

Pocket Sized PSHE

Review, re-vamp and ensure your PSHE meets statutory duties in just one day!

Course Outline

A comprehensive Personal, Social and Health Education day which covers all aspects of PSHE teaching including:

Strategic understanding including development, consultation and curriculum design. Age appropriate teaching resources and strategies. Role of PSHE in whole school development and reducing barriers to learning.

By the end of the course participants will:-

- Gain a full and thorough understanding of PSHE education as a subject, and how it is fundamental in ensuring a school can fulfil statutory duties and Ofsted criteria.
- Know how to develop a needs-led and relevant PSHE programme that works in your school's context and compliments its ethos.
- Understand what constitutes effective teaching and learning in PSHE education, including how to effectively assess PSHE lessons.
- Increase your confidence as a PSHE subject leader and teacher

Phase

Primary/Secondary
Special

Audience

Deputy Heads, NQT's
Classroom Teachers
Subject Leaders
Leadership Team
Governors
Returners to Teaching

Trainers

Josie Rayner-Wells

Time

9:30 am – 4:00 pm

Dates

06/02/17 West NPDC
07/02/17 Norwich PDC

Cost

£165

Course Ref

TLS-0217-T041
TLS-0217-T042



For more information and to make a booking

www.educatorsolutions.org.uk or call 01603 307710

ETHNIC MINORITY ACHIEVEMENT SERVICE

Supporting pupils learning EAL

Staff questionnaire

	How confident are you in the following areas?	Fully confident	Fairly confident	Need support
1.	Needs analysis, ethnic monitoring and target setting			
a.	Observing children with EAL, using EAL stages of language learning e.g. New NASSEA framework/ Solihull Tracker/Hounslow Tracker Analyse the data to track			
b.	Setting curricular targets (speaking and listening, reading, writing, proficiency in English) for groups/ individual pupils with EAL?			
c.	Sharing curricular targets with pupils and their par-			
2.	Planning for Teaching and Learning			
a.	Reflecting inclusive principles and practice in your			
b.	Drawing on Teacher/TA expertise to inform planning			
c.	Providing alternative parallel objectives for pupils			
d.	Providing opportunities to consolidate and apply lan-			
3.	Teaching			
a.	Knowing about the stages of language acquisition and strategies which support EAL acquisition and curriculum access?			
b.	Taking account of the pupils' proficiency in English in			
c.	Using a multi-sensory approach e.g. visual, mime,			
d.	Using ICT regularly and effectively to support pupils			
4.	Resources			
a.	Using texts that reflect cultural diversity?			
b.	Ensuring the classroom environment reflects and			
5.	Partnership with parents			