


## Total Teaching

Giving teachers “just enough” specialist knowledge to raise the achievement of vulnerable learners. Either a half day, whole day or consultancy training to look at outstanding, high impact responses to raising the achievement of pupils who do not have labels but who are stuck because of their dyslexic, Asperger’s, and/or ADHD “type” learning needs. This will be very practical, solution focussed training which will equip participants to make reasonable adjustments in response to a range of learning needs. A particular focus can be securing ability appropriate evidence of achievement from pupils who think faster than they read, write, spell and get their ideas down on paper. Watch out for my new book on “Total Teaching” in 2014.

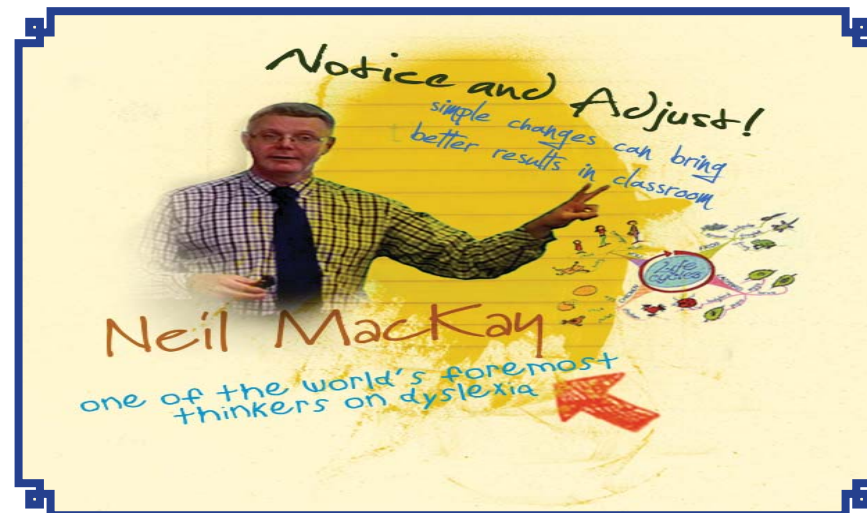
### Courses for Teaching Assistants

**Managing the learning and behaviour of small groups (1)** – concrete strategies for working across the full range of learning needs in primary and secondary together with practical approaches to develop spelling, study reading, numeracy and getting ideas down on paper.

**Managing the learning and behaviour of small groups (2)** – a higher level course which focuses on inclusion and differentiation through learning styles and preferences. TAs will be supported to identify learning preferences, to audit materials and approaches to address a range of preferences and harness them to present alternative evidence of achievement.



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### Raising the achievement of vulnerable groups

Are you finding it difficult to carve out time for whole staff training?

The training opportunities which follow can take two forms:

1. a whole day, whole staff event
2. a personalised half day/day consultancy with individuals and small groups/sections of a school, which can be followed by an inspirational twilight session for all staff to launch new approaches.

### Personalised Consultancy

The focus would be yours, but could involve fine tuning learning and teaching to raise the achievement of your vulnerable groups. Areas of concern might include boys writing, addressing gender gaps, raising the comprehension of weak decoders, EAL, Gifted and Talented – whatever needs to be tweaked at classroom level.

By the end of the consultancy I would expect to arrive at agreement on “do-able” tweaks to classroom practice together with strategies for implementation and monitoring impact. If required I can launch them with an inspirational twilight at the end of the day.

**Bespoke Training/Consultancy events are a speciality.**

## **Removing Dyslexia as a Barrier to Achievement**

A whole day, whole school training event for Dyslexia Aware Schools which focuses on meeting the needs of dyslexic learners in the mainstream classroom, a particular imperative being the raising of achievement and attainment. Developing and enhancing Quality First teaching is the main priority and a range of reasonable adjustments will be presented. Also there will be opportunities to celebrate existing best practice and to examine ways to turn it into whole school policy.

### **Meeting the needs of the 4%**

**those who will need specialist support at some time**

This day is for teachers with specialist knowledge/additional qualifications and addresses issues for Dyslexic learners in the “4%” group who need specialist support which is over and above what can reasonably be provided by the class teacher. This CPD event places great intervention teaching in the context of current research to present new paradigms for raising the achievement of our most vulnerable pupils.

### **Learning how to learn**

Looks at how to develop positive “behaviour for learning strategies” into Quality First teaching. The course covers personalised approaches which are easy to implement in busy classrooms and focuses on improving a range of study skills, including skimming and scanning, reading for meaning/reading between and beyond the lines, “what does the question really mean”, how to learn for tests and SATS, planning answers and getting ideas down on paper. Some schools have successfully followed this course with an evening event for parents to ensure that the new principles and practices can be supported at home.

### **“Let’s hear it for the boys” – writing for reluctant writers**

Boy/Girl friendly techniques focussing on meeting the needs of reluctant writers through multi-sensory approaches, with a special emphasis on kinaesthetic techniques.

## **“Could it be Dyslexia - “Analysis for Achievement”**

The focus will be on the requirements of the new Inspection Framework which requires schools “analyse for achievement”, and use data to identify opportunities to impact on the quality of learning and teaching. A particular priority will be the identification and targeting of pupils who are “not benefitting enough” from their education, at all levels of ability and need. Participants will be asked to bring a range of data samples from their school and this “real time” information will be used to identify messages, sign posts and anomalies, leading into the development of strategies to record successes and improvements and to close the learning gap for the target groups.

### **Dyslexia and Asperger’s syndrome complimentary sides of the same coin?**

Presenting Dyslexia and Asperger’s as preferred ways of learning rather than automatically as difficulties or disabilities. An examination of these preferred ways of learning shows how the comfort zone for dyslexic learners – the out of the box, unstructured and eclectic approaches – are important developmental learning areas for students with Asperger’s Syndrome. By the same token their preference for order, sequence and predictability supports dyslexic learners to operate more effectively.

### **Reading Comprehension for reluctant readers**

In search of the magic bullet The presentation argues that an over reliance on decoding strategies can be unhelpful for students at KS2+ – especially those who think faster than they read. Metacognitive comprehension strategies are presented which add the power of context, pragmatics and grammar to decoding to overcome acknowledged problems with comprehension occurring through synthetic phonic approaches.

### **Courses for Students, Parents/Carers**

**Working with your child at home:** Practical strategies to support the development of study reading, spelling “tricky” words and getting ideas down on paper.

**Developing writing, study and revision skills.** Mind-friendly techniques tailored to different age groups.