

PD Day

11/01/2021



8:30-8:55

CPD forms

Induction
sheets

SG Signature
Sheets

Lesson Self
Assessment

8:55-9:30

<https://slideplayer.com/slide/6183872/>

9:30-10:30

SATs

In Year 6, children have to sit a formal assessment called SATs.

Over this hour, we would like you to take a look over (and have a go) at their tests. KS2 children have 1 hour per test however we will allow you 30minutes for each 😊

The idea of this is that you will see the level of expectation for a child in KS2 (Primary) and understand where they should be joining us for KS3 (Secondary)

Good luck!

10:30-11:30

Interventions

Quality interventions

EEF

Timed

Planning Interventions

SEND support Vs Interventions

Baseline and reflections

Skills Audit

Interventions...

What is an
intervention?

Why do we
do them?

What makes a QUALITY Intervention?

Short

Sharp

Precise

Supported

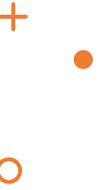
Assessed

Revisited

Purposeful

Success measurable

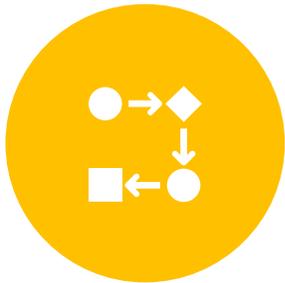
Timed



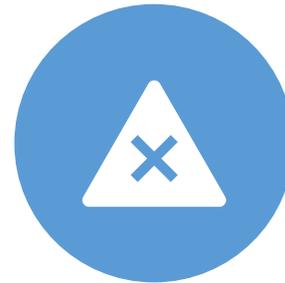
Interventions should be around 20-30 minutes and repeated frequently.



There should be a plan for the weeks in order to assess progression and monitor the quality of the intervention.



An intervention would take place upto 12 weeks. If there is no improvement, we would stop what we are doing.



Don't do more of something that has no impact.

SEND Support Interventions

Measured through EHCP or Assessments at the start of the programme or term.

These should follow into class teaching as.

TA will need to provide 1:1 interventions on **ITP** for S+L, Reading, Writing, Maths if required as an area of need.

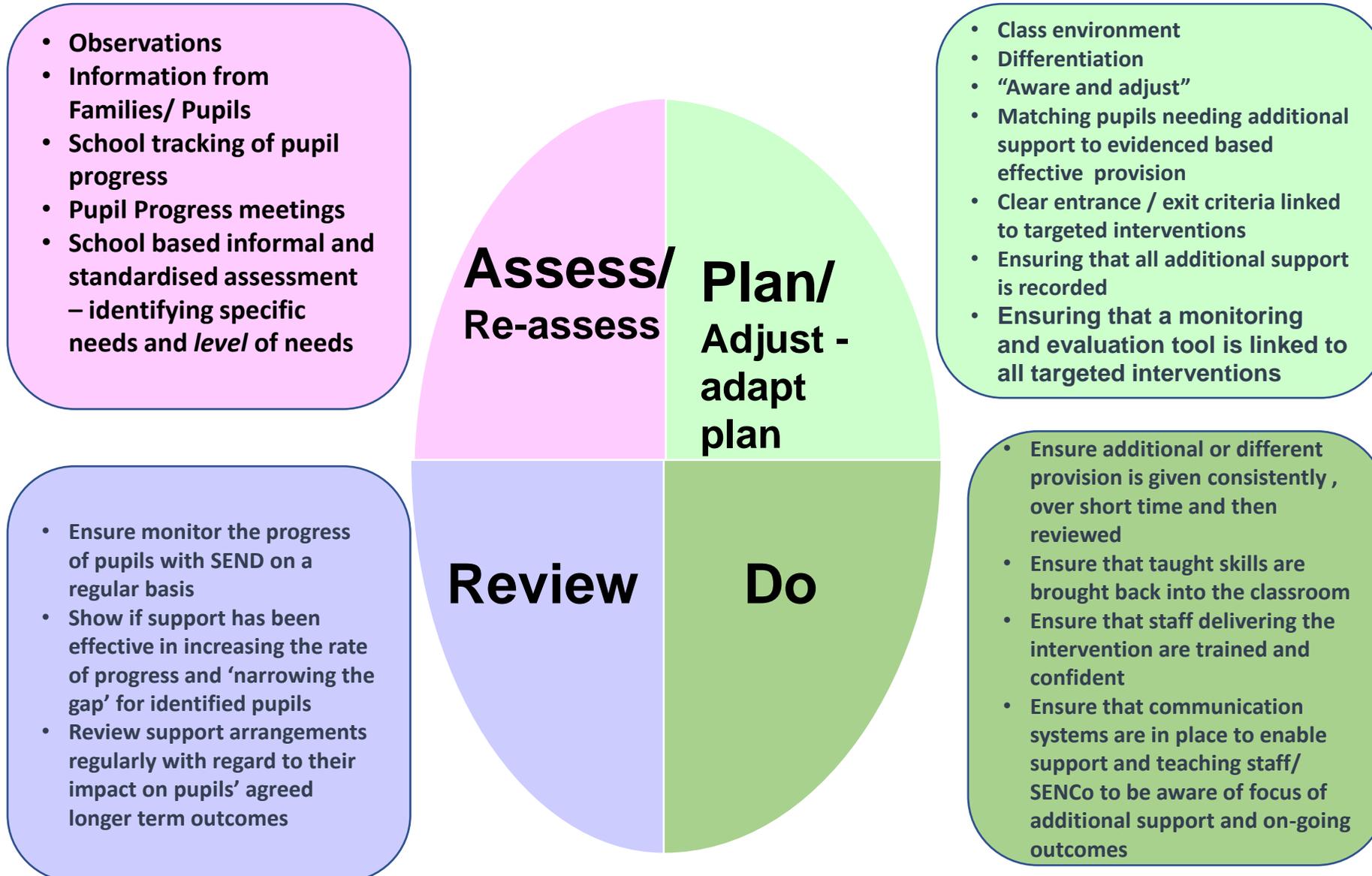
SEMH Interventions A&I

These interventions are our 'Bread and Butter'. These are why children come to us.

These should be planned out over the 12 weeks to better support individuals. This should be included on the ITP.

Baseline

Cyclical Structure Through Graduated Approach:



The graduated approach: Questions to consider as a staff

- Do we collect accurate information about pupils' attainment and the progress that they make?
- Is this assessment information based on *truly independent* work?
- Are we all aware of what are nationally expected outcomes for pupils with SEN/D?
- Do we identify pupils who are making less than expected progress and are unlikely – on current performance – to attain at an expected or higher level?
- Do we moderate judgements made about pupils' attainment levels in a rigorous way?

- Do we accurately monitor the progress of pupils with SEN/D on a regular basis?
- Do we monitor support to show that they are effective in increasing the rate of progress and 'narrowing the gap' for identified pupils?
- Do we review support arrangements regularly with regard to their impact on pupils' outcomes, and make changes if they are ineffective?

Assess

Plan

Review

Do

- Are we all aware of LA expectations for supporting pupils with SEN/D ?
- Are we aware of evidenced based interventions that successfully address identified needs?
- Have we evidence that with these arrangements in place pupils in our school increase their progress and raise their attainment?

- Do we automatically assume that a pupil working below expected levels is SEN /D?
- Or do we look first at how classroom differentiation and subject teaching can be improved and at other factors that might be impacting on pupil progress?
- Do we assume that they always need additional specialist provision?

Types of interventions

- Wave 1 document
- Reading – 1:1, comprehension
- Writing
- Maths
- Speaking and Listening
- Using the Birmingham Audit Continuum
- Phonics – Sounds, precision teaching
- Spelling – Precision teaching, weekly spellings





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Phonics

Letters and Sounds

In order to support learners to build on their learning, we need to give them a vocabulary rich environment.

Without knowing our sounds, we will not be able to read and write in the future.

Meanings

Phoneme (the smallest unit of sound in a word)

Grapheme (a written representation of a phoneme)

Blending

Segmenting

CVC (Consonant Vowel Consonant) CVCC (Chest / Champ)

Sound buttons

Letters and Sounds Plan

Phase

Phase One (Nursery/Reception)

Phase Two (Reception) up to 6 weeks

Phase Three (Reception) up to 12 weeks

Phase Four (Reception) 4 to 6 weeks

Phase Five (Throughout Year 1)

Phase Six (Throughout Year 2 and beyond)

Phonic Knowledge and Skills

Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.

Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.

The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.

No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

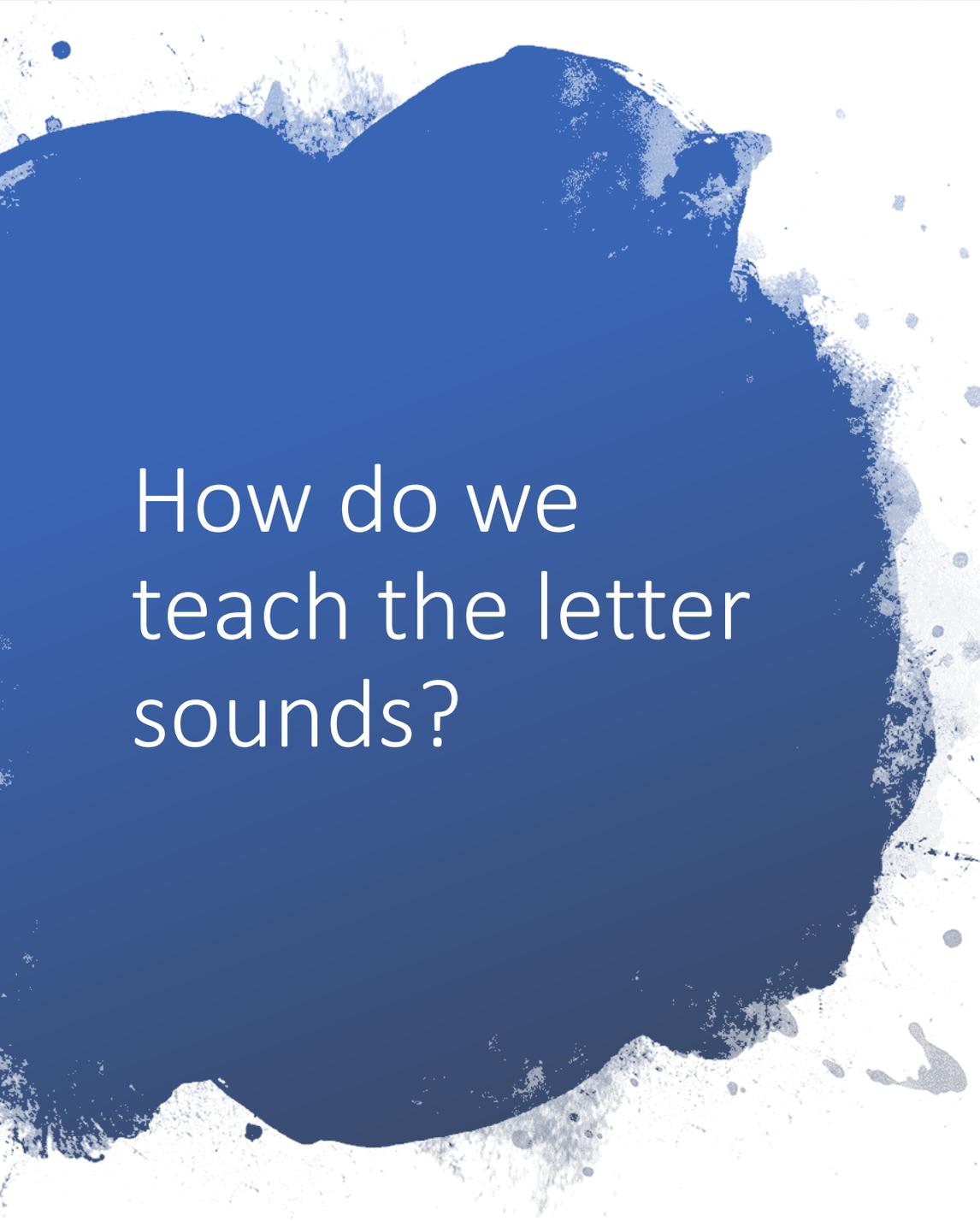
Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.



<http://www.letters-and-sounds.com/what-is-letters-and-sounds.html>

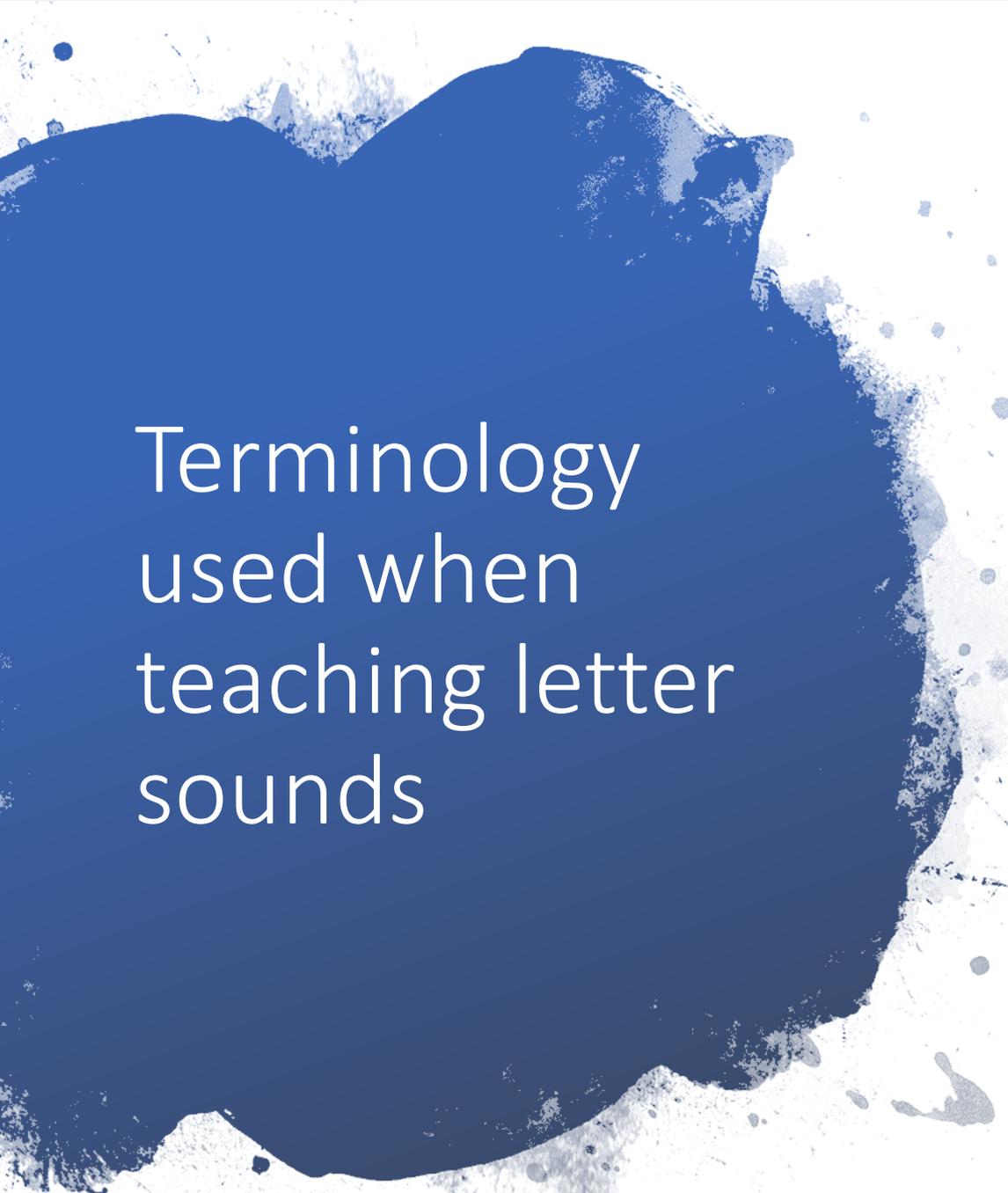
What is phonics?

- ▶ Phonics is a way of teaching children to read quickly and skilfully.
- ▶ Children are taught how to recognise the sounds that each individual letter makes
- ▶ Children will learn the 44 sounds of the English language
- ▶ A key focus is on the application of this phonic knowledge to 'de-code' new words that the children see or hear. This is the first important step in learning to read.



How do we teach the letter sounds?

- ▶ Letter-sound correspondences are taught through 'Big Cat Phonics.'
- ▶ Multi-sensory: For each sound there is a visual picture, a song and an action.
- ▶ The first set of taught sounds are: s, a, t, p, i, n.
- ▶ We focus on teaching the letter sounds rather than letter *names*.



Terminology used when teaching letter sounds

- ▶ **Phoneme** – a single sound
- ▶ **Grapheme** – a written letter
- ▶ **Digraph** – one sound made by *two* letters. For example /ai/ in pain, /sh/ in shop.
- ▶ **Trigraph** – one sound made by *three* letters. For example /igh/ in night, /air/ in fair.
- ▶ C = Consonant and V = Vowel:
 - CVC (e.g. cat)
 - CCVC (e.g. trap)
 - CVCC (e.g. milk)

Letters and Sounds

- Letters and Sounds is a government programme consisting of 6 overlapping phases.
- Phase 1 – Activities to encourage children to listen and ‘tune in’ to sounds
- Phase 2 – Introduces 19 letter-sound correspondences
- Phase 3 – Introduces ‘digraphs’ and ‘trigraphs.’
- Phase 4 – Introduces words containing adjacent consonants and polysyllabic words.
- Phase 5 – Generally a Year 1 phase but some children will reach this by the end of reception.
- Phase 6 – Generally a Year 2 phase.

The 5 basic skills that children need for reading and writing.

- 1 – Learning letter sounds (phonemes)
- 2 – Learning letter formation (graphemes)
- 3 – Blending
- 4 – Segmenting
- 5 – Reading and spelling 'tricky words'

Learning letter sounds

- ▶ Correct sound pronunciation is important for blending and segmenting
- ▶ We teach the 'pure' sounds e.g.
 - 'mmm' rather than 'muh'
 - 'sss' rather than 'suh'
 - 't' rather than 'tuh'
- ▶ A video demonstrating the correct pronunciation can be found on this school's website on the phonics page
- ▶ <http://www.stalbansprimarymacclesfield.co.uk/phonics/>

Letter formation

- Correct letter formation is essential. We learn to form letters in their lower case. We introduce capital letters when the children are ready. Children are taught to only use capital letters at the start of sentences, for the initial letter of a name and for the pronoun 'I'.
- Daily handwriting sessions begin with large motor movements progressing to specific letter formation.
- Long Ladder letters
- Curly caterpillar
- One armed robots
- Zig Zag monsters

Blending to read words

- ▶ Once children have begun to learn letter-sound correspondences e.g. 's, a, t, p, i, n' they can begin to 'blend' these sounds together in order to read a written word.
- ▶ Children will be taught how to smoothly merge the sounds together.
- ▶ Lots of practice using 'sound talk' and 'robot arms'
- ▶ Sound buttons:

c a t

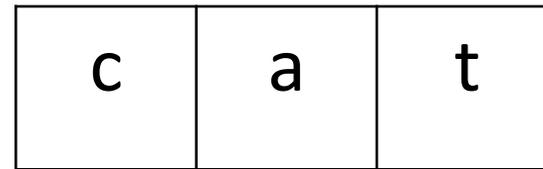
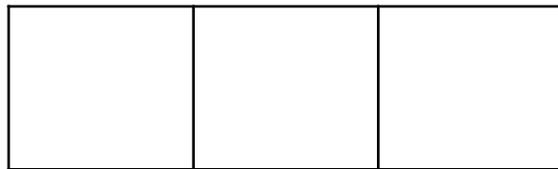
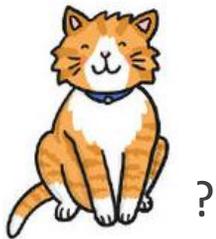


sh o p



Segmenting to spell words

- ▶ Segmenting is the skill used in identifying the individual sounds in a spoken word in order to spell the word.
- ▶ We use 'robot arms'
- ▶ Phoneme frames are an important tool we use to support segmenting
- ▶ Phoneme frames help children to see the number of sounds they need to identify within a word.



Reading and spelling 'tricky words'

- Tricky words are those words that cannot be sounded out. They are the exceptions to the rule, e.g. 'said,' 'he,' 'was.'
- Children need to learn these words by sight. We teach these irregular words by the 'look and say' method and games such as snap and matching pairs which encourage instant recognition.
- A list of tricky words taught in each phase is included in your booklet.



Phonics session

<https://www.youtube.com/watch?v=83fE3FqyZqc>

Precision Teaching

Link Precision teaching to your phonics phase / tricky words.

11:45-12:40

Planning interventions

You will need to create your ITP for each child in your class. Consider their areas of need and their assessments recently completed.

What are the areas of need?

Which targets and interventions would you be looking to complete?

12:40-1:00pm

LUNCH!

1:00-2:00pm

Supporting Teaching and Learning



Amazing TAs

Ideas to help TAs to best support student learning and progress

The role of the TA



Supporting what?

Help	Your role is to help “Raise standards” by:
Support	Support for the pupil.
Support	Support for the teacher.
Support	Support for the curriculum.
Support	Support for the school.

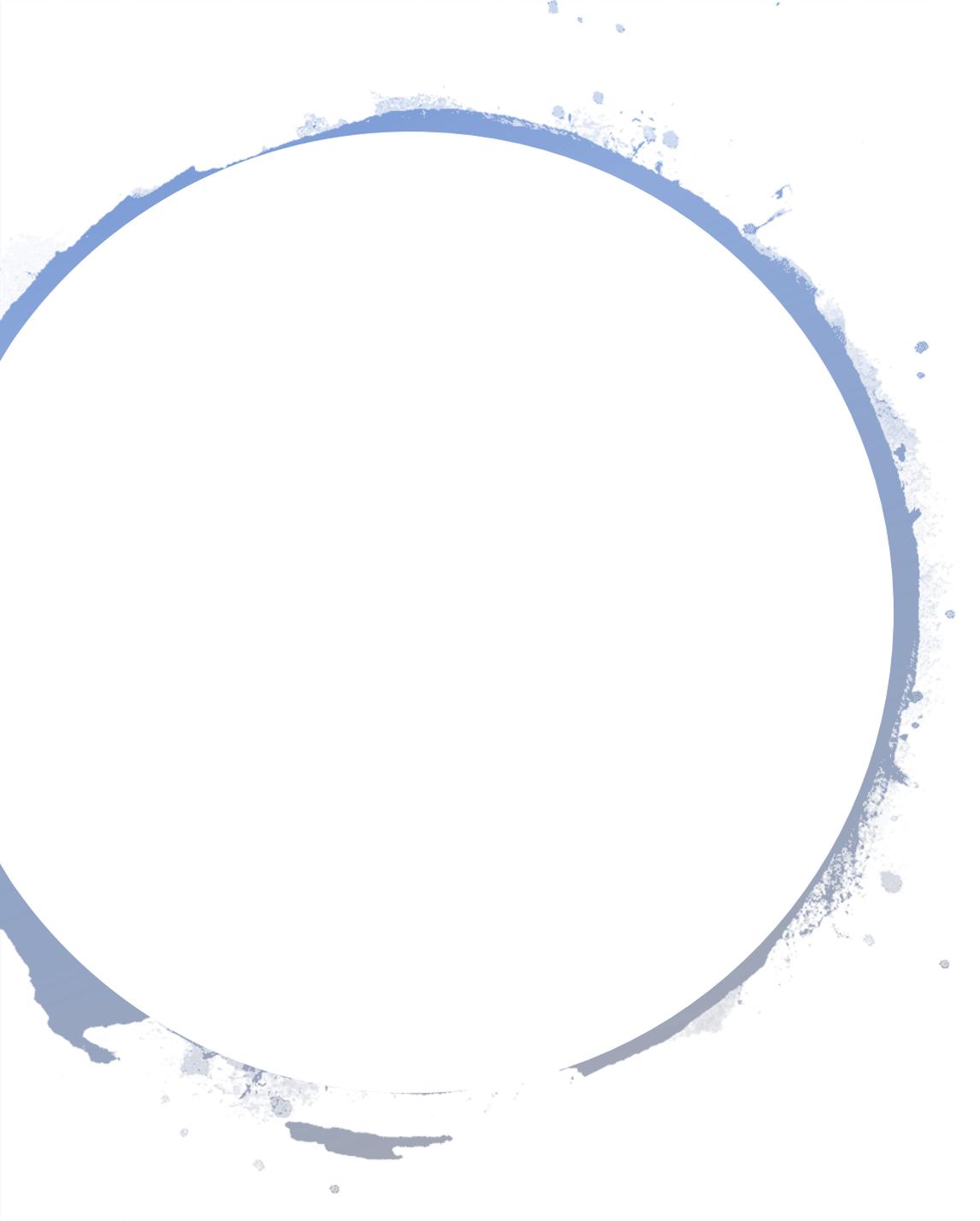
A TA:

- Works in **partnership** with teaching staff
- Acts as **assistant to the teacher**
- Is **the specialist in additional needs.**
- **Plans with the teacher**
- Has a clear role at **every** stage of the lesson
- **Leads assessment for learning.**

Working in Partnership

ACTIVITY

1. On a scale of 1 – 10, how well do you meet each of these criteria at the moment?
2. What would need to change to move each of these bullet points one step closer to '10'?



Supporting Techniques...

Supporting learning by:

- *Relaying*
- *Zoning*
- *Coaching*
- *Facilitating*
- *Supervising*
- *Safeguarding*



Relaying

- TAs move periodically between students identified as being priorities for support due to additional needs.
- ACTIVITY
- How would you identify which students to support in each class?
- How would you discuss this with the class teacher?



Zone

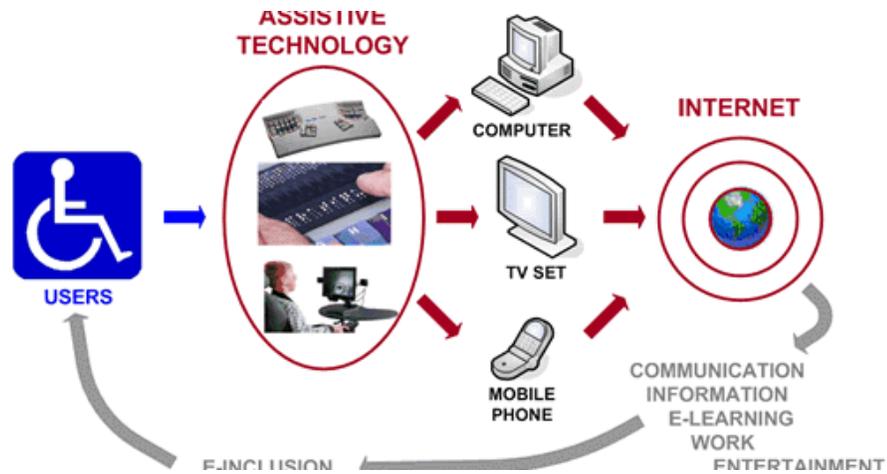
Zoning

- TAs locate themselves near a group of students with additional needs, monitoring and providing input when necessary.
- ACTIVITY
- How would you identify where to position yourself in a class to maximise your 'zone'?
- How would you discuss this with the class teacher?



Coaching

- TAs are assigned to an individual or small group of students to guide them through a task that may prove particularly difficult.
- **ACTIVITY**
- How would you identify which students to coach and when'?
- How would you discuss this with the class teacher?



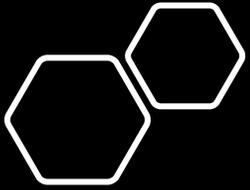
Facilitating

- TAs provide 'drop-in support' by setting up assistive technology or other specialised equipment in the classroom, adapting resources, helping a student organise coursework / homework etc.
- ACTIVITY
- How would you identify when and how to use drop in support'?
- How will you ensure that you can operate any required equipment, resources or machinery effectively?
- How would you discuss this with the class teacher?



Supervising

- TAs oversee the higher-ability / independent learners
- **ACTIVITY**
- Do you think a class teacher should assign a TA to support able students?
- How would you identify an exceptionally able learner in need of support'?
- How would you discuss this with the class teacher?



Safeguarding

- TAs monitor, and where necessary, assist in activities that pose a manageable risk to the health and safety of a student with an additional need, particularly those with visual impairment, a medical condition or a physical disability.
- **ACTIVITY**
- How would you identify an activity that may pose a manageable risk to a student?
- How would you identify an appropriate support strategy'?
- How would you discuss this with the class teacher?



Things TAs find challenging...



The solution is

Things TAs like...



The solution is

To conclude

- **The effective deployment of TAs can make the difference between a child succeeding or failing.**
- An outstanding TA is intuitive and responds to the needs of the children.
- It is important that **both teacher and Teaching Assistant** work together.
- **All the children** in the class must be **learning throughout** the lesson. Children should **make progress** through suitably **challenging** activities and **questioning**.
- Thinking time is good; down time is not.

Make it Work at Work

What are you going to **DO** as a result of this Bite Sized Training session?



2:00pm-2:30pm

- Time to create resources
- Share ideas and discuss the resources used throughout centres

- What is working?
- What is not working?

2:30-3:00pm

SEND Code of
Practice

SEND in
Linden Centre

Reviews –
How they will
work

3:00-3:30pm

Pulling it all together – Teams!

DL

Kahoot? DL

Use of adults in the classroom

Safety



```
graph TD; A[Safety] --> B[Not there to be taught]; B --> C[Adults should already know what is happening and be ready to support the right children];
```

Not there to be taught

Adults should already know what is happening and be ready to support the right children

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Recommendations

1. TAs should not be used as an informal teaching resource for low-attaining pupils
2. Use TAs to add value to what teachers do, not replace them
3. Use TAs to help pupils develop independent learning skills and manage their own learning
4. Ensure TAs are fully prepared for their role in the classroom
5. Use TAs to deliver high-quality one-to-one and small group support using structured interventions
6. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction
7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

YAY!



You made it through!!!!!!



Thank you for coming along today – I hope that you found it really useful.