

In School Twilight Staff Training

The In-School Twilight Staff Training can be accessed as individual staff training events and are suitable for all teachers and support staff with a teaching role.

Cost and how to access

Each session will last between 1.5 – 2 hours and will cost £325 each. Schools are welcome to share the cost of the training by inviting other schools in their locality to attend, but this will be at the school's discretion to organise. There will be a limit on viable numbers for each session, so please contact the teaching school to confirm what anticipated numbers will be prior to training taking place to agree this.

To book

To arrange for a twilight training session to be delivered in your school, please contact:

Sarah Flight – sflight@flyinghightrust.co.uk

You will need to confirm:-

- ▶ Which training package you would like to be
- ▶ Possible dates for delivery
- ▶ Expected numbers in attendance
- ▶ Name and address of the school where the training will take place

Training packages - English

Boys' Writing

Gaps between boys' and girls' writing continues to be an issue for many schools. This session takes time to explore ways in which we can engage many of our boys (though not to the detriment of our girls). There will be time to explore multimodality, what it is, why we should consider using it and how we might incorporate this into our practice. During the session we will share helpful resources and examples to use in class.

Developing Vocabulary

Limited vocabulary is an issue in many of our schools. How do we narrow the gap between those children who have a broader vocabulary and those children who are more limited in the vocabulary they use? In this session, we will explore depth and breadth of vocabulary, looking at some practical ideas that can be used back in school to support the teaching of vocabulary.

Comprehension

Reading comprehension is challenging for many of our children. By not fully understanding what they are reading, children are unable to progress sufficiently with their reading. During the session, there will be time to consider the process of reading and how children can be supported in a deeper understanding what they are reading. There will be practical ideas to use to support the teaching of reading comprehension.

Early Writing

There are a great deal of physical and cognitive demands placed on our young writers every time they write. This can impact greatly on a child's initial feelings about being a writer. This session considers a range of ideas and suggestions that can support early writing in school. How can your environment support with this? Is your curriculum relevant to the needs of your children? Is there a purpose to writing through effective continuous provision? How can modelling, facilitating and scaffolding writing in the Early Years significantly improve children's writing experiences? If you would like these questions answering, then this could be the session for you!

Making links between reading and writing planning in English

Many schools are developing links between their teaching of reading and their teaching of writing in order to make purposeful connections for their children; building on learning in a meaningful way. This session will support this journey. There will be time to consider the benefits of using an English Unit which not only makes strong links between reading and writing, but also gives a clear structure for assessment. Part of the session will involve sharing and discussing an overview of a unit that shows clear links between reading and writing. We will also consider how Reciprocal Reading can support a deeper understanding of a text, in order to better support the writing process.

Training packages – Maths

Bar Modelling

With a curriculum that encourages teachers to help children to understand maths and think mathematically, schools are turning to the Singapore bar model to support pupils in their learning. This engaging and interactive session will provide the participants with several different ways in which the model could be used across school, for a variety of different topics. Once you start thinking in bars, you'll wonder why you weren't taught this way at school!

Greater Depth

At the heart of the mastery curriculum sits what appears to be a contradiction – how can we ensure all children move through the curriculum at broadly the same pace, whilst providing suitable challenge for all? How do we challenge our very best mathematicians, without moving them on to 'the next bit'? In this session, we will explore what is really meant by the term 'depth not breadth', look at some practical ways we can be opportunities throughout a lesson and share some examples of the type of questions you might use.

Using Manipulatives

Teachers are becoming increasingly familiar with the concrete, pictorial, abstract approach to teaching maths. This session will provide an introduction on how to use a range of manipulatives – both bought and created – to support understanding across a range of topics. Furthermore, we will discuss how to bridge the gap from using concrete manipulatives to pictorial and abstract representations, ensuring pupils are exposed to the underlying structure of the mathematics and can apply their learning in a range of contexts.

Introduction to Mastery

New to the teaching for mastery approach, or wanting to find out more? This session is aimed at introducing the key principles of the approach, with practical examples and useful tips on getting started. As well as looking at what mastery is, we will also look at what mastery isn't, dispelling some of the most common misconceptions. Above all, this is an opportunity to ask questions and get started on your mastery journey.

Lesson Design

What does a mastery lesson look like? Whilst there is no definitive answer to this, this session will allow participants to develop an understanding of some of the key principles to include in lessons, and perhaps more importantly, some of the key questions to ask during the planning process. Supported by practical examples of exemplified lessons, participants will have a chance to plan, and discuss their thinking behind, their own lessons.

Training packages – Teaching and Learning

Challenge

Research from Graham Nuthall suggests that on average, students already know 40% of the lesson content and therefore ensuring they are all continually challenged, when they all have such different starting point, can feel like an uphill battle! Yet Mary Myatt explains that we are a challenge seeking species so this interactive session explores practical ways in which we can challenge all learners leading them to deep learning experiences, whilst we unpick what we mean by the term challenge and whether this differs from differentiation.

Engagement

Engaging 30 plus children in a single lesson is no mean feat considering our learners are all unique, are motivated by different interests and lessons and even these can change depending on their mood, the day and even the weather! Yet we know deep learning can only occur if children are fully engaged in their learning, battling with challenging activities and sticking with it until they achieve success. This practical session looks at building a bag of tricks which can be applied to any lesson to promote engagement for learning.

AfL

AfL has been around for years and is a term we hear daily so why does it feel we haven't cracked it yet? Dylan Wiliam actually wishes he'd called AfL 'responsive teaching' as this is all it is essentially. Easy right!? Throughout this session, we will learn how to be that 'chameleon teacher', and explore a range of practical and engaging strategies to use within our lessons so we give and receive the right level of feedback to allow for optimum learning.

Questioning

If knowledge is knowing the answer, yet intelligence is asking the question – how do we ensure both our own and our learners' questions are the right sort? In this session, we go beyond Blooms to unpick what makes an effective question whilst exploring different question models and activities that can be placed directly into your teaching the next day. The real question is, can you afford to miss out on this session!