

24/25

Twenty opportunities

to improve your school

For schools, settings, academies and other educational institutions

How SLA hours with Education North Tyneside could be used to support your school or setting.



Delivered by
**North
Tyneside
Council**

A first class, research- based, integrated service

Working professionally with all partners and stakeholders to meet individual needs and aspirations.

Working strategically with schools to improve outcomes over time, ensuring the highest quality opportunities for all children and young people.

Education North Tyneside develops new knowledge and skills, sharing current best practice, embedding research-based approaches both regionally and nationally.

Service level agreement: **Summary**

Build a bespoke 18-hour package that combines a range of your priorities.

School development partner programme

Built around your priorities, including local and national priorities, with a termly visit from your school development partner. (SDP)

Lead:
Richard.Kielty
@northtyneside.gov.uk

Leadership and management

Ensure that staff are up-skilled ensuring effective distributed leadership and a culture developing school leaders of the future.

Lead:
Catherine.Worton
@northtyneside.gov.uk

Curriculum and standards

Improve the quality of education and empower leaders to sustain evidence-informed school improvement.

Leads:
Janice.Gibson
@northtyneside.gov.uk

Maddy.Kennedy
@northtyneside.gov.uk

Inclusion and wellbeing

Analyse current practice, to co-construct a way forward and evaluate.

Lead:
Niki.Heron
@northtyneside.gov.uk

All packages include a bespoke local authority data pack
(North Tyneside schools only)

Full staff network and cluster meeting access included with packages 1 to 3.

For further information and booking contact:
education@northtyneside.gov.uk



ONLINE



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Examples of how Education North Tyneside can support you to improve your school or setting

This booklet contains examples of collaborative projects that you may wish to consider and/or adapt as part of your school's improvement journey.

The examples detailed are developed from research from the Education Endowment Foundation, Newcastle Research School and local universities.

1 Helping words stick

Audience – **Key Stages 1, 2, 3 and 4**

Time – **1 to 3 hours approximately**

Explore what it means to 'know a word', how to select the right words to teach, and some effective strategies to use in the classroom, including the use of morphology.

Vocabulary deficit continues to be one of the main reasons pupils struggle to comprehend text. Research tells us that vocabulary needs to be taught through explicit instruction and carefully chosen words.

Helping words stick can also be developed into a longer-term project.

'Thanks Eve, as always your training was brilliant and I can't wait to get back to school.'

Senior Leader, St Cuthbert's R C Primary School

Dive deeper as a subject leader

2 Diving deeper as a subject leader

Audience – **Subject leaders, groups or individuals**

Time – **3 hours approximately**

Support for subject leaders to practise "talking the talk" to an inspector, governors or school development partners about their subject including;

- the vision,
- the planned curriculum,
- the enacted curriculum,
- how priorities have been identified and addressed,
- the impact of actions.

Designed around the Education Inspection Framework, this session is to support subject leaders to be focused and succinct.

Tailored to meet the needs of your school e.g. 1 hour as a staff meeting with gap tasks then meeting with smaller groups of subject leads or individuals.

'I would just like to say thanks for your help with my interview questions for our Supportive Review- your advice really helped and I had everything I needed on hand.'

Subject lead, Forest Hall Primary School

What does quality practice look like in maths?

3 Planning for practice in mathematics

Audience – **Key stages 1 and 2**

Time – **1 to 1.5 hours approximately**

Unpick tasks and activities, look at how calculations are ordered, what stays the same and what changes and the questions that teachers should ask to draw attention to key concepts being taught.

What does quality practice look like in maths? Are pupils thinking mathematically and noticing or are they 'doing' the maths? Consider the recommendations from the Ofsted Mathematics Review 'Coordinating Mathematical Success' around the 'quality and quantity' of practice.

'As always, Lisa is a great practitioner that provides good quality, relevant CPD.' Leader, Richardson Dees Primary School

4 Phonics subject knowledge

Audience – **EYFS, key stages 1, 2, 3 and 4**

Time – **2 hours approximately**

Develop staff knowledge of the key concepts around phonics, including; considering what comes before phonics, the Simple View of Reading, the concepts of phonics and understanding of key terminology.

Providing strategies to support weaker decoders in the classroom. Please note: This training is not linked to a specific phonics programme.

5 Understanding effective leadership in early years as a headteacher

Audience – **Headteachers and senior leaders**

Time – **6 or 12 hours**

Identify priorities for early years and begin to implement change. Consider the quality of provision in relation to the four key principles of the EYFS.

Establish what you already know about early years using the audit tool, then engage in an accompanied learning walk to check, look harder and discuss the provision.

Identify areas for improvement and a further learning walk will highlight training needs around very specific aspects of practice which are emerging as priorities. Specific training will then be provided and an action plan devised.

6 Curing the spelling headaches!

Audience – **Key stages 1, 2 and 3**

Time – **1 to 2 hours approximately**

Explore why spelling matters and the impact of being a weak speller. Research is explored and followed up with strategies to support application into writing.

Why does the teaching of spelling never seem to stick? Pupils can score highly on tests but not always apply what they know into writing. Some pupils miss out on reaching the expected standard because spelling is weak.

Use Rosenshine's principles to improve teaching and learning

Bridge the gap between Rosenshine's 10 principles of instruction and the cognitive science research that underpins them.

**This training can be delivered as a package (6 hours)
or as individual components (see description)**

7a Introduction to cognitive science and learning theory

Audience – **EYFS, primary and secondary**
Time – **1.5 hours approximately**

Explore the 'why' that sits behind effective teaching and learning, including the capacity and limitations of different types of memory, the roles they play in learning and how the various areas of cognitive science can help us to understand these better.

Discover the importance of cognitive load theory and how to mitigate cognitive overload, learn how dual coding theory can help both staff and pupils overcome limitations.

7b Explicit instruction and Rosenshine's principles of instruction

Audience – **EYFS, primary and secondary**
Time – **3 x 1 hour**

Discover the small changes that staff can make to their everyday practice in order to maximise learning, highlighting the solid evidence base behind their effectiveness.

Building on a secure understanding of cognitive science, this sequence of 3 short sessions, structured around Barak Rosenshine's ten Principles of Instruction, will demystify the role of explicit instruction in learning and aim to tackle any misconceptions around the approach.

7c Effective questioning strategies

Audience – **EYFS, primary and secondary**
Time – **1.5 hours approximately**

Examine the impact of effective questioning on formative assessment and how careful use can ensure all pupils have opportunities to respond.

Using Rosenshine's recommendations around questioning as a starting point, this session will explore the role of various questioning techniques, the key research that sits behind them and the impact they can have on learning. Through agreement with school leaders, various strategies will include cold calling and 'No Opt-Out'.

'Great training. It's not often we have time to reflect on our own pedagogy. I will be asking Gareth to return to school for a follow up session to observe what we have learned.'

Headteacher, Bailey Green Primary with Bailey's Butterflies

Improve language learning opportunities

8 High quality interactions

Audience – **Staff working with all ages**
Time – **6 or 12 hours**

Develop an early years learning environment that prioritises high quality interactions. Audit your learning environment as well as planned language and vocabulary learning opportunities.

Deepen leaders' understanding of the strengths and weaknesses in the setting. Ensure that all staff understand the research that supports the importance of high-quality interactions and develop approaches that improve language learning opportunities for all children.

Modeling of high-quality adult-child interactions will improve language comprehension and build back and forth conversation into the curriculum.

'Quality interactions became part of embedded practice across our early years. A cycle of monitoring was put in place and this has ensured that valuable assessment information has been gathered on all children over the course of the year as well as opportunities to secure and challenge learning.'

Headteacher, Backworth Park Primary School

9 Closing gaps by teaching disciplinary literacy

Audience – **Key stages 3, 4 and 5**
Time – **3 hours approximately**

Explore what the research tells us, define disciplinary literacy, and what this looks like in a range of subjects when teaching.

Based on the findings of the EEF guidance report into the benefits of teaching disciplinary literacy at secondary school. For many of our disadvantaged students, this approach is invaluable to supporting understanding of text in other subjects.

'Inspiring and interesting! Moving from a different school and authority this was also very useful to see NT schools approaches to English. Janice and Eve are very knowledgeable trainers, who delivered in an interesting and interactive way. Looking forward to the next session!' Teacher, Wellfield Middle School

10 Embedding the Graduated Approach in your school or setting

Audience – **Can be tailored to the particular needs of your school/setting**
Time – **3 to 12 hours depending on need.**

Support your school to embed the Graduated Approach and make best use of the universal and targeted approaches to supporting your young people with SEND.

This offer includes projects such as:

- whole school culture (audit and staff CPD),
- accessibility of learning environments, implementing the Assess, Plan, Do, Review cycle (including target setting)
- making suitable reasonable adjustments in classrooms and during unstructured times.

Embedding the Graduated Approach in your school or setting can be a 1:1 project with the SENCo or a broader project involving the wider staff time.

11 Promoting high-quality talk in mathematics

Audience – **Key stages 1, 2 and 3**

Time – **1.5 hours approximately**

Observe classroom practice, explore practical strategies and have plenty of time for talk! Backed by EEF research.

Are you making the most of talk opportunities in maths lessons? Are teachers using a range of questions to support pupils to engage in mathematical thinking? It is important for children to learn the skills of building upon answers, challenging others and asking their own questions.

12 Understanding, monitoring and evaluating early years mathematics

Audience – **Early years foundation stage, key stages 1, 2 and 3**

Time – **6 x 1 hour**

Develop a shared understanding of mathematical practice and provision across all key stages, ensure effective curriculum progression and maximise progress across the subject. Work and talk together to understand the mathematical curriculum in early years.

Practical tasks, discussion and exploration of provision supports the whole team to learn more about how mathematical understanding and ideas grow and develop over the phase, and how this is best supported through practice and provision.

Open up conversations around curriculum plans and progression, resourcing, staff knowledge and skills, timetabling, effective assessment, child development and use of the indoor and outdoor teaching environments. These sessions are most effective when senior leaders and practitioners attend collaboratively.

Covering;

- Learning and development requirements in the statutory framework – education programmes and early learning goals.
- What to provide for an effective learning environment and meaningful resourcing.
- Progression in learning and development across the themes of; pattern, set making, counting /number operations, shape and measures.
- Planning and delivery.
- Record keeping and assessment.
- Review of current documentation and curriculum plans in school.

13 Preparation for inspection as an early years lead or team

Audience – **Early years leaders**

Time – **3 hours**

Practise “talking the talk” about early years including; your vision, your written curriculum, your enacted curriculum, how priorities have been identified and addressed and the impact of your actions.

The session is tailored around the Education Inspection Framework (EIF) to support talk being focused and succinct.

“Just to say a big THANK YOU to Rebecca for her support with Ofsted Talking the Talk meeting. It was so valuable to spend the time with someone who has been through the process. She helped me clarify my thoughts on what I need to say and include and also what I don’t need to say; I talked far too much! I have made short, focused notes from the session and now hopefully when the pressure is on, I know what I need to get across to an inspector.”
EY Lead, Holystone Primary School

14 Coaching for impact

Audience – **Teachers and teaching assistants**

Time – **12 hours**

Think more deeply about your practice, reflect on the student’s perspective, and design pedagogical responses to maximise impact in class.

Based on the core value that anyone who coaches, or is coached, should focus on the impact of teaching on learning, Coaching for Impact facilitates thinking that improves action. Delivered in 5 action-learning cycles the programme ensures progress for leaders, teachers and ultimately students.

Build up your coaching skills and competency, our workshops create stimulus for thinking, tools for coaching and plans for action. Time between the sessions allow you time to implement your plans and develop your coaching for impact techniques.

15 Mathematical reasoning for all

Audience – **Key stage 1, 2 and 3**
Time – **1 to 1.5 hours**

Engage in opportunities to consider the effectiveness of a range of reasoning conventions and strategies to take back to the classroom.

Are all children developing reasoning skills? How can opportunities be planned in all lessons across each unit? Equip your staff with a repertoire of reasoning conventions that can be threaded through lessons enabling children to think deeply, justify and question.

'Great and informative. Strategies to apply instantly.'
Teacher, Percy Main Primary School

16 Costed provision for SEND

Audience – **SENCOs and relevant senior leaders**
Time – **6 hours**

Create a suitable costed provision to allow for the monitoring and evaluation of cost vs. impact over time and to align the allocation of resources Assess, Plan, Do, Review cycle for individual pupils with SEND – Making provision personal.

17 Whole school SEND audits

Audience – **SENCOs, teachers and support staff**
Time – **3 hours (½ day) or 6 hours (full day)**

Continually develop provision and make adaptations based on evolving needs. Engage with a half day or full day audit, followed by a written report with recommendations for the future development of your provision for young people with SEND.

Recently audited schools can receive a follow-up audit, focusing on areas for development identified previously. Education North Tyneside SEND audits were positively received and of value in school Ofsted inspections.

Develop the pedagogical confidence and practice of your staff

18 Increasing challenge through metacognition

Audience – **All staff**
Time – **18 hours**

Develop an effective and sustainable whole school approach to metacognition.

Build a depth of understanding in the research on metacognition and develop the pedagogical confidence and practice of your staff. Approaches, language and tools that will deepen the learning which takes place in and out of the classroom, resulting in re-energised teachers who are more confident in their passion for learning and more resilient children who are independent learners.

Develop bespoke objectives and success criteria with a specialist, enhance what you already do well and tackle the barriers to learning. Clear impact measures designed with you will create a reflective learning practitioner model which will be sustainable in your school.

The project will include:

- Collaborative planning,
- Professional training,
- Suggested reading,
- Stimulus pieces,
- Leadership coaching.

This package is a whole school project to change the culture of learning.

Support children by identifying their specific needs

19 Launchpad for literacy – A whole school approach

Audience – **All staff working with 2 year olds up to year 6**
Time – **6 hours**

Provide your staff with the subject knowledge required to support children by identifying their specific needs and how to address them.

Build expertise in each of six strands of the Launchpad for Literacy skills framework. Intersessional tasks allow the implementation of the approach with an expectation to feedback the impact of actions to the whole team.

If you're planning strategic staff development for the whole primary age range across the year, this adaptable half-termly package will cover; auditory and visual memory as well as fine motor control and handwriting.

20 Year 1 matters: Training and support to develop practice and provision

A model for organising and resourcing Year 1, which creates a constructive, achievable approach, bridging the gap between traditional Early Years and Year 2 organisation.

Moving from Early Years provision, into Year 1 is one of the most complex and challenging moves children make in their whole school career. Post pandemic, many schools report growing numbers of children who enter Year 1 with complex needs, or who have not reached the expectations of the Good Level of Development (GLD). As a result, traditional models of practice and provision in Year 1 can struggle to meet children's needs.

Drivers for adapting Year 1 provision might be centered on supporting those under-resourced children, but might also be driven by the need to provide a model for teaching and learning.

This model sees direct teaching followed by practical experience, enabling children to apply what they have been taught in meaningful contexts.

This provision also aligns with; specific Year 1 curriculum skill development, making reasonable adjustments, quality first teaching, increasing use of accurate vocabulary, supporting autonomy and independence.

Year 1 matters: Training and support offer:

- 1 hour meeting with leaders and Year 1 staff To outline and discuss the model.
- 3 hour meeting with Year 1 staff
- Explore teaching space and suggest layouts.
- Map out and present resourcing plans linked to the subject areas of; mathematics, science, art, design technology, geography and history. Resourcing will enable children to work in specific curriculum areas, but also to make meaningful links across and between areas.
- Exemplify how children will share their ideas, approaches, successes and plans for future enquiry.
- Exemplify a possible approach to organisation and management of the space, in terms of teaching and learning.
- Exemplify and support staff to create tools which enable children to work with growing independence to know and remember more – using dual coding, scaffolding and worked example strategies.
- Optional 2 hour follow up meeting to review and develop progress and application of the model.

Build a bespoke 18-hour package that combines a range of your priorities

School Development Partner programme

Built around your priorities, including local and national priorities, with a termly visit from your school development partner. (SDP)

Richard.Kielty
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Inclusion and Wellbeing

Analyse current practice, to co-construct a way forward and evaluate.

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Leadership and Management

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@northtyneside.gov.uk

Computing

Embed exceptional computing in your classroom, ensuring that your teaching is ambitious and meets the needs of your students.

With well established links to regional and national professional organisations and businesses, our team ensures that we always deliver best practice solutions.

Claire.Graham
@northtyneside.gov.uk

Governor Services

Independent and impartial advice in and outside of meetings.

We offer support to the chair and others, ensuring the board remains strategic and focused on its core functions. All members of the governor services team have a wide range of experience in supporting governing boards with skills development, the fulfillment of statutory duties and guidance on any complex issues.

Kathleen.Wallace
@northtyneside.gov.uk

Regional Music Hub

Deliver a high-quality music curriculum, through weekly input from specialist music teachers.

Become confident in the planning and delivery of a broad, balanced music curriculum. All this is delivered at a minimal cost to your school.

Julie.Dorr
@northtyneside.gov.uk

Physical Education and Sport

Support, guidance, and advice to enhance the delivery of PE, School sport and physical activity (PESSPA).

PESSPA is at the heart of school life, improving physical and mental health as well as behaviour, attainment, resilience, and a range of personal and social skills.

Rob.Smith
@northtyneside.gov.uk

Early Intervention

Develop early intervention strategies for the most challenging pupils and complex cases, meeting the needs of children and young people.

Education North Tyneside's process and student support offer is unique, we don't believe that offering only our statutory responsibilities is in the best interests of supporting the children and young people in our borough.

Amanda.Frankish
@northtyneside.gov.uk

Safeguarding

Safeguard and promote the welfare of children as outlined in statutory legislation and guidance.

Endorsed by North Tyneside Safeguarding Children Partnership (NTSCP) you can be confident that our safeguarding training is always current and responsive to local and national priorities.

Christina.Ponting
@northtyneside.gov.uk

Contact

Choosing Education North Tyneside to be with you on your school's journey means you are assured of a first class, research-based, integrated service.

Lisa Cook – Head of Service for Education and Inclusion

For further information about other SLAs or support offered by Education North Tyneside, please contact the lead officer:

School Development Partner programme – Richard.Kielty@northtyneside.gov.uk

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Governor Services – Kathleen.Wallace@northtyneside.gov.uk

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Regional Music Hub – Julie.Dorr@northtyneside.gov.uk

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PE and Sport – Rob.Smith@northtyneside.gov.uk

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Safeguarding – Christina.Ponting@northtyneside.gov.uk

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Early Intervention – Amanda.Frankish@northtyneside.gov.uk

We look forward to improving with you and your team.