**INSET Summary - Autumn Term 15**

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| Numicon | Teachers and support staff were introduced to the use of Numicon to teach a variety of mathematical concepts from FS1 to Year 6. New resources that have been purchased were explored by each staff team including how to use the folders and reasoning activities as well as the different physical resources available for each year group. |
| TLA folders | New Teaching, Learning and Assessment folders were given and explained to teachers. These provide all the support that is needed to successfully teach at Yarborough Academy. It includes example planning for each area, coverage rules, Essential learning objectives and milestone indicators for every subject and how to assess in every area. All planning and formative assessments will be organised weekly in this folder to evidence the journey between planning and assessments.  |
| Assessment | New spreadsheets for assessment were introduced and explored which will be used for Basic, Advancing and Deep assessments for each milestone indicator. These will be used to build a picture of attainment and progress for end of term assessments using the depth of learning index. |
| Pebbles | How to assess pupils who are not reaching the milestone for their year group was introduced. The Pebbles are the tiny steps that come before the milestone. These are particularly useful for children with special educational needs and for identifying children who are falling behind. |
| Spelling | Teachers were trained in how to teach spelling through understanding the principles underpinning word construction (phonemic , morphemic, etymological, lexical).The aim of teaching spelling at YA will be about the understanding and application of spelling rather than memorizing spelling lists. Teaching will follow a sequence of introduction, explicit teaching, exploration, application and assessment of new spelling patterns. |
| Reading | Teachers were reminded of good practice in guided reading sessions and how to incorporate the teaching and assessment of different milestone indicators with individual reading and tasks planned. Strategy checks were formalised for different year groups and poster packs were given out to use with the children to embed this practice.How to fit in listening to children read their own reading book was explored through the use of a Guided individual reading session that could be fitted into workshops.Phonics assessments were also formalised and explained. |
| Apple Training | Training from an Apple accredited trainer was conducted for teachers and support staff. This looked at how different applications can be used to enhance learning experiences for other areas of the curriculum. Apps explored were Popplet, Pic Collage, Tellagami, Doodlebuddy, iMovie, Book creator and iBooks. |
| Maths - Reasoning | The importance of reasoning within mathematics was highlighted through a practical session for teachers where they were solving, discussing and understanding the learning behind different reasoning problems. It was found out that reasoning helps children to evaluate situations, select problem-solving strategies, draw logical conclusions, develop solutions, describe solutions and reflect on solutions. From this teachers will develop reasoning into their practice. |
| Planning trawl | The purpose and content of planning was explored with opportunities for peer critique and next steps. A greater depth of understanding was achieved for how to plan specifically for clear assessment opportunities and meeting the needs of all learners. |
| Assessment  | The new depth of learning index website was explained in terms of:how to use it, how it shows an understanding of a child’s attainment and progress, how it can be used as a forecast tool, how it sets learning targets and the reports that can be generated to inform parents of their child’s attainment and progress. |
| Numicon | Due to becoming a Numicon Affiliate Organisation, further training on the principles of Numicon being an approach that interconnects different areas of mathematics using concrete images and structured apparatus was given.Teachers completed practical activities to highlight how to teach children to communicate mathematically, how to generalise and how to explore relationships. |
| Spring term mind map development | Staff had time to mind map their new projects with clear outcomes for project and exhibition. Each team presented their ideas and projects were developed together ready for the project tuning sessions. |
| Assessment | Pira was explained in terms of how we can use this assessment to track progress in reading to back up our depth of learning assessment system. This assessment will provide a reading age, Hodder scale score and a scaled standardised score.Raise online was explained to the teaching staff with key messages raised in boys writing. |
| Moderation | Teachers worked in pairs to moderate two children per class in terms of Basic, Advancing and Deep. Using the assessment spreadsheets teachers challenged each other to ‘prove’ how they made those assessments and the evidence they have to back these up.This process raises the confidence in the new assessment system. |
| BASICS Safeguarding | 36 members of staff and 1 governor were trained in Safeguarding awareness and their Safeguarding duties. This is statutory training and accredited by the LSCB. The updated Safeguarding Policy including clear procedures were explained and discussed as was the updated staff code of conduct. |
| Data Input | Staff worked together to use their formative assessment spreadsheets to make overall judgements of each child using the Depth of Learning Index. This was in Reading, Writing, Maths and Science. |