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LAST CALL FOR NPQ REGISTRATION!

The golden thread



The ECF and NPQ programmes are crucial to completing the DfE's golden thread of professional development for teachers



There's still time to register your staff for the newly-reformed suite of NPQs...

With 74% and 67% of schools fully funded in Wolverhampton and Walsall respectively, and a smaller proportion in South Staffordshire, there is no better time to explore these high-quality programmes as part of your workforce development. NPQH for serving heads in their first two years and Leading Teacher Development are both fully funded for all schools.

The 3 new specialist programmes, of which Leading Teacher Development (NPQLTD) is one, are exciting new developments to the *Golden Thread* of high-quality Initial Teacher Training; the ECT and NPQ offer, as part of the DfE's vision of world-class teacher education, with core content validated by EEF. and QA of the programmes by Ofsted.

Following the ITT Review it is widely believed that NPQLTD will become a requirement for lead mentors over time, and a fitting accreditation of the important work our mentors do for both ITT and ECTs. It is also invaluable for those leading CPD in schools. The specialist programmes do not replace the traditional NPQML - they are depth programmes suitable for leaders in all stages of their career according to role.

Here are a few of the FAQs in relation to NPQs...

Myth-busting...

- More than one member of staff can be on the same [programme](#) from a fully-funded school
- Our face-to-face elements will all be local (except NPQEL)
- Specialist NPQs are for senior leaders too
- Pastoral Leaders can apply for the LBC [programme](#) (they need to apply for a TRN)

The Facts....

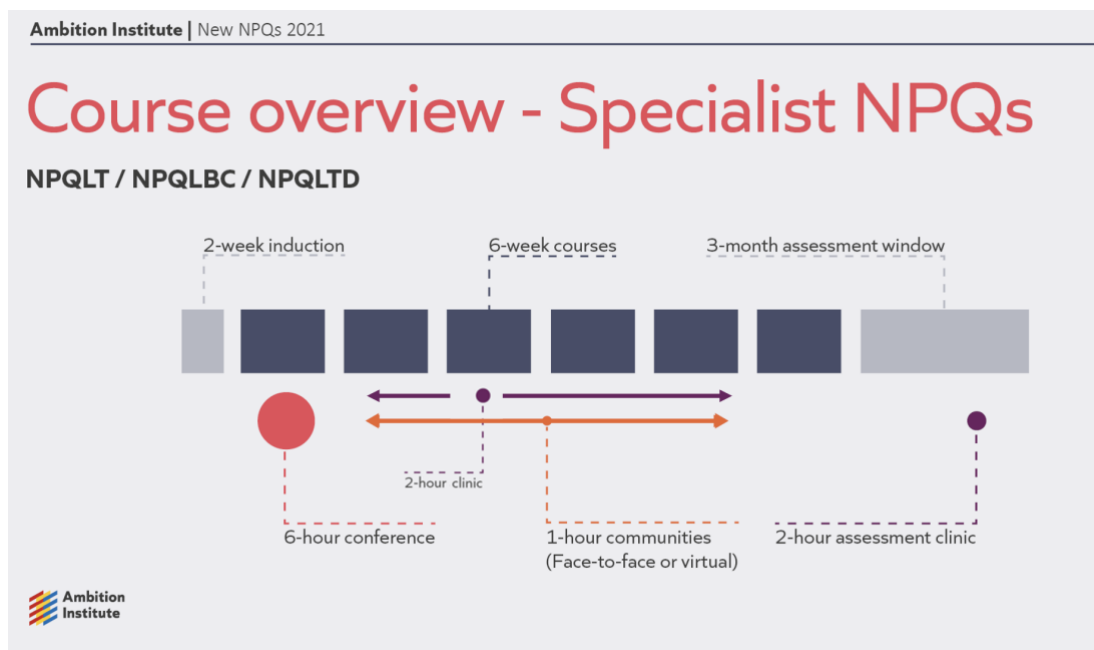
- LTD and NPQH (in 1st 2 years of teaching) is fully-funded for everyone
- a second round of applications with a February 2022 start, so some people may wish to apply now for Spring Term
- more NPQs coming on stream: Leading Early Years (Leadership NPQ) and Leading Literacy (Specialist NPQ) – in Autumn 22

Specialist programme structure:

Facilitated sessions:

- one single day conference (face to face);
- 6 twilight clinics - 5 virtual and one face-to-face

Self-study on Steplab (Ambition's unique portal) – bi-weekly 50 minute independent asynchronous sessions/alternating with bi-weekly peer-application session and a learning community.

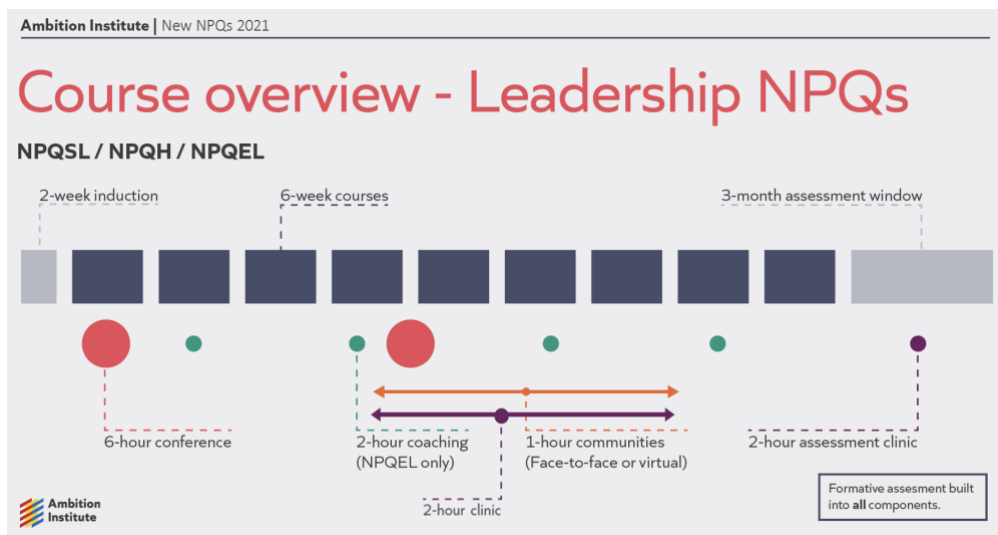


Leadership programme structure:

Facilitated sessions:

- two single day conferences (face to face);
- SL: 7 twilight clinics - 6 virtual and one face-to-face
- Headship: 9 twilight clinics - 7 virtual and 2 face-to-face

Self-study on Steplab (Ambition's unique portal) – bi-weekly 50 minute independent asynchronous sessions/alternating with bi-weekly peer application session and a learning community.



No more lengthy in-school projects - simply an open-book case study with an 8-day window.

Ambition Institute | New NPQs 2021

Assessment

- > 3-month assessment window that opens once the course is finished
- > 8-day window to complete an open book style assessment
- > Participants read a 2000-word case study and respond to the case study in 1500 words
- > Submissions are assessed and participants receive a pass or fail
- > Failed assessments go into the next assessment window (approximately 3 months later)

Ambition Institute

NPQ briefing sessions led by Sally Miner of Manor Teaching School Hub and Charlotte Haynes of Ambition – recording linked here:

<https://youtu.be/VEmISORHXbQ>



Induction Tutor reminders

- If you are using Manor TSH as your Appropriate Body, please ensure you have registered your ECT and Induction Tutor on **ECT Manager by the end of this week: we are approaching a deadline with the TRA to have all ECTs signed up for their induction**
- Please ensure you have matched your ECTs with their mentors within *Steplab on My Ambition*
- If you are still having registration issues with Ambition, please let Hattie Grove know on hgrove@manormat.com and/or email ectsupport@ambition.org.uk

Ambition Compliance Policies

Ambition have a range of policies covering the delivery and assessment of their programmes, relevant to both ECF and NPQs

Please find them [here](#)

Coaching on Coaching Sessions

Next term will see the start of the coaching sessions for ECT mentors – details of session dates and allocated coaches will follow shortly.

ECT Clinics

- These virtual sessions are scheduled for November – they are 1-hour clinics taking place 4-5pm, between 3 and 14 November.
- Your ECTs will receive invitations to their scheduled clinic through MyAmbition – please ask them to look out for it!

Many thanks to all mentors, induction co-ordinators and ECTs for embracing the systems that are new to all of us, with such enthusiasm and (sometimes) patience! Hopefully the inevitable teething troubles are largely behind us...

Beyond the Wider Offer...NQT + 1

We are pleased to be able to respond to our schools' CPD needs with a unique offer for 21/22 only – for your NQTs who have out experienced the new Early Careers Framework and are eligible for 5% funded time out of class for further development this year.

As this is not part of our wider offer agreed with the DfE for the Teaching School Hub this year, Manor Primary have designed a bespoke programme suitable for NQT + 1 and for teachers entering their third year of teaching so they can experience the benefits of the new framework and be prepared for subject leadership.

Please see the flyer below and contact Lou Wedge on lwedge@manorprimary.com

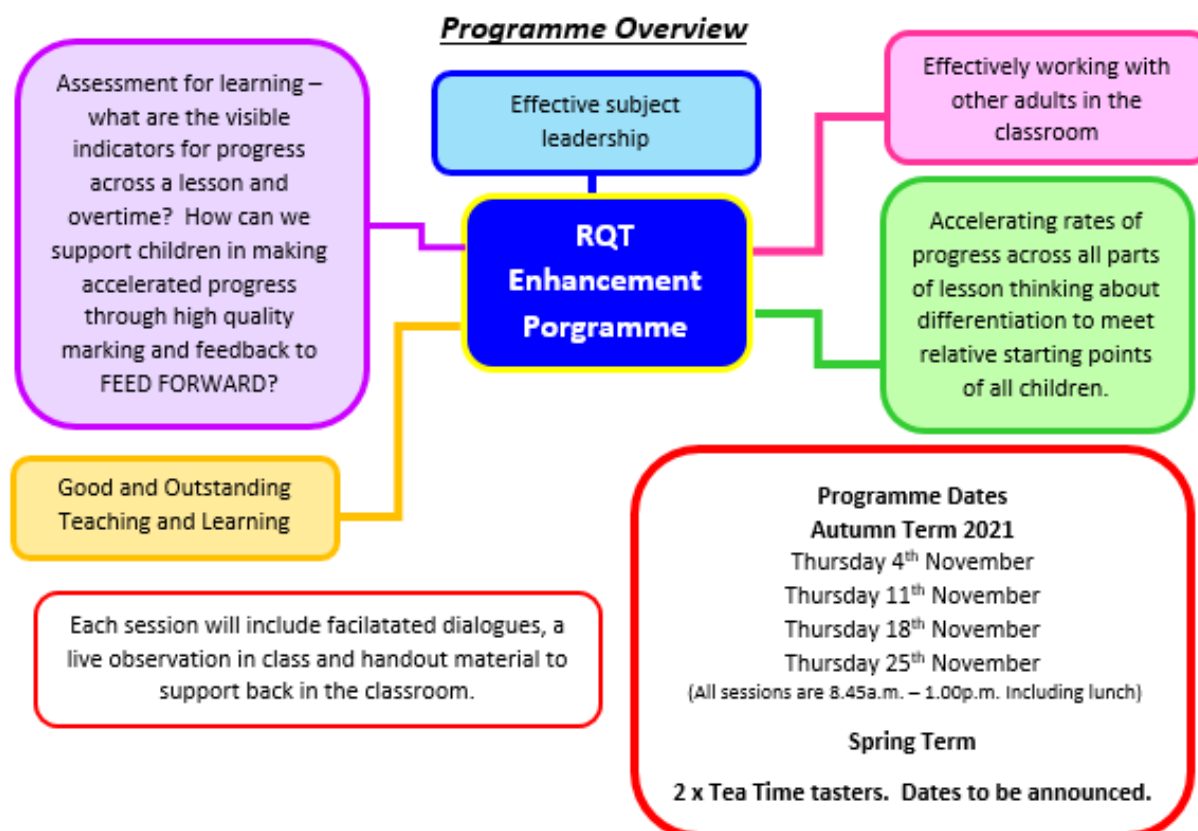
Teacher Enhancement Programme for RQTs



Manor Primary School has designed a bespoke 2021-22 support package suitable for all primary teachers who are at the start of their career.

Designed in line with current research, providing a clear pathway to becoming expert teachers. The programme will be facilitated by experienced outstanding school leaders and based around live observations of outstanding teaching, this package supports RQTs in becoming outstanding teachers.

Manor Primary School will provide a 6 session teaching and learning programme for teachers in their second or third year aiming to develop their practice and secure the quality of teaching and learning so that it is at least consistently good with outstanding features.



I Am No Longer an NQT Programme Cost: £395

CONTACT: Louise Wedge, Manor Primary School, Wolverhampton
Telephone: 01902 556460 Email: lwedge@manorprimary.com

Primary Network Briefings			
Date	Subject	Facilitated by	Register your place
6 Oct 4-5pm	RE: OFSTED a research review into RE	Harry Britton, RE Lead and Matt Flynn, Ryders Hayes	Click here for RE (Primary)
6 Oct 4-5pm	Science and STEM Skills	Claire Raxworthy-Cooper, STEM facilitator & Stephen Burrowes, SLP; Lou Wedge, Programme Lead for Manor TSH and Kully Kaur, SLE Manor Primary School	Click here to register for STEM & Science (primary)
12 Oct 4-5pm	Computing/Ed Tech (Microsoft)	Microsoft: Elliot Hateley, LLE, Executive Head Hill Ave Academy	Click here to register for Computing (Microsoft) Primary
13 Oct 4-5pm	EYFS: Language and the new revised EY curriculum	Victoria Day, ELE Early Years and EY specialist and Angela Coles, Asst HT and EY Specialist, Manor Primary School	Click here to register for EYFS
13 Oct 4-5pm	Spanish: Progression	Jenny Holmes, MFL Lead Ryders Hayes	Click here to register for Spanish (primary)
Date to be advised	PE	Manor Primary School	
20 Oct 4-5pm	Art: OFSTED impact assessment (share examples of good practice)	Natalie Bullock, Art Lead, SLE Ryders Hayes	Click here to register for Art (Primary)
20 Oct 4-5pm	Computing/Ed Tech	Bridie White & Becky Thompson:	

	(Google): How to enhance the Curriculum	Google Educators, Ryders Hayes	Click here to register for Computing Primary (Google)
20 Oct 4-5pm	History: OFSTED research review	Matt Flynn, SLE, ELE (History) Ryders Hayes	Click here to register for History (Primary)
21 Oct 4-5pm	Maths Hub (North Mids): OFSTED: Maths report	Gillian White, Maths Hub Lead and Jack Philips, Mastery Specialist, Ryders Hayes	Click here for Maths (primary)
2 November 4-5pm	Geography	Alice Verdi, Geography Lead Hill Avenue Academy	Click here to register for Geography (Primary)
8 November 4-5pm	Music: OFSTED and new model curriculum	Steph Dufty, Partnership Specialist Walsall Music Ed Hub & Louise Schwartz, Music Lead, Teacher & professional musician, Ryders Hayes	Click here for Music (Primary)
16 November 4-5pm	EAL	Harj Kahlon, Head of School, SLE, Hill Avenue Academy	Click here to register for EAL (Primary)
11 November 4-5.30pm	SEND, for all phases, incl special schools	Nicola Davis, Whole School SEND,	Click here to register for Whole School SEND briefing (cross phase)
25 Nov 4-5pm	D&T	Tim Evers (D&T Lead Bloxwich Academy)	Tim would like to gather some information about what would be helpful for Primary Schools. Please complete the MS Form linked here to register interest: D&T Network Briefing Form

Secondary Network Briefings

Click on the links to register for the subject briefing and a link will be emailed to you in advance of the date itself. The agenda for the first meeting will be current developments relating to the subject area, within subjects it will involve a discussion on adaptations to the curriculum and the approaches being taken to "catch up" due to Covid

Date	Subject	Facilitated by	Register Your Place
19 Oct 4-5pm	STEM: Current Developments	Stephen Burrowes (SLP) Yulia Tretyakova (Etone)	Click here to register
11 Nov 4-5.30pm	SEND, for all phases, incl special schools	Nicola Davis, Whole School SEND,	Click here to register for Whole School SEND briefing (cross phase)

North Mids Computing Hub current offer:

22/10/21 Come along to Stoke 6th Form Centre and find out about our KS3 and KS4 Physical computing kits that you can borrow FREE for half a term.

KS3 [Physical computing kit - KS3 micro:bit | STEM](#)

KS4 [Physical computing kit - KS4 Raspberry Pi Pico | STEM](#)



Julie Waddington is Director of School Improvement for the Mercian Trust in Walsall. She is an experienced Teacher, School Leader and Improvement Adviser who has worked across several regions of the West Midlands. Julie is passionate about staff development to effect change and the power of being a lifelong learner. She is currently undertaking a Masters' degree in Educational Leadership at the University of Birmingham.

How inclusive is our teaching really?

Why?

When I became a teacher I was told by my wonderful head of department to make friends with the caretaker, do the register and differentiate. The first being an essential if you wanted to find a new bookcase for your classroom at 6.30pm on a Tuesday. The second a legal entity that I am still amazed people get wrong and the third an absolutely fundamental part of teaching advice that has stayed with me for twenty years. Back in 2001 differentiation looked like a collection of worksheets that broadly split students into three distinct groups and related to levels of ability as a matter of course. They took ages to make, cost a fortune to print and rarely made any difference to the learning of students in any lesson.

In 2021 'differentiation' is a word seldom used, with mastery, personalised learning and appropriate challenge as the latest incarnation of what is essentially aiming for the same thing differentiation was: inclusive practice that allows all learners to succeed.

At our trust of schools inclusive practice is at the heart of what we strive for every day. As a trust consisting of grammar, comprehensive, studio and alternative provision schools we know more than many that 'one size' does not fit all and our curriculums, assessments and pedagogical practices need to be tailored to reach the myriad of students we serve. Yet we were still missing the mark with some of our most vulnerable learners with not all of them achieving as well as they could. We felt we were providing the correct opportunities for them, but the outcomes were not always following. So we decided to examine just how inclusive our practice really is.

What?

In the summer term of 2021 we began a project that became affectionately known as the Quality of Teaching for Inclusive Practice or QTIP project. We enlisted the expert help of academic and educationalist Dr Jim Rogers who is based in the south west and works for The Education Development Trust, Whole School Send and runs his own successful consultancy business. With Jim's help we designed a collaborative CPD programme that would run through all of our schools and subjects and would upskill teachers to forensically examine inclusive practice and then undertake a form of action research that they could disseminate to colleagues. Schools were invited to take part with the only caveats that staff needed to be supported to attend any training, SENDCOs and T&L leads must be part of the group and that this should feed into their school development plan.

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The aim of the project was to explore the very best practice around six pedagogical principles: instruction and explanation, modelling and practice, challenge and questioning. We wanted staff to work with colleagues from a different school in the trust to really get to grips with the techniques for curriculum design and pedagogy that work in different contexts and to give a structure to hold each other to account. We decided that having the project running over 2-3 terms would be the most effective way to ensure any good practice we found out could be tried and tested before being prepared for dissemination across a wider audience.

How?

We had originally planned for staff to work cross school in trios with around 15 staff in total working with both Jim and myself. In the end 27 teachers and leaders wanted to be part of the project and QTIP was born. The logistics of running a large-scale project across six schools became even more apparent in covid times, with all of the sessions to date being run online. This has proven useful in getting staff to work cross school but has reduced the opportunity for staff to chat and debate ideas, and to really get stuck into some of the academic material that Jim has supplied for us.

We found the best way of working was for Jim to provide live webinars when we wanted to talk about the practicalities and aims of our project and pre-recorded videos with PowerPoints when we were exploring some of the more difficult concepts and ideas. This has been invaluable so staff can pause, re watch and add questions to a shared chat.

Covid continued to make progress difficult initially as staff were in and out of school and rightly pre-occupied with the challenge of teaching live and remote lessons concurrently. We supplied staff with core texts: 'Making Every Lesson Count: Six principles to support great teaching and learning', Allison and Tharby, 2015; 'What works? Research and Evidence for successful teaching' Elliott Major and Higgins, 2019 and 'Rosenshine's Principles in Action' Sherrington, 2019. Jim also selected reading to aid staff in being able to focus on one of the six principles in their group and not to spend too much precious time blindly searching online. After first outlining the principles and giving staff time to digest the aims of the project, Jim presented ideas centred on (contested) learning theory, metacognition and memory – most recently highlighting ideas around metacognition by Guy Claxton in his work: 'The Future of Teaching: And the Myths That Hold It Back' (2021). By slowly reminding staff of some of the key educational ideas from the last few years around metacognition and learning, along with the key fundamentals of traditional and progressive teaching methodologies, we have been able to start drawing a consensus on how students learn well, how *all students, of different abilities* learn well, so we can truly be inclusive. When we plan we can consider the need for a robust and challenging curriculum, whilst not ignoring the need for an embodied and enactive curriculum that was often rejected along with the word differentiation.

Next steps

We are only part way through but already we have a greater understanding of the way students learn and how we can ensure we are inclusive in our thinking. By using retrieval practice with staff and allowing time for ideas to embed we have consolidated much of the educational chatter that has been the mainstay of Edutwitter and sieved out the golden nuggets of what will really make a difference. A series of face-to-face workshops are planned this term for groups to decide on how they are going to trial the ideas they have found in research for each of the six principles, with further workshops planned for staff to get together and decide how they want to share their findings.

Nothing we have done is revolutionary or new, but we have provided a time, space and place for staff to think, research and consolidate so that they know what really helps children learn and succeed regardless of ability, background age or stage. By fully understanding the 'best evidence' of the 'best practice' our team of teacher researchers are getting to grips with being truly inclusive for all learners and how that looks in the classroom. And there isn't a set of differentiated worksheets in sight.