



Astrea Academy Trust

INSPIRING BEYOND MEASURE

CONTINUOUS
PROFESSIONAL
DEVELOPMENT
2017-18



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Contents

Astrea Leadership Development	5
Purpose and Outcomes of the Astrea Leadership Development Strategy	6
Principles for Leadership Learning and Development	7
Principals' Leadership Development Programme	8
The Aster Aspiring Principals Programme	9
Senior Leaders Development Programme	11
Leading in Schools Programme (formerly Middle Leaders)	15
Evidence-based practice to secure quality teaching and learning	19
Ad Astra Teacher Development	21
The Leadership Programme Calendar	22
English at Astrea	23
Maths at Astrea	24
Science at Astrea	25
Education Intelligence CPD	26
Astrea NQT and RQT Programme 2017-2018	27
Astrea NQT and RQT Programme Calendar	29
Joint Pedagogy Development	30
ECM Investment Training 2017-2018	32
Central Team CPD at Astrea	33

Please contact the following email address regarding your school's CPD provision.

Email: events@astreaacademytrust.org



Astrea Leadership Development

The core purpose of the Astrea Leadership Development Strategy is to support our commitment to translate the principles of the Trust into practice in every school. These key principles are expressed as follows:

- ★ Responsibility and leadership
- ★ Enjoyment and innovation
- ★ Aspiration and development
- ★ Collaboration and inclusion
- ★ Honesty and integrity

The English education system is going through a period of profound change with many fundamental assumptions being questioned in terms of purpose, patterns of accountability, structures and relationships. At the same time there is a central moral imperative to secure high quality education for every pupil and to move to greater levels of inclusion and equity. These changes coincide with a period of sustained economic recession and social changes that have profound implications for schools and school leaders. Such a period of turbulence requires both confident leadership and leadership in depth.

Leadership development in Astrea is designed to support the achievement of the key characteristics of developing highly effective MATs: Relentless focus on the quality of learning; Clear governance structures; Expert governance; Talent management and professional development for all Trust functions. An effective operating model; Capacity and affordability built through economies of scale.

The programme is focussed on developing the future potential of all participants, whilst enhancing their immediate practice to make a direct impact on their current school. In particular, the programme develops confidence in leading teaching and learning, closing the gap and encouraging a commitment to collaborative working.

A key principle of the programme is to see leadership as collective capacity rather than personal status and to emphasise the importance of collaborative working in the school, across the Trust and the wider system.

Libby Nicholas

CEO Astrea Academy Trust

Purpose and Outcomes of the Astrea Leadership Development Strategy

To develop, nurture and sustain leadership potential across the Astrea Trust in order to create a Self-Improving School System by:

- ★ developing a core group of future leaders with the professional strategies, personal resilience and the knowledge base to effect school improvement across the Trust as the educational landscape changes
- ★ providing a programme that will make an immediate impact on participants' effectiveness in their current role and serve as a foundation to enhance their success in their long-term careers
- ★ building leadership capacity and sustainability in order to embed succession planning and confidence in moving into new leadership roles and structures
- ★ harnessing the potential of those in leadership roles that have the capacity to become highly effective school and system leaders
- ★ developing cohorts of leaders who will support and develop others to seek leadership positions and attract others with potential into leading schools in the Trust
- ★ developing a group that will become the focus of leadership potential in the Trust and so inform leadership development, school improvement strategies and collaborative strategies
- ★ helping to build a coaching and mentoring culture across Astrea schools
- ★ developing experience and confidence to work collaboratively across the system





Principles for Leadership Learning and Development

The programme has been designed to recognise and translate into practice the following principles of effective leadership development:

- ★ The most effective leadership development is based in the workplace
- ★ Leadership development programmes have the greatest impact when they combine coaching, experiential learning and a relevant knowledge base
- ★ Activities on leadership development programmes need to be challenging and focused on personal change
- ★ Collaborative working and opportunities for peer interaction are essential to enhancing the impact of programmes
- ★ Access to models of outstanding leadership and practice associated with high performance
- ★ Review and reflection and action learning approaches are the basis for learning that leads to real change



Principals' Leadership Development Programme

This programme is for principals and provides three days across the year for collaborative review and strategic thinking. Each day will take the format of a facilitated, open-ended workshop working under Chatham House rules.

The sessions will focus on:

- ★ Reviewing and analysing strategic issues and analysing the implications of government policy
- ★ Capturing the emerging wisdom of the Astrea community in order to embed coherence, consistency and clarity across the Trust
- ★ Learning from practice across the Trust especially the potential contradictions and tensions in the work of the strategic group
- ★ Monitoring principle into practice
- ★ Developing a shared language around the keystones and cornerstones
- ★ Developing the executive as a learning community
- ★ Supporting well-being, capacity building and sustainability of members of the group
- ★ Reinforcing the culture of coaching across the Trust

7th November 2017 Principals 1/3

1 February 2018 Principals 2/3

25 May 2018 Principals 3/3

The Aster Aspiring Principals Programme

This programme has been developed to support the development of the next generation of Principals in the Astrea Academy Trust. The programme is limited to a maximum of 10 participants per year and it is expected that delegates will lead their own school within a short time of completing the programme.

This programme is designed to help develop outstanding leaders who are capable and confident in working in a very different environment to the historic models of leadership in schools. The programme is designed to identify talent and potential at any stage of a teacher's career and sustain and reinforce personal ambition and professional aspiration in order to create a cohort of leaders committed to securing excellence for all in Astrea schools. While it is concerned with the future of leadership across the trust the programme is also designed to enhance participants' current practice and make a direct impact on their school and, in particular, develop confidence in leading teaching and learning, closing the gap and as a systems leader, committed to collaborative working and improvement.

A central theme of the programme is to enhance current leadership practice and increase participants' engagement through taking responsibility for, and managing, their own development and, possibly, further qualifications. While the focus is on personal development a key principle of the programme is to see leadership as collective capacity rather than personal status and to emphasise the importance of collaborative working in the school and across the system. Future leaders are in every respect also system leaders.

It is absolutely essential that this programme is not seen as a course but rather as a shared opportunity for professional learning and development in which everybody is learning and can contribute to the learning of others. The underpinning principle of the programme is that the future of school leadership lies in the development of Multi Academy Trusts and that in turn implies a sophisticated level of collaborative and interdependent working.

If you are interested in being considered for the Aster Programme please speak to your Principal or the Executive Director of Education in the first instance.

1. Wednesday 4 October 2017 **Leadership in Astrea**

- ★ Leading in Astrea schools
- ★ Personal leadership audit and diagnostic review
- ★ Models of high performance leadership
- ★ Evidence based

2. Friday 24 November 2017 **Securing the curriculum**

- ★ Developing innovative approaches in designing and delivering the curriculum
- ★ Securing access to the curriculum for all
- ★ Strategic planning of the curriculum
- ★ Ensuring consistent high quality learning experiences

3. Tuesday 30 January 2018 **Inclusion, equity and closing the gap**

- ★ Securing consistency
- ★ Understanding the gap – evidence and issues
- ★ Creating a culture of achievement and aspiration
- ★ Reviewing the evidence base for effective strategies to embed improvement

4. Monday 19 February 2018 **Collaboration and leading across the system**

- ★ Developing a culture of collaboration
- ★ Leading an academy in a MAT
- ★ Leading in a self-improving school system
- ★ Partnership and collaborative working

5. Thursday 3 May 2018 **Leading across the community**

- ★ The personal and social dimensions of educational success
- ★ Engaging with communities and families
- ★ Developing a culture based on intervention and prevention
- ★ Moving to all-through full-service education

6. Wednesday 20 June 2018 **Presentations and planning**

- ★ Presentation of outcomes of individual projects,
- ★ Personal and organisational change
- ★ Leadership development plans

Senior Leaders Development Programme

This programme is designed for those aspiring to Principal, Deputy and Assistant Principal roles. The programme is made up of five workshops across the year plus a school-based placement and the support of a coach.

The purpose of the programme is to develop, nurture and sustain leadership potential across Astrea by:

- ★ Developing a core group of future leaders with the professional strategies, professional confidence, personal resilience and the knowledge base to effect school improvement across their school and Astrea as the educational landscape changes
- ★ Providing a programme that will make an immediate impact on participants' effectiveness in their current role and serve as a foundation to enhance their success in their long-term careers
- ★ Building leadership capacity and sustainability in order to embed succession planning and effectiveness in moving into new leadership roles and structures
- ★ Harnessing the potential of those in leadership roles that have the capacity to become highly effective school and system leaders
- ★ Developing cohorts of leaders who will support and develop others to seek leadership positions and attract others with potential into leading schools in the Trust
- ★ Developing a group that will become the focus of leadership potential across the Trust and so inform leadership development, school improvement strategies and collaborative strategies
- ★ Developing experience and confidence to work collaboratively across the Trust

The programme will be made up of three interdependent elements that together will provide a range of leadership learning opportunities. It is essential that all elements are fully engaged in:

Element 1: Workshops

There will be five workshops held at regular intervals across the academic year. Each workshop will include:

- ★ sharing progress, issues and successes
- ★ focusing on a specific issue in effective leadership
- ★ time for peer coaching sessions
- ★ case studies from outstanding leaders
- ★ facilitating networks and learning visits
- ★ clinical review and analysis of school issues
- ★ reflection and learning review

Element 2: School-based leadership solutions

This is intended to provide experience of real-time genuine leadership issues in which participants will work, with support, in a leadership role in another school that responds to a genuine school need and makes a direct contribution to school improvement.

Element 3: Coaching

Coaching is a central component of leadership learning and development. Coaching will be provided in the participant's own school, as part of the placement and through peer support, for example:

- ★ supporting each other through peer coaching
- ★ sharing ideas and resources for the leadership placement
- ★ where possible developing opportunities for Intervisiting
- ★ using social media to share and record engagement with the programme



Workshop themes:

Day 1/5 – Leadership Profiling 27 September 2017

This module will set the scene for the programme and ensure all participants understand the processes, outcomes and nature of the programme. This day will also bring participants together to reflect on their learning needs as a leader and agree the principles of a learning community. The day will include:

- ★ Review based on a leadership diagnostic completed in advance of the programme.
- ★ Identification of personal learning history and experience
- ★ Planning a personalized learning pathway
- ★ Developing the cohort as a learning community
- ★ Agreeing learning protocols and setting up peer review and learning sets
- ★ Presentations by “case study” leaders

Day 2/5 – Vision 23 November 2017

This module is concerned with the translation of principle into practice and the management of resources in order to secure improvement over time and across all dimensions of the school’s work. The key leadership perspective is to secure excellence and equity within the context of efficiency. The day will include:

- ★ Contributing to the development, articulation and application of school values.
- ★ Translating school and MAT strategy into specific and focused policies.
- ★ Converting policy into consistent practice with clear outcomes and performance indicators.
- ★ Securing engagement with school improvement policies
- ★ Implementing assessment of risk in all operational dimensions of management activity, analysing options and choices on the basis of educational value and operational risk
- ★ Relating policies to efficient deployment of resources
- ★ Monitoring and evaluating the effective and efficient deployment of resources

Day 3/5 – Systems 27 February 2018

This module focuses on the core function of senior leadership – securing consistently high quality teaching and learning leading to sustained progress for all students but notably the most vulnerable and disadvantaged. Leadership capacity will be addressed through a focus on school based coaching and the use of classroom based action learning approaches. The day will include:

- ★ Working towards consistent practice based on the evidence from successful practice in order to secure optimum provision and outcomes.
- ★ Supporting middle leaders in securing consistency across their teams and over time.

- ★ Deploying staff to ensure the quality of provision for the most disadvantaged and vulnerable and the most gifted.
- ★ Developing strategies to secure consistent progress in terms of academic outcomes and the broader curriculum experience and entitlement.
- ★ Monitoring performance and translating data into appropriate and high impact interventions.
- ★ Modelling best practice through active engagement with classroom practice using improvement based techniques such as lesson study.
- ★ Building capacity through coaching middle leaders and staff in order to develop leadership in depth.
- ★ Ensuring that leaders are primarily focused on teaching and learning.

Day 4/5 - People 23 April 2018

This module is concerned with securing performance. Firstly by focusing on proven strategies to ensure that the deployment of staff and resources works to optimum effect. Secondly by recognising that collaborative working is the basis for rapid and sustainable improvement. The day will include:

- ★ Developing a culture of high aspiration and expectation through modelling and dialogue.
- ★ Supporting the development of high performing teams focused on the delivery of quality provision.
- ★ Using sophisticated data to measure impact, review and analyse outcomes and develop appropriate strategies.
- ★ Developing high performance teams
- ★ Securing evidence based practice by engaging with the evidence from school and MAT based research and the professional knowledge base.

Day 5/5 - School-based Leadership Solutions 5 June 2018

During Day 5 all participants will spend time working in an Astrea or partner school working on a real and current leadership issue. Participants will be able to select from one of three case studies from three different schools and spend their time on this day working in that school in partnership with the senior leadership team to implement a solution in partnership with the school and their peers. Follow-up meetings will be scheduled to implement your team's solution.



Leading in Schools Programme (formerly Middle Leaders)

This programme is designed for middle leaders and those aspiring to school leadership. The programme is made up of five units each focusing on a different elements of school leadership

The purpose of these programmes is to develop, nurture and sustain leadership potential across Astrea by:

- ★ Developing a core group of future leaders with the professional strategies, professional confidence, personal resilience and the knowledge base to effect school improvement across their school and Astrea as the educational landscape changes
- ★ Providing a programme that will make an immediate impact on participants' effectiveness in their current role and serve as a foundation to enhance their success in their long-term careers
- ★ Building leadership capacity and sustainability in order to embed succession planning and effectiveness in moving into new leadership roles and structures
- ★ Harnessing the potential of those in leadership roles that have the capacity to become highly effective school and system leaders
- ★ Developing cohorts of leaders who will support and develop others to seek leadership positions and attract others with potential into leading schools in the Trust
- ★ Developing a group that will become the focus of leadership potential across the Trust and so inform leadership development, school improvement strategies and collaborative strategies
- ★ Developing experience and confidence to work collaboratively across the Trust

Academic Leadership*

This programme is for teachers who have direct responsibility as a lead practitioner with responsibility for co-ordinating a subject across a key stage or Head of an academic subject area. The programme focusing on developing subject expertise and knowledge across a team and ensuring high quality teaching and learning through open and collaborative professional development. Delegates will learn how to balance relationships, with trust and challenge to secure subject improvements and accountability. This programme is combines with Systems Leadership.

SEND Leadership*

This programme is for SENCOs and those aspiring to SENCO accreditation in the future. The programme focuses on developing specialist expertise in leading provision for learners with SEND and is underpinned by the latest guidance and research, ensuring high quality teaching and learning for all through open and collaborative professional development. Delegates will learn how to balance relationships with trust and challenge, through accountability and responsibility to secure improvements for learners with SEND. This programme combines with Systems Leadership.

Pastoral Leadership

The programme is for teachers who lead pastoral systems or Heads of Year or Key Stage. The programme focuses on leading the well-being of pupils including managing behaviour systems and relationships. The programme also explores the development of strong home-school relationships and cross-curricular themes such as developing high aspirations, character and school values.

Systems Leadership*

The programme combines with others to support leaders in the development of school structures and systems that are rigorous, consistent and lead to school improvement. The programme includes managing resources, time and meetings; effective communication and the quality assurance of standards and school systems.





Workshop dates:

11 October 2017 Academic Leadership 1/5 or SEND Leadership 1/5

13 December 2017 Academic Leadership 2/5 or SEND Leadership 2/5

11 January 2018 Academic Leadership 3/5 or SEND Leadership 3/5

20 March 2018 Systems Leadership 4/5

13 July 2018 Systems Leadership 5/5

* Programmes running in 2017/18

Inclusion Development

Inclusion development at Astrea is committed to strengthening provision and practice for all areas of inclusion across the Trust.

In addition to the Leading in Schools programme, a range of programmes and workshops are on offer across the year:

3rd November – National Inclusion Conference

Join us for a day of presentations, workshops and debate on a range of inclusion topics, including: leadership of SEND; effective use of the Pupil Premium; maximising the impact of Teaching Assistants; dispelling the myths around Autism; enhancing the learning environment for those with SLCN; improving Safeguarding practice in schools.

17th November and 2nd February – SEND Peer Reviewer Training

Taking advantage of the SEND Review Guide, which aims to improve outcomes for learners with SEND, in establishing a framework for evaluating provision.

To maximise the benefits of the SEND Review Guide, a full day's training is provided to explore how best to utilise peer-to-peer review. The day focuses on how to prepare for the day of the review itself, approaches to gathering evidence on the day of the review and good practice in providing feedback and reporting.

This training is essential for schools intent on strengthening SEND self-evaluation, as well as gaining skills in undertaking on-going peer review and support.

11th May – Pupil Premium Peer Reviewer Training

Utilising evidence from the Teaching Schools Council (TSC) Pupil Premium Review Guide, which aims to improve the use of funding and impact on disadvantaged learners, in establishing a framework for evaluating provision.

To maximise the benefits of the Pupil Premium Review Guide, a full day's training is provided to explore how best to utilise peer-to-peer review. The day focuses on how to prepare for the day of the review itself, approaches to gathering evidence on the day of the review and good practice in providing feedback and reporting.

This training is essential for schools intent on strengthening Pupil Premium self-evaluation, as well as gaining skills in undertaking on-going peer review and support.

On Request – Safeguarding Training – Introductory and Advanced

Introductory and Advanced level training (formally Level 1 and Level 2) is available on request for individual schools to ensure all staff, including in-year new starters, remain up-to-date in all areas of safeguarding, including the PREVENT strategy.

In addition to the scheduled programme of CPD and events, the following twilight sessions will also be offered on a requested basis, per academy or groups of academies:

SEND

- ★ Introduction to SEND for governors
- ★ Practical strategies for SEMH in the classroom
- ★ Staff awareness of SEMH
- ★ Introduction to Neurodiversity and SLCN and ASD
- ★ Leading outstanding SEND for SENCOs
- ★ De-escalation and behaviour management strategies for classroom staff
- ★ De-escalation and behaviour management strategies for Behaviour Leads
- ★ De-escalation and behaviour management for parents

Pupil Premium

- ★ Introduction to the Pupil Premium for governors
- ★ Leading the PP for Strategic Leads

Safeguarding

- ★ Introduction to EHA (Early Help Assessments)





Evidence-based practice to secure quality teaching and learning

This programme is designed to support the development of a culture of evidence-based practice across the Trust. There are two key sources of evidence that can help to secure consistently outstanding professional practice. Firstly, practitioners testing, analysing, reviewing and evaluating their own practice. Secondly, increasing awareness and application of research carried out by bodies such as the Sutton Trust, the Educational Endowment Foundation, the NFER and the range of work done by university departments.

The programme will be action based i.e. participants will carry out two projects; a school-based research project focused on improving the quality of teaching and learning in their own school and secondly compiling a review of research and publications focusing on agreed themes in order to develop a resource to support evidence-based practice across the Trust.

It is intended that the research projects will be published in a variety of media and that accreditation by a university will be available.

The programme will take place over an academic year and will be made up of the following elements:

1. Four workshops to set up the core activities
2. Regular twilight sessions to provide support and build a research community
3. Peer coaching to develop collaborative research networks
4. Support from senior Trust staff

Key Themes

The key themes to be explored will include:

- ★ Accessing the research
- ★ Action learning approaches
- ★ Designing school based projects
- ★ Evaluating school based projects
- ★ Designing Randomised Control Trials in schools
- ★ Developing evidence based policies and practice

Workshop dates:

26 September 2017 Evidence Based Practice 1/4

8 November 2017 Evidence Based Practice 2/4

8 February 2018 Evidence Based Practice 3/4

8 June 2018 Evidence Based Practice 4/4

The twilight sessions will provide opportunities for collaborative working, monitoring progress and sharing learning – these will be scheduled by mutual agreement. Peer coaching will ensure that learning and expertise are shared and that related topics and themes work to mutual advantage.





Ad Astra Teacher Development

Ad Astra teachers are our expert teachers in specific areas of curriculum or school phase. Ad Astra teachers constitute a collaborative group who are focused on leading school and practice improvements across the Trust. For academic year 2017-2018 we have Ad Astra teachers in the following areas: English, Maths, Science, Early Years and SEND.

15 September 2017 Ad Astra Teachers 1/3

26 January 2018 Ad Astra Teachers 2/3

20 April 2018 Ad Astra Teachers 3/3

The Leadership Programme Calendar

15th September 2017 Ad Astra Teachers 1/3

26th September 2017 Evidence-based Practice 1/4

27th September 2017 Senior Leaders 1/5

11th October 2017 Leading in Schools Programme (MLDP) 1/5

7th November 2017 Principals 1/3

8th November 2017 Evidence-based Practice 2/4

23rd November 2017 Senior Leaders 2/5

13th December 2017 Leading in Schools Programme (MLDP) 2/5

11th January 2018 Leading in Schools Programme (MLDP) 3/5

26th January 2018 Ad Astra Teachers 2/3

1st February 2018 Principals 2/3

8th February 2018 Evidence-based Practice 3/4

27th February 2018 Senior Leaders 3/5

20th March 2018 Leading in Schools Programme (MLDP) 4/5

20th April 2018 Ad Astra Teachers 3/3

23rd April 2018 Senior Leaders 4/5

25th May 2018 Principals 3/3

5th June 2018 Senior Leaders 5/5

8th June 2018 Evidence-based Practice 4/4

13th July 2018 Leading in Schools Programme (MLDP) 5/5

English at Astrea

Menu for Optional Hub English CPD:

The following training is offered to academies to follow up last year's SLT Literacy CPD, building on the EEF Literacy Reports and evidence from working with schools of the main common areas for development. The intention is that ongoing exchange and mentoring within Hubs can move schools towards consistency and self-sufficiency in at least 'Good' key practice within their Hub and individual school contexts. If you would like to access this training, preferably grouped in Hubs, please contact Susie Wilson: susie.wilson@astreaacademytrust.org

Reading Moderation – how to accurately assess Reading and use Reading Moderation formatively.

Fluency in Reading – methods to increase speed and stamina of decoding and comprehension accurately.

Robust Vocabulary Instruction – applying Isabel Beck and Gillian Beers' work to make vocab teaching work, increase word knowledge to assist with reading comprehension and provoke thoughtful choices in writing.

Grammar for Writing at KS2 – applying Debra Myhill's work to teach grammar and higher quality writing by investigating grammar at work during reading and playfully reconstructing its use in writing.

'Think Alouds' and Text-type Modelling – applying Pie Corbett and www.thinkrsd.com to learn how to read like a real reader and writer, understand text-type function and model metacognitive strategies better.

Teachers as Writers – creative writing workshops for teachers who would like to know how to do it for real, for fun and the way it works through high quality Secondaries, right up to University and real world level.

External Recommended English Conferences

11th November UKLA Conference: Finding and Sharing Pleasure in Reading, Ash Grove Academy, Macclesfield (organized by Aspirer Trust, attendance recommended, private booking required).

6th-8th July UKLA International Conference – Literacies in a Changing World: creativity, criticality and empowerment, Cardiff (organized by UKLA, attendance recommended, private booking required).

English Network Meeting CPD for Literacy Leads

18th Oct Eng Network: Robust Vocab and Grammar for Writing 1 tasters.

6th Dec Eng Network: Fluency, Literacy for Pleasure, moderating reading 1 tasters.

28th Feb Eng Network: SATs and writing progress, prep and interventions.

21st March Eng Network: Robust Vocab and Grammar for Writing 2 – to ARE and GD!

23rd May Eng Network: Fluency, Literacy for Pleasure, moderating reading 2.

11th June English Conference: Literacy for Pleasure and for Real – Teachers as Writers; Teachers as Readers.

Maths at Astrea

In the next academic year there will be increased opportunities for maths CPD with the additional capacity provided through the work of the Ad Astra teachers.

Our aim is to provide Trust wide events and also bespoke training.

Trust wide events will include maths meetings with all maths leads, NQT events and maths challenge events too. The dates for the network meetings are listed below. The remaining dates of the below sessions will be confirmed throughout the year.

5 Oct – Primary Maths Network Meeting

1 Feb – Primary Maths Network Meeting

15 March – Primary Maths Network Meeting

14 June – Primary Maths Network Meeting

The bespoke work that we will undertake will be as a response to maths development plans in schools and will include the following elements:

- ★ One to one coaching adopting the model of the HIPP that we have carried out this year.
- ★ Collaborative planning
- ★ Team teaching
- ★ Data analysis
- ★ Evidence gathering and action planning
- ★ Preparation for inspections
- ★ Preparation for SATs
- ★ Quality Assurance training and ratification of judgements
- ★ Observations of good practice
- ★ Whole school CPD events
- ★ HUB CPD events

Bespoke opportunities will be through negotiation with myself, Ad Astras, school maths leads and principals. Our aim is to be reactive and proactive, sharing of good practice and resources across the trust.

vivienne.preece@astreaacademytrust.org



Science at Astrea

In the next academic year there will be CPD opportunities that are bespoke to the needs of Astrea schools. The aim is to provide a series of trust wide events that will focus on the following areas:

- ★ Assessment
- ★ Working scientifically in the classroom
- ★ Team teaching
- ★ Hub events that are tailored to the needs of the schools
- ★ Data collection and analysis
- ★ Structure of Science lessons
- ★ Scheme of work planning
- ★ STEM challenges across the academy group

The dates of the above sessions will be confirmed throughout the year.

In addition, Astrea is running a conference in conjunction with another academy group that will look at the key areas of improving science within schools and sharing good practice across our region. Details to follow.

james.furness@astreaacademytrust.org

Education Intelligence CPD

Opportunities will be made available to Principals and Staff to receive support and training on use and interpretation of Education Intelligence.

CPD will be delivered in the following environments:

- ★ One to one coaching
- ★ Whole School Support
- ★ Hub Support
- ★ Working Group events
- ★ Trust Events

CPD will include the following elements:

Functional:

- ★ Use of Trust Data Systems (Assembly Dashboard, QLA, Otrack)
- ★ Analysis of Data - (Excel, Statistics)

Strategic:

- ★ Interpretation of Data
- ★ Collaboration to identify best practice

lisa.thompson@astreaacademytrust.org





Astrea NQT and RQT Programme 2017-2018

The Astrea NQT Programme is designed to support NQTs and RQTs in developing the quality and impact of their practice throughout the year. Sessions cover a wide range of core areas and offer participants the opportunity to develop their understanding and practice through:

- ★ Thorough understanding of the Astrea and National Teacher Standards and OfSTED framework, including outcomes, curriculum and quality of educational experience for the whole child.
- ★ Awareness of SEND and Inclusion fundamentals, applied across subjects.
- ★ Understanding how Behaviour and Conditions for Learning interrelate with SEND.
- ★ Understanding progression of learning from EYFS to Secondary, including how subject teaching changes across year groups and principles which apply throughout.
- ★ Strengthened grounding in specialist subject knowledge and subject pedagogy, through input from expert teachers, recommended subject reading and practice tasks.
- ★ Access to outstanding experienced practitioners for Q&A around each focus area.
- ★ Observing and critiquing good and outstanding teaching, mainly via video.
- ★ Hands on experience, practicing applying their professional learning in each session.
- ★ Practical resources to use in class, including via the Astrea online shared platform.
- ★ Opportunities to review and discuss exemplar work: written, oral and practical (including growing sound awareness what counts as quality learning in key tricky areas such as moderation of Reading and writing across subjects such as Science).

- ★ Opportunities to network and liaise with their peers and other professionals, including through the online Astrea NQT support group.

Method of Study: Sessions may involve viewing video material and/or professional reading in advance or as follow up and practice or reflection tasks to consolidate professional learning. Web discussions may also be used to follow up and share reflections. Some sessions will take place as school visits, with some also being optional, to ensure the most relevant benefit e.g. the EYFS, Phonics, KS2 SATs and Talk 4 Writing trips. If schools would like further small group field trips, as suggested in the NQT/RQT Calendar, please contact Susie Wilson to discuss.

SEND Inclusion, Differentiation, AfL and Conditions for Learning: these key elements will be woven into each session to raise awareness of how they apply in practice in subjects.

EYFS and Y1 NQTs/RQTs: Session 2 is dedicated to a school visit for those working in EYFS and Year 1, with a follow-up further visit to an exemplar school demonstrating outstanding phonics in action. Those working in other years are very welcome to attend these sessions, but we recognise that different classes have different needs and some schools may prefer Y2-6 NQTs to remain in school at these times.

Key Stage 2 NQTs/RQTs: During preparation for KS2 SATs, Year 6 teachers are increasingly unlikely to be available for informal professional exchanges with NQTs, but we recognise that observing this preparation in practice is extremely useful so will be arranging for school visits during the Easter term, particularly for those working in Year 5.

Book Clubs: all Astrea academies are invited to run staff children's lit Book Clubs, from which NQTs would benefit greatly. All NQTs/RQTs are strongly encouraged to attend at least two.

Astrea NQT and RQT Programme Calendar

13th September 2017 Welcome, Safeguarding Level 1, Astrea NQT support group intro 1.15–4.30pm 1/13

20th September 2017 EYFS, including Literacy and Maths ‘roots’ – school visit + web discussion¹ 1.15–4.30pm 2/13

28th September 2017 Behaviour, Conditions and Environment for Learning – school visit and training session 1.15–4.30pm 3/13

TBC Autumn 1 2017 EYFS and Y1 Phonics – school visit, time tbc²

12th October 2017 Inclusion 1: SEND Code of Practice, Differentiation and Behaviour – case studies 1.15–4.30pm 4/13

16th November 2017 Maths 1, including Mathematical Questioning and Reasoning – video critique 1.15–4.30pm 5/13

TBC Autumn 2 2017 Talk 4 Writing – school visit³

TBC Autumn 2 2017 Potential Reading visits to schools with similar but more established systems

TBC Autumn 2 2017 Potential P4C / Humanities / Sport specialism visits

30th November 2017 Science, including Scientific Thinking and Writing – school visit 1.15–4.30pm 6/13

11th January 2018 English 1: Reading and Writing, Modelling and Questioning – video critique 1.15–4.30pm 7/13

TBC Spring 1 2017 Key Stage 2 SATs Preparation – school visit⁴

TBC Spring 1 2017 Potential Science Practical / Latin / Reading Gladiators / Arts specialism visits

25th January 2018 Inclusion 2: SEND data trends, Challenge for the Cognitively Able and Behaviour + web discussion 1.15–4.30pm 8/13

8th February 2018 English 2, Subject Knowledge (inc. SATs tests!) Vocab, Grammar, Text Types – web and video models 1.15–4.30pm 9/13

8th March 2018 Maths 2, Subject Knowledge (inc. SATs tests!), Mastery and AfL 1.15–4.30pm 10/13

19th April 2018 ICT across the curriculum 1.15–4.30pm 11/13

7th June 2018 Creative Teaching across the curriculum – video and gallery critique 1.15–4.30pm 12/13

5th July 2018 Transition, Review and Celebration 1.15–4.30pm 13/13

-
- 1 Not compulsory for those in Y2–6, but so far as possible, to be attended by EYFS–Y1 NQTs/RQTs.
 - 2 All NQT/RQT sessions will take place in the afternoon from 1.15–4.30pm except where it will only be possible to observe relevant work in the morning.
 - 3 For those who already use Talk 4 Writing and would benefit from seeing Outstanding practice.
 - 4 Not compulsory for those in EYFS–Y4, but so far as possible, to be attended by Y5–6 NQTs.

Joint Pedagogy Development

Joint Pedagogy Development is the process used across Astrea Academy Trust to support the ongoing professional development of all teachers to improve subject specific knowledge, expertise and pedagogy for high quality teaching and learning.

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” Dylan Wiliam

Joint Pedagogy Development refers to the process of improving pupil outcomes by developing the knowledge and skills of teachers and the quality of teaching and learning. The Joint Pedagogy Development process drives open and collaborative professional development across Astrea through systematic identifications of development priorities, directed inquiry and co-coaching between colleagues.

Teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers’ learning is based on their genuine assessment and understanding of pupils’ learning they can start to make adaptations to their practice which can lead to real differences in outcomes.



The Teachers Diagnostic is a professional framework to support the JPD process. The framework outlines thirty statements across six categories that characterise good teaching and good learning. The framework draws from several models of teacher evaluation and the evidence-based research on the factors that have a high impact on pupil outcomes. As part of the process, teachers use the diagnostic to review their own practice and identify opportunities for investigation, sustained practice and improvement. The framework supports teaching when reflecting on:

- ★ Expert knowledge
- ★ Classroom relationships
- ★ Classroom behaviours
- ★ Explanation and modelling
- ★ Challenge and support
- ★ Feedback

The JPD process begins with a teacher's own assessment of their current state, but the strength of the process lies in an open, honest and supportive relationship between teachers. Collaboration not only shares the workload, but also creates a consensus and shared understanding of effective pedagogy and how it should be achieved.

For a full outline of the Joint Pedagogy Process and the teachers diagnostic framework, see the *Astrea Guide to Joint Pedagogy Development*.



ECM Investment Training 2017–2018

Course Title:	ECM Training for Moderated Trust Review (MTR) TEAM members
Target Audience:	Any staff members who will be team members on an MTR Principals, Vice Principals, Assistant Vice Principals.
Outcomes of the training:	<p>Following attendance at this training leaders will know and understand:</p> <p>Session 1: The purpose and protocols of MTR reviews and recognise the skills and expertise you bring to the review</p> <ul style="list-style-type: none"> • The rationale and purpose of a developmental MTR. • The nature and role of the ECM lead and that of a team member on an MTR. <p>Session 2: Partnership with the school. Familiarisation with a typical review timetable and use of time.</p> <ul style="list-style-type: none"> • The protocols and expectations of the conduct of the lead and team members on an MTR. <p>Session 3: What happens before each review</p> <ul style="list-style-type: none"> • The process and timelines of an MTR (What happens before an MTR). • The expectations of the level of preparation required from team members for an MTR, including a clear outline of associated paperwork. <p>Session 4: Consider how to conduct and evidence different review activities. Weigh up evidence and identify recommendations and 'Top Tips'</p> <ul style="list-style-type: none"> • The process and timelines of an MTR (What happens during and after an MTR), including a clear outline of associated paperwork. • How to be a highly effective team member on an MTR - How to gather evidence, conduct interviews & feed back in the context of an MTR. <p>In addition there will be opportunities for delegates to ask any questions they have throughout the training day.</p>
Date:	18th September 2017
Time:	9.30am – 3.30pm (arrival and coffee from 9.00am)
Venue:	The Hub, Hartley Brook Academy, Sheffield
ECM Education Course Leader:	Fiona Gowers

Central Team CPD at Astrea

The following programmes have been designed for Central Team colleagues to ensure we are developing core staff in order to meet the needs of internal and external stakeholders and agencies. Dates and times will be communicated by the central events team. The upcoming training programmes are:

- ★ Report writing
- ★ Data Protection
- ★ Strategic Planning
- ★ Leadership Development
- ★ Personality Profiling
- ★ Coaching
- ★ SharePoint, ICT security and record management
- ★ Presentation Skills
- ★ Challenging Conversations
- ★ Finance training



Notes

28 Leman Street
London E1 8ER
Tel: 020 7680 9893
info@astreaacademytrust.org
www.astreaacademytrust.org

