subsequent person applying from the same organisation the cost will be £100 inclusive of VAT, resources and refreshments.
-  If a delegate books onto four courses over the year, the 5th course will be completely free.
-  All courses can be booked by contacting the training administration team via lorraine.brody@salfordcity-academy.org

Leadership and Management

Seeing the Signs

18/11/11 Skills of accurate lesson observation and feedback

Programme













9.00-9.30	Arrival, tea or coffee
9.30	The framework demands..... <ul style="list-style-type: none"> What are we looking for? The “props” of observation Ensuring impact
10.30	Coffee
11.00	Using the framework <ul style="list-style-type: none"> Keeping it simple How to measure progress in a lesson Grading a lesson
12.30	Lunch
1.15	The observation cycle <ul style="list-style-type: none"> What we know works Strategies to build teaching skills Evaluating performance - ensuring progression
2.15	Tea
2.30	Supportive feedback <ul style="list-style-type: none"> Strategies for giving successful feedback Handling difficult conversations Strategies for classroom support

Leadership and Management

Seeing the Signs

02/12/11 **Strategies for moving from Good to Outstanding Leadership**

Programme

9.00-9.30	Arrival, tea or coffee
9.30	What are the leadership issues? <ul style="list-style-type: none"> What does the framework tell us tell us? Theory that underpins best practice Producing a performance framework
10.30	Coffee
11.00	Enhancing the team <ul style="list-style-type: none"> Action planning for Outstanding Developing high order leadership skills across the team Handling conflict/challenging under-performance
12.30	Lunch
1.15	New routes to self-evaluation <ul style="list-style-type: none"> What and when Everyone an analyst Intervention and growth
2.15	Tea
2.30	Presenting self-evaluation information <ul style="list-style-type: none"> The visual The narrative The full picture

Leadership and Management

Moving Safeguarding to Outstanding

12/12/11 **Developing a whole school approach to creating a safer school culture**

Programme

9.00-9.30	Arrival, tea or coffee
9.30	The National Picture and Legal Frameworks <ul style="list-style-type: none">• The National Picture and frameworks• Amended updates• Action Planning for outstanding provision• Key safeguarding roles and accountability
10.30	Break and refreshments
11.00	Creating a safer school culture <ul style="list-style-type: none">• Systems and processes• What does a safer school look like?• Self evaluation and development planning
12.30	Lunch
1.15	Preparing for the New Revised OFSTED Framework <ul style="list-style-type: none">• Behaviour and Safety - the new revised framework• Documentation to support Safeguarding• Maximising pupil/staff/parent voice
2.15	Break and refreshments
2.30	Sharing good practice and further consultancy training packages <ul style="list-style-type: none">• Collegiate good practice examples• Bespoke training packages and consultancy support

Leadership and Management




Seeing the Signs

20/01/12 **Totally “wired” self-evaluation strategies, analysis and action**

Programme




9.00-9.30 Arrival, tea or coffee

9.30 **Achievement**

-  What does the framework tell us?
-  Connecting all the evidence for analysis
-  Practical strategies of triangulation – exemplar materials




10.31 **Coffee**

11.00 **Teaching and Learning**

-  What does the framework tell us?
-  Connecting all the evidence for analysis
-  Practical strategies of triangulation – exemplar materials




12.30 **Lunch**

1.15 **Leadership and Management**

-  What does the framework tell us?
-  Connecting all the evidence for analysis
-  Practical strategies of triangulation – exemplar materials

2.15 **Tea**

2.30 **Behaviour and Safety**

-  What does the framework tell us?
-  Connecting all the evidence for analysis
-  Practical strategies of triangulation – exemplar materials

Leadership and Management

Seeing the Signs

03/02/12 Engaging your Community and developing its Voice

Programme

9.00-9.30	Arrival, tea or coffee
9.30	Identifying your Community <ul style="list-style-type: none"> Who are your partners and stakeholders? How well do you know them? Developing an exemplary policy
10.32	Coffee
11.00	Moving community action forward <ul style="list-style-type: none"> Strategies for community engagement Developing the plan Key areas to consider
12.30	Lunch
1.15	Designing a Community Learning Plan <ul style="list-style-type: none"> Working with other schools Developing wider partnerships Enhancing Learning Effectiveness
2.15	Tea
2.30	Developing the impact of “Voice” <ul style="list-style-type: none"> Students Parents Wider community

Strength in the Middle

Building the Capacity

25/11/11 **The Outstanding Subject Leader**




Programme

9.00-9.30

Arrival, tea or coffee

9.30

Keeping the focus




-  Vision in leadership
-  Theory underpinning best practice
-  The focus of teaching and learning

10.30

Coffee

11.00

Priorities for change




-  Keeping it simple
-  Strategies for innovation and development
-  Building positive relationships

12.30

Lunch

1.15

Managing people




-  What we know works
-  How adults grow and develop
-  Evaluating performance - ensuring progression

2.15

Tea

2.30

Key characteristics of the outstanding middle leader

-  Prioritisation and organisation
-  Handling conflict
-  Transparency and direction

Strength in the Middle

The Role of the designated Child Protection Officer

5/12/11 **Developing a whole school approach to child protection**

Programme












9.00-9.30	Arrival, tea or coffee
9.30	The National Picture and Legal Frameworks <ul style="list-style-type: none">• The National Picture and frameworks• Amended updates• Audit processes and action plans• Training and further CP skill development
10.30	Break and refreshments
11.00	The role of the DCPO <ul style="list-style-type: none">• Systems and processes• Championing CP causes for young people, staff and stakeholders• Self evaluation and development planning
12.30	Lunch
1.15	Preparing for the New Revised OFSTED Framework <ul style="list-style-type: none">• Behaviour and Safety - the new revised framework• Documentation to support CP and Safeguarding• Maximising pupil/staff/parent voice
2.15	Break and refreshments
2.30	Sharing good practice and further consultancy training packages <ul style="list-style-type: none">• Collegiate good practice examples• Bespoke training packages and consultancy support

Strength in the Middle

Building the Capacity

27/01/12 The Outstanding Senco

Programme

- | | |
|-----------|--|
| 9.00-9.30 | Arrival, tea or coffee |
| 9.30 | Changes to SEN <ul style="list-style-type: none"> Latest research Theory underpinning best practice New challenges of the role |
| 10.30 | Coffee |
| 11.00 | Working with staff, students and their carers <ul style="list-style-type: none"> The policy Getting the provision right Convincing everyone of the importance of effective collaboration |
| 12.30 | Lunch |
| 1.15 | Accessing the curriculum <ul style="list-style-type: none"> Giving in class support The role of the T.A. team Accelerating routes into learning for SEN students |
| 2.15 | Tea |
| 2.30 | Evaluating and evidencing success <ul style="list-style-type: none"> Provision mapping and interventions Strategies and good practice |

Strength in the Middle

Building the Capacity

10/02/12 **The Outstanding Head of Year**




Programme

9.00-9.30

Arrival, tea or coffee

9.30

Keeping the focus




-  Essential skills and attributes
-  Theory underpinning best practice
-  Skills audit

10.30

Coffee

11.00

Working with students and their families




-  Managing the progress and behaviour of the year group
-  Working with difficult students
-  Parents and outside agencies

12.30

Lunch

1.15

Working with teachers and tutors



-  Giving support
-  Communication styles and systems
-  Raising the profile of the role

2.15

Tea

2.30

Evaluating and evidencing success

-  Inclusion, disaffection, truancy
-  Strategies and good practice

Strength in the Middle

Building the Capacity

13/02/12 **Strategies for engaging the” hard-to-reach”**




Programme

9.00-9.30

Arrival, tea or coffee

9.30

Creating the right learning climate




-  Latest research
-  Theory underpinning best practice
-  Simple strategies to create a new learning culture

10.30

Coffee

11.00

Fundamental aspects of good lesson design




-  Investing in to the characteristics of good learning
-  Getting the provision right
-  Ideas and strategies for inclusive classroom activities

12.30

Lunch

1.15

Accessing success



-  Tapping in to students’ personal interests
-  The importance of oral and written feedback
-  Developing self-belief

2.15

Tea

2.30

Evaluating and evidencing success













-  Keep it visual
-  Top tips of engagement and motivation for everyday use

360 Literacy Issues

Unblocking the barriers

7/11/11 **Ofsted and whole school literacy – policy, practice and provision**

Programme













- 9.00-9.30 Arrival, tea or coffee
- 9.30 **The framework demands.....**
-  Literacy facts and figures
 -  Implications for senior and subject leaders
 -  Implications for the Literacy Co-ordinator – the action plan
- 10.30 **Coffee**
- 11.00 **Establishing the policy successfully**
-  Keeping it simple
 -  Effective strategies to measure impact and consistency
 -  The literate school environment- how to convince staff of the benefits of change
- 12.30 **Lunch**
- 1.15 **The essentials of reading**
-  What we know works
 -  Strategies to build reading skills
 -  Evaluating pupil interventions- ensuring progression
- 2.15 **Tea**
- 2.30 **Working with families**
-  Schemes to improve family literacy
 -  Working with the primaries
 -  Top tips and quick wins

360 Literacy Issues

Unblocking the barriers

21/11/11 **Speaking and Listening to promote thinking and writing**

Programme













9.00-9.30	Arrival, tea or coffee
9.30	How we learn to think <ul style="list-style-type: none"> What does research tell us? Developing speaking and listening as a key strategy for thinking and writing How to demonstrate impact
10.30	Coffee
11.00	Talk to learn <ul style="list-style-type: none"> Practical strategies for motivating the reluctant learner Practical strategies for developing thinking skills Practical strategies for developing writing skills
12.30	Lunch
1.15	Interacting with groups <ul style="list-style-type: none"> What we know works well with communal learning Speaking and listening activities for lesson observations Ensuring progression- evidencing progression
2.15	Tea
2.30	Writing across the curriculum <ul style="list-style-type: none"> Every student a writer What works for boys Top tips and quick wins

360 Literacy Issues

Unblocking the barriers

09/01/12 Strategies to improve boys' literacy

Programme













9.00-9.30	Arrival, tea or coffee
9.30	What are the issues for boys? <ul style="list-style-type: none"> What does research tell us? The learning environment Boy-friendly teaching and learning styles
10.33	Coffee
11.00	Improving reading <ul style="list-style-type: none"> Practical strategies for motivating and accelerating reading Fiction and non-fiction Research skills and visual media in the classroom
12.30	Lunch
1.15	Improving writing <ul style="list-style-type: none"> Using speech to raise writing levels Raising the quality of presentation Motivating writing through the use of ITC
2.15	Tea
2.30	Exam strategies for boys <ul style="list-style-type: none"> Maximising performance What works for boys Top tips and quick wins

360 Literacy Issues

Unblocking the barriers

23/01/12 **Dyslexia across the curriculum**

Programme













9.00-9.30	Arrival, tea or coffee
9.30	Understanding the issues <ul style="list-style-type: none"> Recognising dyslexia The learning environment The importance of consistent study skills across the curriculum
10.30	Coffee
11.00	Developing skill, strategy and confidence <ul style="list-style-type: none"> Practical strategies for reading Practical strategies for writing Practical strategies for spelling and proof reading
12.30	Lunch
1.15	Homework Alternatives <ul style="list-style-type: none"> Strategies for dyslexic pupils The importance of differentiation Motivating through the use of ITC
2.15	Tea
2.30	Exam strategies for dyslexic pupils <ul style="list-style-type: none"> Revision routines and strategies What works – strategies to develop examination skills Top tips and quick wins

360 Literacy Issues

Unblocking the barriers

06/02/12 Literacy strategies for the highly literate

Programme













9.00-9.30	Arrival, tea or coffee
9.30	Identifying criteria <ul style="list-style-type: none"> Data, characteristics, attitudes The learning environment The importance of challenge
10.31	Coffee
11.00	Extending skill and confidence <ul style="list-style-type: none"> Structuring tasks of greater challenge across the curriculum Differentiation, engaging brighter students Practical strategies to extend the analytical skills of highly literate pupils
12.30	Lunch
1.15	Creative writing <ul style="list-style-type: none"> Alternative routes to success in writing The importance of differentiation Motivation through the use of ITC
2.15	Tea
2.30	Think it, say it, write it, pass it <ul style="list-style-type: none"> Analyse and hypothesise Achieving top grades Top tips and quick wins

360 SEN Issues

Unlocking the potential

11/11/11 **Differentiation strategies for SEN students in a mainstream classroom**

Programme













9.00-9.30	Arrival, tea or coffee
9.30	Changes to SEN and the Green Paper <ul style="list-style-type: none"> Data, characteristics, attitudes Ofsted – what would they expect to see? Policy, Practice and Provision
10.32	Coffee
11.00	Understanding the barriers to learning for: <ul style="list-style-type: none"> S.L.N. A.S.D. A.D.H.D.
12.30	Lunch
1.15	Practical Differentiation Strategies <ul style="list-style-type: none"> Supporting communication and organisational skills Learning styles and tasks Personalised learning
2.15	Tea
2.30	Developing capacity <ul style="list-style-type: none"> Working effectively with primary partners Developing family learning Developing the work of T.A.s

360 SEN Issues

Unlocking the potential

14/11/11 Practical skills and exam strategies which empower SEN students

Programme

9.00-9.30	Arrival, tea or coffee
9.30	The characteristics of SEN students <ul style="list-style-type: none"> What are the key issues? Strategies for appropriate curriculum design/content Developing confidence
10.33	Coffee
11.00	Developing the necessary skills <ul style="list-style-type: none"> When and how Skill mapping SEN provision Practical activities to develop thinking and concentration levels
12.30	Lunch
1.15	Practical Differentiation Strategies for Revision <ul style="list-style-type: none"> Supporting communication and organisational skills What we know works well Navigating an exam paper
2.15	Tea
2.30	Independent Learners <ul style="list-style-type: none"> Developing resilience and self-belief Peer and family support Motivation and rewards

360 SEN Issues

Unlocking the potential

28/11/11 **Anger Management for Students with S.E.B.D.**

Programme













9.00-9.30	Arrival, tea or coffee
9.30	How we manage anger <ul style="list-style-type: none"> What are the characteristics of anger? The key issues of anger management Developing de-escalation techniques
10.34	Coffee
11.00	In for the long haul <ul style="list-style-type: none"> Whole school strategies Developing programmes of anger management
12.30	Lunch
1.15	Building confidence and self-esteem <ul style="list-style-type: none"> Developing caseload skills What we know works well Agreeing management plans
2.15	Tea
2.30	Independent Learners/ Communal learning <ul style="list-style-type: none"> Setting targets Tracking progress Motivation and rewards

360 SEN Issues

Unlocking the potential

16/01/12 Engaging Disaffected Learners

Programme













9.00-9.30	Arrival, tea or coffee
9.30	Identifying the issues <ul style="list-style-type: none"> Common barriers Devising an appropriate curriculum Mapping the skills content
10.35	Coffee
11.00	Building relationships <ul style="list-style-type: none"> Whole school engagement strategies Developing resilience and application Listening skills
12.30	Lunch
1.15	Learning styles <ul style="list-style-type: none"> Motivating strategies to promote learning Multi-media approaches Dealing with success
2.15	Tea
2.30	Closing the gaps <ul style="list-style-type: none"> Setting targets Tracking progress Case studies of good practice

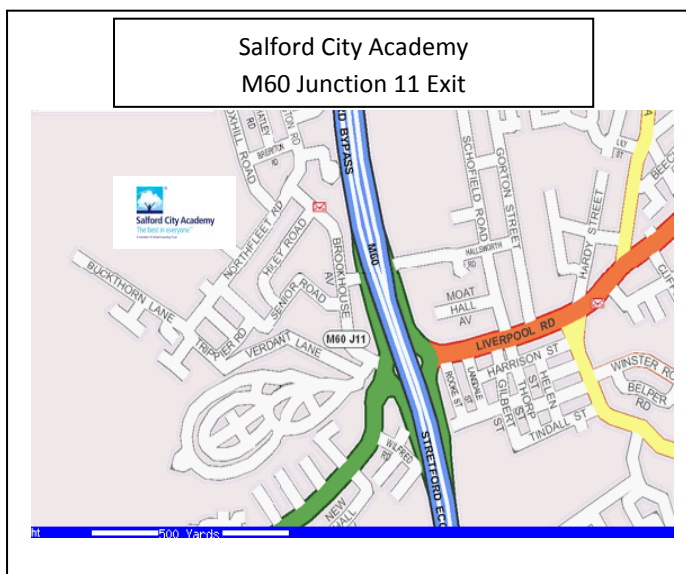
360 SEN Issues

Unlocking the potential

30/01/12 **The Outstanding T.A.**

Programme

9.00-9.30	Arrival, tea or coffee
9.30	The Role of the T.A. <ul style="list-style-type: none"> Characteristics of the outstanding T.A. Getting the job description right Understanding the Big Picture
10.36	Coffee
11.00	Building relationships <ul style="list-style-type: none"> The nature of in-class support Developing independent learners Building confidence
12.30	Lunch
1.15	Engaging strategies for SEN learners <ul style="list-style-type: none"> What we know works The importance of ICT Building the skills
2.15	Tea
2.30	Closing the gaps <ul style="list-style-type: none"> Understanding the targets Tracking progress and identifying success Case studies of good practice



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