**Warrington Early Years Professional Development Project in partnership**

**with the Aspirer Research School**

**EXPRESSION OF INTEREST FORM**

Introduction

‘*The Early Years Strategy is based upon the national legislation and policy frameworks and sets out Warrington’s vision for the future to reduce inequalities in child development and school readiness so that every child has the opportunity to reach their potential. Strong leadership and a highly skilled and responsive workforce are essential to the delivery of high quality services*’. (Early Years Strategy 2022-2025)

In order to support providers to deliver this vision, we have commissioned a suite of training and development in partnership with the ASPIRE Research School.

**NUMBERS**

There are a limited number of places on this programme and so we are asking for one delegate per school to be nominated to take part. Applications may be subject to a selection process if the course is over-subscribed.

**COST**

Each school will contribute £100 towards the cost of the training which will be match funded by the Local Authority. There is an option of a further half day support for each school on an area of their choosing at an additional cost of £175.

**EVALUATION**

The project will begin in September 2022 and be evaluated via a series of case studies over the course of the academic year.

**COURSE CONTENT**

This will consist of an 8 module programme and each module will have a ½ day face-to-face training.

The modules will focus on different guidance reports with an EYFS lens and the theme of Social and Emotional Learning woven through.

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| Module Focus | Description | Desired outcomes | Evidence |  |
| 1.  Metacognition | Beyond a simple definition of ‘thinking about thinking’, it can be hard to describe what metacognition means in practice. On a very basic level, it’s about pupils’ ability to monitor, direct, and review their learning. Effective metacognitive strategies get children to think about their own learning and is closely linked to self-regulation. | Delegates will have a clearer understanding of what metacognition is, why it is important and how it can be implemented within their setting.  Delegates will have a range of metacognitive strategies  to implement.  Case studies will demonstrate the impact of  metacognitive strategies with a focus group of children. | Module evaluation  Case studies |  |
| 2.  SEND | Closing the disadvantage gap means finding better ways to support pupils with SEND.  The best provision for children with SEND requires coordination across multiple organisations and individuals. It is tempting to talk about the challenge of SEND as a specific and distinct issue. Yet, far from creating new programmes, the evidence tells us that practitioners should instead prioritise familiar but powerful strategies, like scaffolding and explicit instruction. This means  understanding the needs of individual children and weaving specific approaches into everyday, high quality teaching—being inclusive by design not as an afterthought. It also means using carefully implemented interventions and working effectively to offer additional support where needed. | Delegates will have a clearer understanding of how to  deliver effective provision for children with SEND.  Delegates will have a range of SEND support strategies to  include in their everyday teaching.  Delegates will understand how to organise interventions  and work more effectively to  support children with SEND.  Case studies will demonstrate the impact of revised ways  of working with children with SEND in terms of progress over time. | Module evaluation  Case studies |  |
| 3.  Behaviour | There is a clear need for providers to have consistent and clear behaviour policies that promote positive behaviour. The EEF guidance report is designed to support managers and leaders to make better-informed decisions about their behaviour strategies. It includes a number  of practical examples of programmes and approaches that should be helpful where behaviour is generally good as well as where there are problems. | Delegates will have a clear understanding of the key  features of an effective behaviour policy.  Delegates will have a range of strategies to promote  improved behaviours within their setting.  Case studies will demonstrate the impact of revised  behaviour strategies on a cohort of children e.g. a marked improvement in social behaviours  amongst peers. | Module evaluation  Case studies |  |
| 4.  Early Maths | Developing a sound understanding of mathematics when we are young is essential. Children’s early mathematical understanding is strongly associated with  their later school achievement. It has, therefore, a major impact on young people’s educational progress and life outcomes. It is crucial, then, that we start early and make sure that all children—regardless of background—have access to great mathematics teaching in the early years and at primary school. | Delegates will have a clearer understanding of the  importance of Maths in the Early Years. Delegates will have a range of strategies for developing  children’s early mathematical understanding more  effectively. Case studies demonstrate improved outcomes in the specific area of Mathematics - in particular the ELGs. | Module evaluation  Case studies |  |
| 5.  Preparing for literacy | The importance of developing good literacy skills is universally acknowledged. Not only do they underpin academic success in every subject, but they are fundamental for building fulfilling careers and rewarding lives. The most important thing a provider can do for its pupils–and for society–is to teach them to read and write well. But to achieve this, we have to get in early and make sure that all young children get a good grounding in literacy before school starts. | Delegates will have a clearer understanding of the  importance of Literacy in the Early Years.  Delegates will have a range of strategies for developing  children’s early literacy skills - specifically reading, language comprehension and writing - more effectively.  Case studies demonstrate improved outcomes in the prime area of Literacy - in particular the ELGs. | Module evaluation  Case studies |  |
| 6.  Feedback | Feedback is a crucial component of high-quality teaching. However, not all  feedback has positive effects and the process can be time-consuming. So how can we ensure that the feedback provided by practitioners to children is useful and moves learning forward?  The EEF guidance report aims to focus on what really matters: the principles of good feedback. | Delegates will have a clearer understanding of the principles of effective feedback.  Delegates will have a range of strategies for delivering  effective feedback in a range of situations.  Case studies demonstrate the impact of revised feedback  approaches on how teaching and learning can be structured more effectively to both improve outcomes and reduce workload. | Module evaluation  Case studies |  |
| 7.  Effective use of staff/ other adults | There is an emerging picture from the research about how best to deploy, train and support staff to improve learning outcomes for children. This guidance highlights the need for careful planning when rethinking the use of staff, taking into account the local context as  well as the wider evidence base. There is no ‘one size fits all’ solution; as a provider, you will need to arrive at solutions that draw on the research and apply them  appropriately within your context. | Delegates will have a clearer understanding of how best to deploy, train and support staff to improve learning outcomes for children. | Module evaluation  Questionnaires  Case studies |  |
| 8.  A reflection module with a look at implementation and next steps. | There’s no doubt that providers today are in a better position to judge what will work than they were ten years ago. We have access to more robust evidence about which teaching and learning strategies are likely to be effective.  However, generating evidence can only get us so far. Ultimately, it doesn’t matter how great an educational idea or intervention is on paper; what really matters is how it manifests itself in the day-to-day work of practitioners. This guide is intended to support you in putting research evidence to work in your setting. | Delegates will have a clearer understanding of the process of implementing evidence based strategies effectively.  Delegates will plan how they are going to implement a chosen strategy within their setting over the next academic year. |  |  |

Please complete the form below if you would like to be considered for the programme.

Please submit your expression of interest to [Newchurch\_primary\_head@sch.warrington.gov.uk](mailto:Newchurch_primary_head@sch.warrington.gov.uk) by **Friday 1st July 2022**.

You will be invited to attend a short briefing about the programme before the end of term and places will be confirmed by 22nd July 2022.

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| School Name |  |
| Delegate Name |  |
| Contact email |  |
| Contact telephone |  |
| Please give a short description (1-2 paragraphs) of why you feel your school would benefit from the programme. |  |

Signed …………………………………………………………………………………………….

Date ………………………………………………………………………………………………..