This suggested two to three-day training programme (12 - 15 hours) supports educators and project staff with the knowledge on how best to introduce the next module, Module 1b to your programme. Its focus is on **Learner progression**. You can adapt and change the suggested activities that best suit both your setting and the needs of your participants.

There are two messages:

1. **To ensure that all learners are progressing with their learning.**
2. **To confirm educators are confident in evidencing that all learners are learning.**

You will need to plan your training days to include breaks, rest breaks and time for lunch etc. Consider introductory and plenary type activities to welcome participants and to consolidate learning.

This two to three-day training should be completed after completing Module 1a and Module 1b

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Two to three-day training: **Supporting learner progression – Introducing Module 1c**

*Facilitator notes*

Audience: Project staff and educators

| **Day 1** | **Objectives:**   1. Reflect on Module 1b experiences. 2. Develop learnings about good practice so far of SAGE teaching and learning programme. 3. Plan for next steps in learners’ learning on their return to the learning setting. 4. Familiarisation with Module 1c | | | |
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| **Time** | **Topic and Materials** | **Session Guiding Steps** | **Facilitator** | **Resources** |
| *15 mins* | **Welcome and introductions** | The lead facilitator to welcome everyone to the workshop. Explains the structure and purpose of the xxx-day workshop.  *Reinforce the message that these xxx days are building on knowledge of learners with disabilities and looking more generally at all learners learning on Module 1c.*  Lastly encourage everyone to relax, participate, share and learn as much as they can so as to enrich this 3-day encounter. |  |  |
| *60 mins* | **Reflect on Module 1b experiences** | **Task 1: Celebration: Building on good practice from Modules 1a and 1b**   * Divide the room into groups and give each group a heading on a different flipchart: \* Activities particularly enjoyed by educators and the learners \* Activities that provided challenge for the learners \* Learners who have made particular progress \* Ways of working with learners with disabilities * After 5 minutes pass on the flipchart for the next group to add? * Repeat 3 times * Plenary – groups to feedback and rank top three   **Task 2: Reflection on challenges from Modules 1a and 1b [20 mins]  Some points to draw out from participants:**   * Keeping the same groups, give each group two headings on their flipchart: \* Activities that were challenging to teach \* Key issues in our learning setting * Feedback from each table * Plenary – agree key points for the whole group   **Task 3: Discuss ways that good practice can be shared across learning settings**  Ask the question – How can good practice be shared across learning settings?   * ***Add your own activities here.*** * ***If your programme has observed teaching in learning settings, share feedback in this task.*** |  |  |
| *45 mins* | **Looking ahead** | **Task 1: Looking forward to Module 1c**   * Divide the room into groups and give each group a heading on a different flipchart: \* Activities I am looking forward to teaching again with the learners  \* Activities I think learners will need more practise with \* Areas I want to improve on as an Educator \* New ways of working with learners who have disabilities * After 5 minutes pass on the flipchart for the next group to add? * Repeat 3 times * Plenary – groups to feedback and rank top three   **Task 2: Hearing from the learners**   * ***Add your own activities here.*** * ***If your programme has spoken with learners, share feedback in this task.*** |  |  |
| *120 mins* | **Module 1c teaching and learning materials**  *Session Guides are needed by all attendees and facilitators*  ***Facilitators must practise all the activities before they demonstrate them. If they do not practise, the sessions will not work.*** | **Task 1: An introduction to Module 1c [30 minutes]**   * Read key sections together on p.1 (What is this module about and why is it important) and p.4 (Resources you need to teach this module).  Answer any questions about the resources and if they have missing resources. * ***Remind your educators when training will provided on the Mid-Progress Assessment – you might consider including in this xx-day training.***   **Task 2: Unit 2 demonstration – Numeracy (90 minutes)**   * Activity 3.1 (p.40) and 4.1 (p.56) Numeracy – column addition and subtraction using place value counters   **Activity 1 Facilitator to demonstrate (20 minutes)** Demonstrate addition of a pair of two-digit numbers on a large sheet of paper using place value counters following the process listed in the session guide. Ask for a volunteer to model the written method at the same time as you use the resources.  Demonstration Example 1 – 42 + 34 (no exchange needed)  Demonstration Example 2 – 28 + 36 (exchange from units to tens needed)  **Activity 2 (20 minutes)** Ask the educators to practise in pairs  Practise example 1 32 + 5 4  Practise example 2 45 + 27  **If time extend to 65 + 56 – exchange of tens to hundreds**  **FEEDBACK**  **Activity 3** **(20 minutes)** Subtraction  **Facilitator to demonstrate** subtraction of a pair of two-digit numbers on a large sheet of paper using place counters following the process listed in the session guide. Ask for a volunteer to model the written method at the same time as you use the resources.  Demonstration Example 1 – 48 - 23 (no exchange needed)  Demonstration Example 2 – 52 - 36 (exchange from units to tens needed)  **Activity 4 (20 minutes)** Ask the CEs to practise in pairs  Practise example 1 68 – 23  Practise example 2 72 – 45  **Activity 5 (10 minutes)** What have we learned?  What messages are important for learners about learning this way? |  |  |
| *105 mins* | **Demonstrating and practising: Literacy**  ***Facilitators must practise all the activities before they demonstrate them. If they do not practise, the sessions will not work.*** | **Task 1 – Demonstration**  Literacy Activity 2.1 – the Unit Story (p.22). *Supporting the Gems* **An important message is that the stories are designed for GOOD readers and not for learners learning to read.**  The CE’s role is to model being a good reader. **Facilitator to demonstrate reading the story and involving learners in the answering of questions.**   **Task 2 – Activity**  Key to this activity is the different ways it can be adapted according to the needs of the learners – in the practice session, ask CEs to think of other ways they could adapt the activity.  **Task 3 – Practice**  Let educators practise in small groups – ask them to capture how they are adapting the activity. Ask how it would feel for learners to be extended and/or supported?  **Task 3 – Plenary**   * ***Add your own activities here.*** |  |  |
| *30 mins* |  | **Task 1: Set homework task**   * Explain that the homework task is to familiarise themselves with the Module 1c teaching and learning materials for literacy and Learning English. Focus on p. 15 Learning English Activity and ask educators to choose a numeracy activity. * Read through the activities together so that everybody is clear what they need to do. * Other messages and practicalities. |  |  |
| **End of the day** | |  |  |  |

| **DAY 2** | 1. Plan for next steps in learners’ learning on their return to the learning setting. 2. Familiarisation with Module 1c 3. Introduction to the assessment **of** learning processes (Mid-Progress Assessment) 4. Consider ways of sharing good practice across hubs | | | |
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| **Time** |  | Content | **Facilitator** | **Resource** |
| *30 mins* | **Hot spot reflection**  Hot, warm, cold on pieces of paper | Reflect on Day 1.   * What was your key learning? * What else do you want to know? * What strengths/skills can you contribute? |  |  |
| *90 mins* | **Demonstrating and practising: Learning English**  ***Facilitators must practise all the activities before they demonstrate them. If they do not practise, the sessions will not work.*** | **Task 1 – Demonstration [15 minutes]**  **Facilitator to demonstrate**  Learning English Activity 1.2 – Guess the word (p.15). Key to this activity is pronouncing the sounds correctly – it would be a useful warm up to go through the **Main Sounds of English** (there is a handout for this) and mention the other key document for phonics – **SAGE: a supplementary guide for teaching literacy** with phonics.  **Task 2 – Demonstration** **[30 minutes]** Learning English Activity 1.2 – Guess the word (p.15).  **Facilitator to demonstrate**  **Task 2 – Practice [30 minutes]**  Let educators practise this with each other and in their small groups.  **Task 3 – Plenary [15 minutes]**  Spend time discussing key issues about how learners can be extended/supported in this activity. Think about learners with hearing impairments and how the activity will need to be differentiated for them. |  |  |
| *120 mins* | **Participation and practice of activities** | **Task 1** **(50 minutes)**  Planning for teaching Numeracy  Educators should work in pairs and choose a Numeracy activity from Module 1c. They need to prepare the lesson, including the assessment and reflection. Explain they will be teaching this activity this afternoon and be observed by another group.  **Task 2 (50 minutes)**  Planning for teaching Literacy or Learning English  Educators should work in pairs and choose a Literacy or Learning English activity from Module 1c. They need to prepare the lesson, including the assessment and reflection. Explain they will be teaching this activity this afternoon and be observed by another group.  **Feedback**  Remind Educators that they will be teaching the activity after lunch. If they have not finished planning, then they must finish at lunchtime. All pairs must have two activities planned – one for Numeracy and one for either Literacy/Learning English.  Pick up any questions or queries. |  |  |
| *60 mins* | **Participation and practice of activities** | This afternoon, the pairs need to be teaching in their small groups.  **Task 1** (15 minutes + 15 minutes)  One pair should teach their literacy session with the other pair observing and noting down what they enjoyed. The pairs should feedback to each other.  **Task 2** (15 minutes + 15 minutes)  One pair should teach their numeracy session with the other pair observing and noting down what they enjoyed. The pairs should feedback to each other.  Feedback on this session will take place tomorrow morning. |  |  |
| *70 mins* | **Creating an effective learning environment for all learners**  **To complete this task, educators will need to bring their PROGRESS BOOKS to the training.** | **Task 1 – Helping learners emotional wellbeing** (45 minutes)  Similarities and differences –helping with teasing, helping learners who have been away from learning and may need help remembering their study skills.  **Safeguarding**   * ***The prompts below are suggestions. You will need to tailor to your programme.*** * ***Add your own activities here.***   **Prompts**  Prompt 1- Learner came back for learning at the hub, but she is so behind and is feeling like a misfit  Prompt 2: Learner is failing to cope with hub work due to a recent bereavement in the family  Prompt 3: The learner was xxxxx  **Task 2 – Planning for groups of learners in my hub**   * Ask Educators to work in hub teams. * Remind Educators of grouping learners according to attainment. Ask them to explain the word ‘*differentiation’* and how they achieve this in their learning settings. * **Ask the question:**  How have learners progressed through Module 1b? * Have any learners moved to a different group? * Ask Educators to either update or set up their groupings of learners for literacy and numeracy. * **Feedback four questions:** Ask Educators how they know that learners have progressed?  Ask them how they know?  What changed for the learners? * What has changed for them as Educators? |  |  |
| *15 mins* | **Reflections**  **Practicalities and key questions** | 1. What was most helpful about today’s training? 2. What surprised you most in your hub conversations? 3. How does this information help your Module 1b teaching?   Final queries to be addressed by the project team |  |  |
|  | **End of day** |  |  |  |

| **DAY 3** | 1. Plan for next steps in learners’ learning on their return to the learning setting. 2. Introduction to the assessment **of** learning processes (Mid-Progress Assessment) 3. Consider ways of sharing good practice across hubs | | | | |
| --- | --- | --- | --- | --- | --- |
| **Time** |  | | Content | **Facilitator** | **Resources** |
| *30 mins* | **Hot spot reflection**  Hot, warm, cold on pieces of paper | | Reflect on Day 2.   * What was your key learning? * What else do you want to know? * What strengths/skills can you contribute? |  |  |
| *90 mins* | **Supporting all learners with their learning: assessment *for* learning**  ALL PARTICIPANTS AND FACILITATORS NEED SESSION GUIDES | | **Task 1 – Supporting all learners to learn** (30 minutes)Share with Educators the importance of supporting and extending **all** learners and the importance of not ‘teaching to the middle’.   * Read together pages 1 and 2 of the Module 1c Session Guides and explain that **Graded grouping** and **Guided and independent work** are ways of ensuring that all learners’ learning needs can be met. * Work through the example on p.2 of the Session Guides). * Ask Educators to think about one of the learners with a disability, how will they support them.   **Task 2 – Supporting higher attaining learners** (30 minutes)   * Ask how it would feel to be a learner who is high attaining who can go onto independent work instead of continuing with the guided work. Then ask how it would feel to be a learner who is struggling who can work with the Educator during guided work whilst other learners work on their independent work. * Agree with the whole group, two ways that Educators might manage the transition from guided work to independent work. Encourage lively discussion. For example:  Ask learners to decide for themselves if they wish to move on to the independent work or repeat the guided task * Observe the learners and then make a list of learners who need support during the independent work * Use the information from progress book to make the decision about groups before the lesson starts * Pair learners in mixed ability pairs for the independent task   **Task 3 – Reviewing the Progress books** (30 minutes)   * Remind CEs that the Progress Books are very important on SAGE. Without keeping information about individual learner’s progress, we do not know that learners are learning. This activity reminds us how the data we record tells stories about the learners and their learning. This is VERY IMPORTANT for the SAGE programme. * Think, Pair Share. *Think* Ask Educators to review their Progress Books. What stories can they tell about the learners in their hubs? What do they know about all learners? Are there learners with information missing? * *Pair* Ask Educators to pair with someone they do not know. Each Educator to share a story with each other about one learner in their hub who has progressed well – show them the assessment data that tells this story. * *Share* Educators to pair with another pair. Discuss the Progress Books. Do they have different ways of recording the data? Can they start to use an idea from another Educators?   ***Stress throughout the training that Gender Responsive Pedagogy is embedded throughout the materials. Stress to CEs that responding to learners’ learning needs CEs who are kind to the learners and who are aware of their needs, as well as their strengths.*** |  |  |
| 10.30 |  | Tea Break | | | |
| *90 mins* | **Assessment *of* Learning: Introducing the Mid Progress Assessment (MPA)** | | **Task** 1 **– Assessing the learners’ learning** **[10 minutes]**  The SAGE programme aims to support learners attain basic literacy, numeracy and English skills. Share the SAGE definition of literacy, numeracy and English – what is that we want learners to learn, how will this help them in their daily lives?  The SAGE programme needs to demonstrate that **all** learners are learning. To do this CEs need to know where the learners are in their learning and the first step is to assess the learners learning as they enter the hubs.  **Task 2 – Tracking learners’ progress [10 minutes]**  In SAGE there is assessment **for** learning and assessment **of** learning. Ask Educators to share how they are tracking learners’ progress across the sessions?  **Task 3 - Introducing the Mid Progress Assessment (MPA)**  Turn to p.122 of the Session Guides.  The Mid Progress Assessment (IPA) is a form of assessment **of** learning. On this day, what is that this learner can do? A reminder that learners completed the IPA at the start of the programme.  Take Educators through the assessment, emphasising that it is a quick activity (10 minutes per learner per subject – numeracy and literacy/English).  Emphasise that the Educators should be looking for what learners **can** do not just what they **can’t** do. Explain that the MPA has been planned to be conducted during Units 9 and 10. However, your programme may have specific and additional **assessment weeks**.  **Task 4 – Practising [30 minutes)]**   * If time, let the Educators try the activities out on each other.   **Task 5 – Plenary [10 minutes]** |  |  |
| *30 mins* | **FINAL COMMENTS** | | * ***Add your own activities here.*** |  |  |
| 1pm |  | CLOSE the workshop | | | |