



LAT Teaching and Learning Newsletter Issue 9

Summer Term 2

Learning Academies Trust

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Welcome

As we reach the end of another school year, it's a perfect time to pause, reflect and celebrate all we've achieved together across our Trust. It's been a year filled with ambition, collaboration and real impact for our children, staff and wider communities.

This year alone, we've:

- Taken 90 children on an unforgettable trip to Spain as part of our commitment to broadening horizons
- Launched our new apprenticeship programme and are now proudly training 17 apprentices across our schools
- Trained 9 new teachers through our school-based Initial Teacher Training programme
- Delivered over 60 high-quality CPD sessions to support staff development and growth
- Carried out 140 school visits to ensure we stay connected, aligned and focused on our shared goals
- Celebrated 5 very successful Ofsted inspections – a true testament to the dedication and excellence across our teams

As we look ahead to the new academic year, we're excited to be launching a brand-new CPD offer packed with opportunities for all staff to develop their practice and grow their careers. Keep an eye out for more details – and as always, we welcome your feedback to help shape what we offer.

We also mark a moment of change in our team. We say a very fond farewell to Lottie, who is moving on to new adventures. Her passion and drive have been instrumental to our Trust's success and she leaves with our heartfelt thanks and best wishes. At the same time, we're thrilled to welcome Carly Ross to our central team. Carly brings a wealth of experience and expertise and we're really looking forward to working alongside her as we move forward.

Finally, we wish all of you a restful and recharging summer break. Whether you're heading off somewhere sunny or simply enjoying some well-earned downtime at home, we hope you return refreshed and ready for the exciting year ahead.

Thank you for all you do – and here's to another brilliant year at LAT.

Ciara Moran - Director of Education (Teaching and Learning)

Carly Ross - New LAT English Lead



After graduating from Marjons in 2010, I've had the privilege of working at High View School for the past 15 years as a teacher and KS2 Team Leader. During this time, I've developed a strong foundation in core subject teaching, particularly through my roles as a KS2 writing moderator and maths lead. These experiences have not only shaped my classroom practice but also deepened my passion for supporting others in their professional growth.

Beyond my own school setting, I've enjoyed working more widely across schools in my roles as an SLE for the PTSA and a Local Leader of Education for the NCETM. Through coaching, facilitating work groups, and delivering CPD, I've been fortunate to collaborate with many inspiring educators - learning just as much from them as I've shared.

Now, I'm incredibly excited to be stepping into a new role within the Learning Academies Trust, where I look forward to supporting the continued development of English teaching and learning. The Trust's vision and values strongly reflect my own beliefs about collaboration, high-quality education, and giving every child the best possible start in life.

I'm looking forward to reconnecting with familiar faces and building new relationships as we work together to make a lasting difference for our pupils.

Best wishes,

Carly Ross

PTSA School Direct - Get into Teaching

Train to Teach with PTSA



In collaboration with

Teaching



Search: Get Into Teaching

More info: <https://www.ptsa.uk/train-to-teach/>

PTSA are delighted to announce that we are still recruiting for our 2025/26 School Direct Cohort.

Primary School Direct is a one year, full time, school-based route into teaching. With this training route you'll be based in a Plymouth primary school and will also be taught by our university partner, Marjon. On successful completion you will gain a PGCE and QTS.

For more info: Train to Teach - Plymouth Teachers and School Alliance¹

To apply: Apply for teacher training - GOV.UK²

If you are interested or know someone that would be, please email: info@ptsa.uk³

School of Sanctuary Award



Congratulations to Mount Street Primary for becoming the first primary school in the city to receive the School of Sanctuary award. This is a significant accomplishment and reflects the school's outstanding efforts to create a welcoming and inclusive environment for families seeking asylum or safety. Well done Mount Street

¹<https://www.ptsa.uk/train-to-teach/>

²<https://www.gov.uk/apply-for-teacher-training>

³<mailto:info@ptsa.uk>

An Opportunity to Reflect



As my time as Trust English Lead draws to an end, it has provided me with an opportunity to reflect on all that we have achieved working together over the last five years. Writing a personal statement, presenting to unknown future colleagues and parents and answering questions from the dreaded interview panel forces you to stop and think of past successes and spend some time re-living achievements - something that is hard to do when you are caught up in the day job! Something that rarely happens in education where we often become fixated on what we're improving and where we're heading. Something that we really should do more often! So here goes...

Top Ten English Moments according to Lottie from LAT:

1. The Milestones document - this was a fantastic bit of cross-phase and team work; it's really gaining momentum now and having a great impact across some of our schools. I think this will be instrumental in ensuring our curriculums meet everyone's needs in the year ahead.

2. Shared Reading Planning - it may not have been everyone's cup of tea, but the purpose of it was to support some schools who had no Reading curriculum in place and needed help quickly. Teamwork, collaboration and generosity of time created a system that made the difference for a lot of children across our schools.
3. Toolkits for Effect and Everyday Toolkits - working with Judy Clark to ensure that writing didn't become just a tick list exercise, but involved high-quality texts and unpicked writing tools that support composition, was another great piece of collaboration with English Leads across the Trust.
4. T4W in EYFS - seeing the impact that T4W in EYFS has had for the children at Salisbury Road has been fantastic; spreading this further across the Trust with models of excellence that we have with other people leading on this is super to see.
5. Successful and purposeful writing moderation with 18 schools is quite impressive; however, I am looking forward to not having to organise this anymore!
6. The fluency LAT INSETs, most recently, with deliberate practice, have provided enough guidance, but allowed schools much autonomy, in taking this element of their reading lessons forward in their own schools. It's been wonderful to see how leaders are implementing similar things yet making it bespoke and fit for their settings.
7. Thinking further back, the reading comprehension training that we delivered as a Trust in the early days was the first piece of cross-Trust work that we did with the founding three schools. From then on, many great personal and professional relationships were formed.
8. Going to the TES Awards in London with colleagues across the Trust for the above piece of work was a great career highlight - even if I was heavily pregnant and couldn't keep up on the dancefloor!
9. In equal measures, the early city-wide Oracy training we held, including the first trip to School 21, opened up many doors and has taken me across Devon and Bristol to share training and insights from the lessons we learned. I've continued to deliver training on Oracy for the city this year and it continues to have an ongoing impact.
10. Finally, I could go on, but being English Lead I like the alliteration of 'Top Ten'. I just have to mention the impact of the international trips. Sharing and delivering training on Watch me, Help me, Show me in Cape Town is just one of the many ways in which our LAT collaboration has spread further afield in the ongoing drive to support any child, and any teacher, anywhere, to strive for excellence.

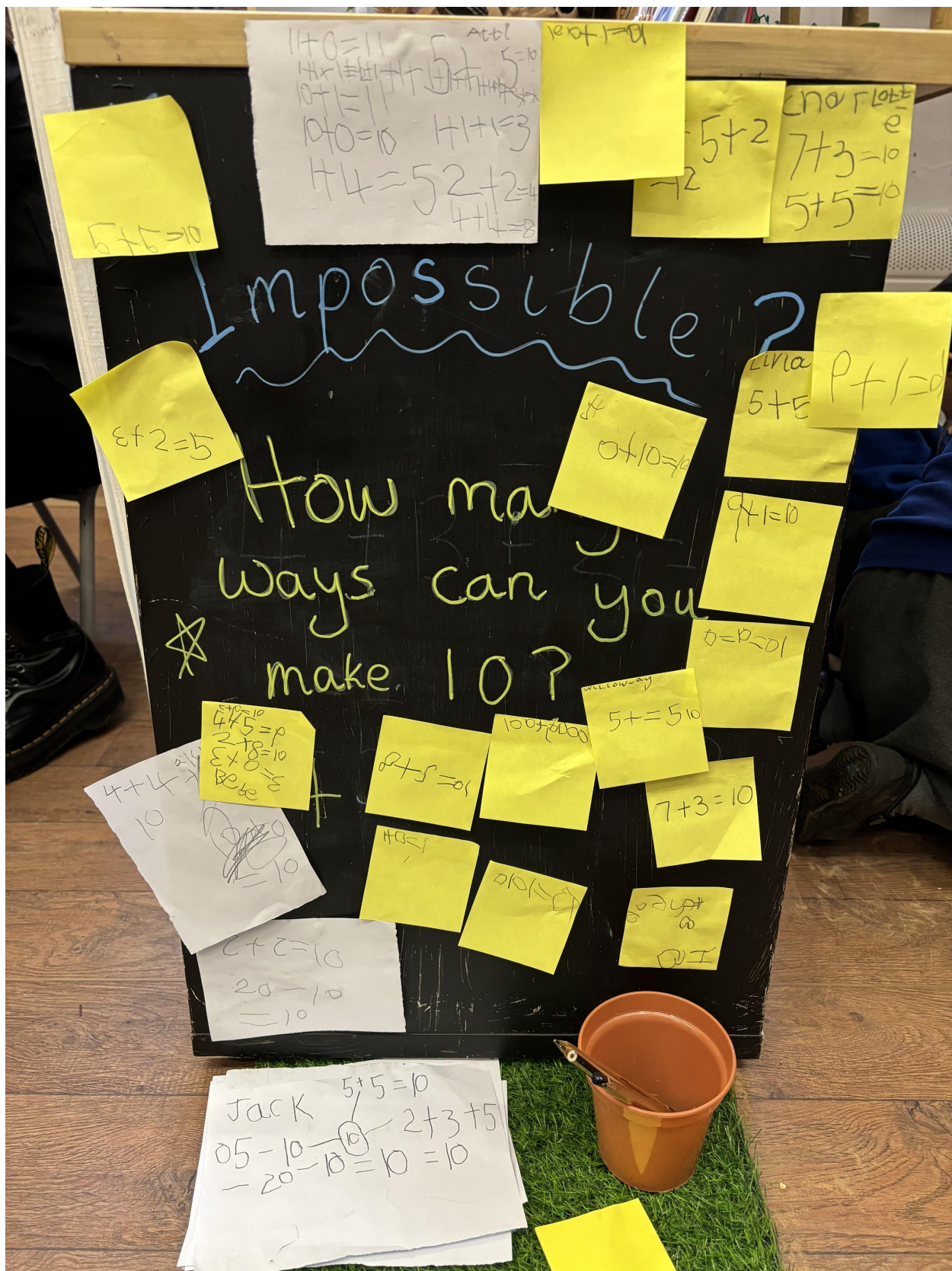
We have achieved so much as an organisation through collaboration and hard work and I am so proud of the opportunities that the children of Plymouth have because of what we have created. I am so excited for Carly to take the baton and lead you all through the next era - I can't wait to hear about it so I can get some new ideas!

It's been an absolute privilege working with you all and having the most fortunate role to come and visit all your incredible schools and learn from you. Thank you for putting up with me!

Please do keep in touch and I look forward to some cross-MAT work, I hope, in the future!

Lottie

Maths



$$5+5=10$$

At 11

$$1+0=1$$
$$1+1=2$$
$$1+2=3$$
$$1+3=4$$
$$1+4=5$$
$$1+5=6$$
$$1+6=7$$
$$1+7=8$$
$$1+8=9$$
$$1+9=10$$

$$10+1=11$$

$$5+2=7$$

$$7+3=10$$
$$5+5=10$$

$$8+2=10$$

$$0+10=10$$

$$5+5=10$$

$$0+1=1$$

$$0=10=01$$

$$5+=510$$

$$7+3=10$$

$$4+4=8$$
$$10$$

$$4+5=9$$
$$2+8=10$$
$$6+4=10$$

$$0+5=05$$

$$1+9=10$$

$$0+10=10$$

$$0+10=10$$

$$2+2=10$$
$$20-10=10$$

Jack

$$5+5=10$$
$$05-10=0$$
$$-20-10=10=10$$



Thank you to the maths team for another fantastic, productive year. Over the year, we've been involved in numerous discussions and CPD, one of which was improving the way in which we can challenge all of our children across our schools and the impact of this will be seen in years to come. Also, schools have worked tirelessly on times tables and collectively have improved the LAT mean for the MTC by 1.1 (now at 21.6), the disadvantage mean by 0.5 (now at 20.3) and the overall percentage of children achieving 25/25 rose by 4% (now at 44%). Great work!

Congratulations to Plaistow Hill for retaining their LAT TTRS crown! Elburton finished in second place, followed by Mount Street in third. Well done to all of you as all together the children answered over 2.5 million questions correctly!

Thank you to all of you for your hard work and dedication to our children this year. I hope you all have a wonderful, relaxing summer.

The subject leaders' meeting this term was held jointly with early years. Please find information regarding the session below.

Maths and Early Years Subject Leaders' Meeting

The maths and early years subject leaders collaborated for the most recent Subject Leaders' meeting to focus on the early year's Observation, Assessment and Planning cycle (OAP) and to interpret and monitor whiteboard planning and floor books.

This was an opportunity for early years and maths leads to discuss how to spot schema, incorporate traditional story and nursery rhyme, add the language for mathematical concept and link this to the EYFS Development Matters enabling meaningful discussion and the sharing of good practice.

The maths leaders gained a useful insight into the OAP cycle and how whiteboard planning, developing the environment and logging the line of enquiry in the floor book works in practice. This will enable the maths lead to monitor their subject and interpret maths through the early years provision more effectively.

Valuing this dedicated time to early years means that early years leads can express their knowledge and their own school's OAP processes and the maths leads have dedicated time to focus on all things early years. This was beneficial for all to develop knowledge and mutual understanding of the early years.

Whilst we understand that children learn in a holistic way, we were able to interpret and identify examples of specific mathematical thinking and how the adult can shape the curriculum to enable their children's mathematical understanding. Examples of the ways in which the

adults develop their environment to promote mathematical thinking were shared so that maths leads can identify purposeful learning opportunities within continuous provision. This is with the intention that they will then be able to identify and discuss these when conducting a learning walk.







Early Years



Early Years updates



Early Years updates

There have been some highly committed working party teams this year who have been developing the LAT rational for Continuous Provision in Year 1. Three of our schools have agreed to trial this over the next academic year. These case studies alongside carefully auditing using Ferre Laevers' scales of wellbeing and involvement will build a strong picture for those interested in these playful developments in Year 1.

The Phonological Awareness Milestones, known as 'PAM' have been shared with all Early Years, Early Reading Leads, SENCOs, Heads and Directors. Hopefully this document will support all our early years children from 2 to reception as they develop their phonological awareness through well planned developmental provision in readiness for early reading. We hope you will find this useful over the next academic year.

A huge thank you to all those involved in joining the working parties. Your insights, knowledge, guidance and dogged determination to get these documents off the ground is hugely

appreciated by us all. I'm sure there is an amount of professional pride in seeing the work come to fruition too.

The autumn term will open up further opportunities for another set of EY working parties around the assessment processes and the OAP cycle, so please let me know if you are interested and would like to contribute. Your support is very much valued.

It just leaves me to say that your ongoing work supporting our very youngest children in the Trust is very much appreciated and I look forward to working with you all next year. Thank you for all you do. I hope you have a wonderful summer break!

Please feel free to follow us at Learning Academies Trust on LinkedIn. All Trust Leads have a profile and we are busily sharing your great work, the latest research and articles on our profiles. Why not join us?

Autumn dates for your diary:

- LAT CPD brochure- early autumn CPD on New to EYFS, Role of the Adult, Blank levels

This term's EY Hub **The role of the Characteristics of Effective Learning and Executive Function** was well attended. A huge thanks to the team at Morley Meadow for hosting us and sharing their practice. Don't forget that the hub meets every term in a range of settings across the city and is a great networking opportunity. Remember this is free CPD for all Early Years practitioners. If you would like to host, please let me know. Look out for the next session in autumn 2. All details on the PTSA website.

Booking is available through the CPD brochure.

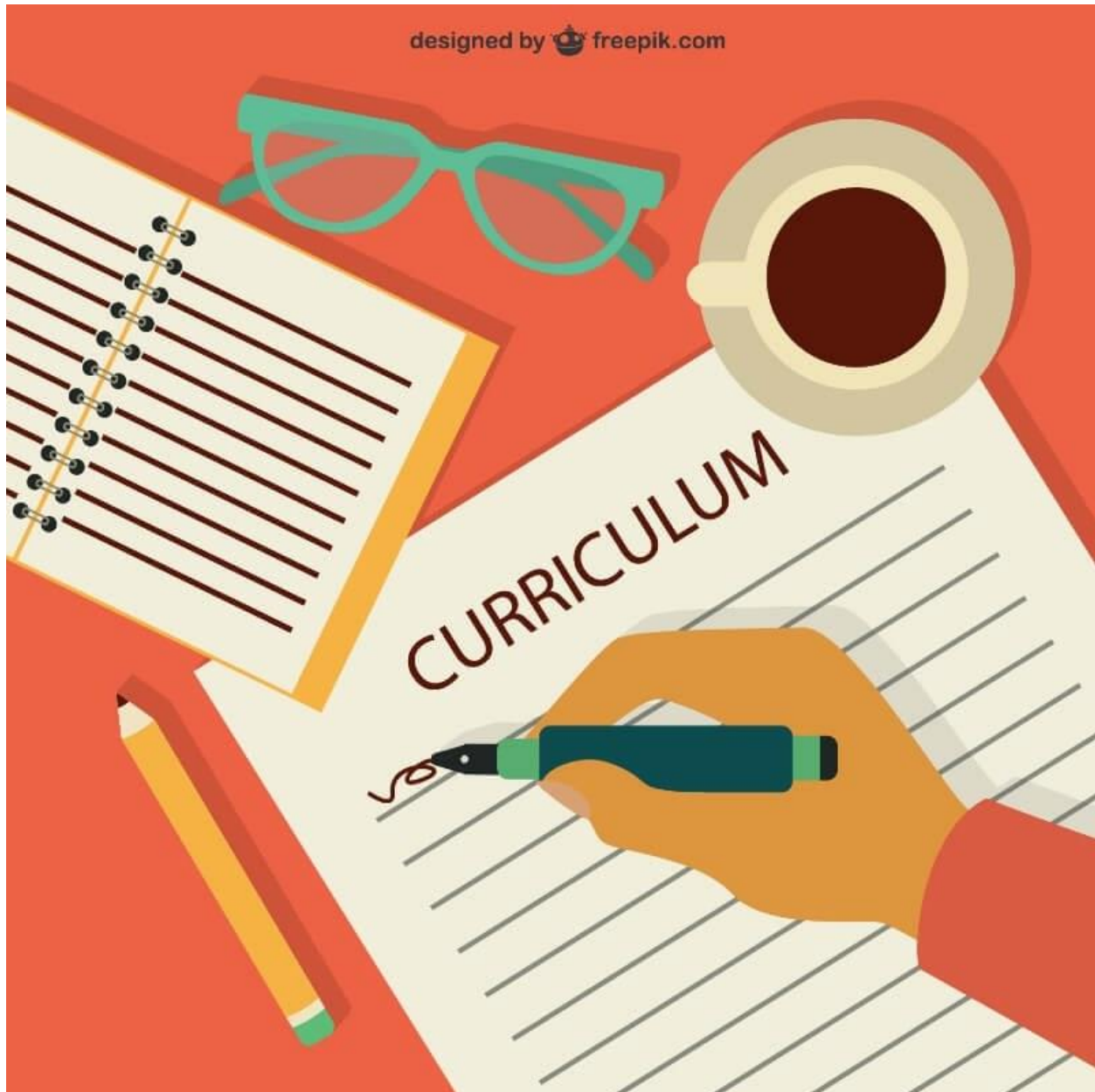


1 - The EY Hub always has great networking opportunities and the chance to discuss the impact of the environment and share good practice.





Curriculum



End of Year Updates

As we await the outcomes of the government curriculum review, we have the chance to reflect on our current practices, strengths and areas that we'd like to continue to develop. We have completed our second year of implementing the UL curriculum into all schools alongside the wider curriculum subjects that are not part of UL.

We have been working with Subject Leaders to develop Subject Leader packs for all subjects - some of these are ready to go and we should be able to launch these in the Autumn Term. As

you know, P.E and Computing have been working with external providers to provide current updates and support.

All **Computing** Leads have completed a review and needs identified across the Trust. We are able to offer the following training sessions for all leads.

1.Action Planning across the Trust (collaboration) (**11.9.25**)

2.Curriculum development (**15.1.26**)

3. Identify needs of staff at each school – Training to support a subject lead CPD session in school – mentoring and coaching (**30.4.26**)

We hope to also give an update on P.E Passport ASAP.

Sharing and collaborating across schools is something we believe is key. Lots of people have asked us for time to share planning and ideas. An assessment working party has been established to look carefully at the types of assessments we are using for all subjects.

At the last LAT INSET the UL R.E Lead met with our R.E Leads across the trust and we've had some feedback that this is really important for all UL subjects. Some of it is information we have already shared but it is key to reiterate. Katie Gooch (UL R.E Lead) talked about was the **UL tasks**. UL tasks are provided as a guide but do not need to be used directly. Written tasks are suitable for some lessons but we are able to and should be adapting these for the needs of our children. The use of oracy, art, drama is also suitable for independent pupil tasks as well as incorporating this throughout the units.

She also talked about the importance of **localising the curriculum**. Ideas she gave included:

- Replacing photos on the UL PowerPoints with photos of local religious buildings/places/events/people
- Utilising specific opportunities for local study
- Looking out for religious and cultural events in your local area
- Using census data to gain an awareness of the beliefs of people in your local area

A lot of this information applies across the wider curriculum. The Teacher Packs in the UL curriculum hold a vast information for class teachers so if you have new teachers joining your school over the coming few weeks, this is a good place for them to start!

DT - UL have created a pilot of a new version of their initial DT units. Schools have the option of using the pilot scheme or the existing ones. If you are using the pilot scheme, any feedback

would be appreciated and Sonia Horton (UL DT Lead) and Kelly King (LAT DT Lead) would love to hear from you.

This just leaves me to thank you all for everything that you have done to embed and develop the curriculum across this year. Rachael and I have enjoyed working with lots of you and look forward to meeting more of you over the next year. Have a great summer.

Subject Lead Names:

Please feel free to email Lucy Hanley lucy.hanley@princerock.co.uk⁴ or Rachael Riley rachael.riley@salisburyroad.co.uk⁵

if you have any general curriculum questions.

If you have subject specific questions or need some advice, here are the names of the subject leads

Science - Laura Hill (Knowle)

History - Ellie Hern (Shakespeare)

Geography - Mandi Ingram (Highview)

R.E /R&W - Helen Taylor (Mayflower)

Art - Jo Ashton (Mayflower)

D.T - Kelly King (Mayflower)

P.E - Matt Taylor (Salisbury Road)

PSHE - Becky Lawrence (Highview)

Music - Emma Phillips (Elburton)

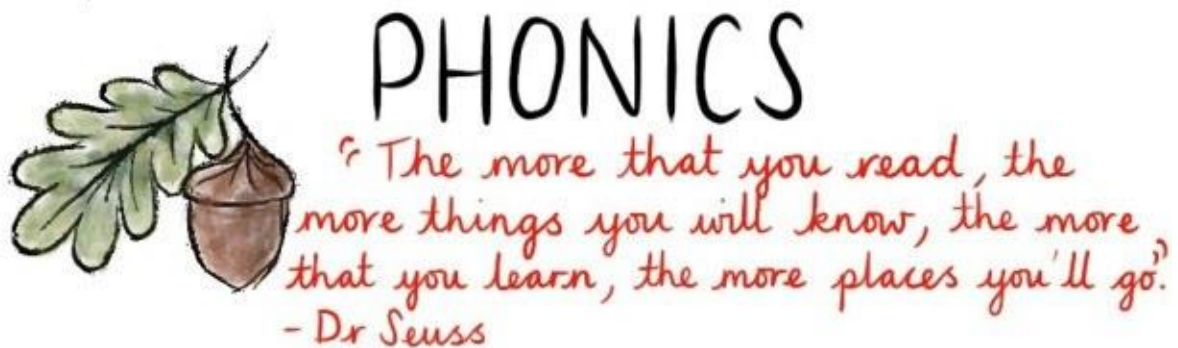
MFL - Jennie Hussey (Hyde Park)

Computing - Emma Foster (Hyde Park)

⁴<mailto:lucy.hanley@princerock.co.uk>

⁵<mailto:rachael.riley@salisburyroad.co.uk>

An 'end of year' focus on our most disadvantaged pupils



At the end of this year, after all of our hard work and commitment it is likely that the children who remain our 'lowest attainers' or our 'stalled' children may well be those with SEND and our Disadvantaged children. It is also likely they are both - Doubly Disadvantaged. It is crucial then, that we reflect and think about how we are going to ensure they are the priority as we move forward.

Supporting children with Special Educational Needs and Disabilities in their early reading journey is critical to closing the attainment gap and building strong foundations for lifelong learning. High-quality, systematic phonics programmes—such as *Read Write Inc.*, *Essential Letters and Sounds* (ELS), and *Bug Club Phonics*—can offer SEND learners structured, multisensory, and incremental approaches that enable success when delivered with consistency and fidelity.

These Department for Education-approved schemes share essential features proven to support all learners, especially those with additional needs. They follow a systematic synthetic phonics (SSP) approach, breaking down the English language into its smallest units of sound (phonemes) and matching them with their corresponding letters (graphemes). For SEND pupils—who may have specific language, processing, or memory difficulties—this explicit instruction in phoneme-grapheme correspondence provides the clarity and repetition necessary to embed learning securely.

The strength of *Read Write Inc.*, for example, lies in its tight structure, repetitive practice, and use of engaging, decodable texts. Children are taught in small groups, closely matched to their phonics stage rather than age, which allows for targeted intervention. ELS similarly focuses on a consistent lesson format, daily repetition, and precise teaching of phonics content. *Bug Club Phonics* offers an interactive and visual learning platform, ideal for children with attention or

sensory needs. It also integrates assessment and adaptive learning, which supports early identification of gaps and personalised support.

The key to success with any phonics programme—especially for SEND learners—is **fidelity**. Research consistently shows that fidelity to a single phonics scheme, rather than mixing and matching resources or approaches, supports the most effective progress (Castles, Rastle & Nation, 2018). For children who may struggle with cognitive load or working memory, a consistent structure reduces anxiety, supports routine, and allows learning behaviours to become automatic. When teachers adhere strictly to one scheme's progression and methodology, it minimises confusion and ensures each phoneme is taught, revisited, and embedded systematically.

Equally important is the **consistency** of delivery across classrooms and year groups. SEND learners benefit enormously when all adults use the same terminology, routines, visual prompts, and strategies. Consistent daily phonics teaching, timely interventions, and informed use of assessment create a learning environment where SEND children can thrive. High-quality professional development ensures that staff understand not only how to deliver the scheme, but also how to differentiate for SEND needs within it—using strategies such as pre-teaching, overlearning, and multisensory reinforcement.

Research into effective pedagogy, including the Education Endowment Foundation's *Improving Literacy in Key Stage 1* guidance, emphasises that disadvantaged learners—including many SEND pupils—require carefully scaffolded, evidence-informed instruction. When phonics is delivered through a well-structured, consistent SSP programme with fidelity, all children, including the most vulnerable, are given the best opportunity to decode fluently and become confident, independent readers.

In summary, supporting SEND pupils through phonics requires more than good intentions—it demands precise, informed teaching using a high-quality programme delivered with integrity. *Read Write Inc.*, *ELS*, and *Bug Club* can each support significant progress, but only when schools commit to whole-school consistency, fidelity to their chosen scheme, and a deep understanding of how SEND pupils best access the curriculum.

Thank you for your enthusiasm and commitment to phonics and Early Reading this year. Let's work together to make next year even better.

LAT CPD and dates for your diary



Professional Development Offer

September 2024 – July 2025

Upcoming CPD

Event: Read Write Inc - 2 Day Training

Date: 22nd & 23rd September 2025

Time: 09.00am - 3.00pm

Venue: Hooe Primary School

Cost: £55

Booking Link: <https://www.ptsa.uk/events/read-write-inc-training/>

Event: Developing Oracy in a Multi Lingual Classroom

Date: Thursday 24th September 2025

Time: 4.00pm - 5.30pm

Venue: PTSA Training Hub

Booking Link: <https://www.ptsa.uk/events/developing-oracy-in-a-multilingual-classroom/>

Early Years and Writing (NASEN)

(NASEN) Early Years and Writing

PTSA is excited to offer 6 online sessions from the National Association for Special Educational Needs (NASEN) in order to support the teaching of SEN pupils within the primary classroom.

NASEN is the leading organisation in the United Kingdom which aims to promote the education, training, advancement and development of all those with special and additional support needs. They are providing 6 bespoke online sessions to increase teacher knowledge of different aspects of SEND and how these may affect a child's learning. Teachers will also gain practical advice on how they can support these pupils to achieve their full potential in the primary classroom.

The 6 online sessions are charged at £25 each or all 6 for £125, booking link below:

Session 1: Inclusion by Design

Tuesday 14th October 25

3.45pm – 5.00pm

Inclusion by Design In this session we will unpack what is meant by, 'Inclusion by design.' We will take an exploration of the key principals involved in, 'Inclusion by design,' and how these underpin High Quality and Adaptive Teaching.

- What is 'Inclusion by design?'
 - Key underpinning principals
 - Varying the methods of engagement, representation and expression
 - Embedding adaptive teaching - EEF 5 a day
1. -Explicit instruction
 2. -Cognitive and metacognitive strategies
 3. -Scaffolding
 4. -Flexible grouping
 5. -Using technology

Booking link: <https://www.ptsa.uk/events/sen-and-maths-session-1-inclusion-by-design/>⁶

Session 2: Early Years: Early identification and child-centred practice

Tuesday 25th November 25

3.45pm – 5.00pm

Early Years: Early identification and child-centred practice. This session will highlight the critical importance of the Early Years and early identification in supporting children with additional needs, focusing on recognising areas of need and underlying barriers to development. The session aims to equip practitioners with practical, child-centred strategies, build confidence in inclusive practice and provide supportive tools and resources.

- Why Early Years is so important and why early identification matters.
- Areas of need the reasons for identification.
- Developing confidence in identifying barriers and need.
- Child-centred inclusive practice: Practical strategies
- Working in partnership
- Tools, resources and where to go for support

Booking link: <https://www.ptsa.uk/events/sen-and-maths-session-2-early-years-early-identification-and-child-centred-practice/>⁷

Session 3: The Mechanics of Writing

Tuesday 3rd February 26

⁶<https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ptsa.uk%2Fevents%2Fsen-and-maths-session-1-inclusion-by-design%2F&data=05%202%20nina.maxwell%40ptsa.uk%20543f053935754918d0a208dda8fe5a6d%20efd2b652cf7c465190bf6e93da426a51%20%20638852532612743687%20Unknown%20TWfPbGZsb3d8eyJFbXB0eU1hcGkiOnRydWU%20SllYiOilwLjAuMDAwMCIslIAiOiJXaW4zMilslkFOIjoiTWFpbiClldUljoyfQ%3D%3D%20%20%20&sdata=vXgjiFp%2Bd2nCkuKRhm3D4av9QRJofYp6z7UNG5xpQoA%3D&reserved=0>

⁷<https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ptsa.uk%2Fevents%2Fsen-and-maths-session-2-early-years-early-identification-and-child-centred-practice%2F&data=05%202%20nina.maxwell%40ptsa.uk%20543f053935754918d0a208dda8fe5a6d%20efd2b652cf7c465190bf6e93da426a51%20%20638852532612756590%20Unknown%20TWfPbGZsb3d8eyJFbXB0eU1hcGkiOnRydWU%20SllYiOilwLjAuMDAwMCIslIAiOiJXaW4zMilslkFOIjoiTWFpbiClldUljoyfQ%3D%3D%20%20%20&sdata=mXV3XAPJHF6s2VwF0fjp1%2FbeH0E9AE%2BzR7pqMacf1QQ%3D&reserved=0>

The Mechanics of Writing. In this session we will take a deep dive into the mechanics of writing, what skills are needed by pupils in order to be successful writers, alongside where barriers could occur. We will then think about how difficulties with the mechanics of writing can be supported.

- What is writing?
- Vocabulary
- Spelling
- Grammar and punctuation
- Motor coordination

Session 4: Supporting Communication and Interaction – Inclusive Practice in the Early Years

3.45pm – 5.00pm

Supporting Communication and Interaction – Inclusive Practice in the Early Years. This Early Years session will focus on communication and interaction needs, and how these can impact on learning and emotional development. We will explore inclusive strategies to support children in these areas, including how to maximise opportunities for all children, including those who may find it difficult to express themselves or their thoughts and feelings verbally.

- Understanding speech, language, communication and interaction.
- Common communication and interaction needs and their impact.
- Emotional development and regulation
- Inclusive practice and practical strategies: Removing barriers

[8https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ptsa.uk%2Fevents%2Fsen-and-maths-session-3-the-mechanics-of-writing%2F&data=05|02|nina.maxwell%40ptsa.uk|543f053935754918d0a208dda8fe5a6d|efd2b652cf7c465190bf6e93da426a51|0|0|638852532612769465|Unknown|TWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiwlLjAuMDAwMCIlIAlOjXaW4zMilskFOlpoiTWFpbCIsIldUoijoyfQ%3D%3D|0||&sdata=rNVh%2FLDw8O29%2FajJs6SqYTxhIS%2BHXExBux30qDNvYQE%3D&reserved=0](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ptsa.uk%2Fevents%2Fsen-and-maths-session-3-the-mechanics-of-writing%2F&data=05|02|nina.maxwell%40ptsa.uk|543f053935754918d0a208dda8fe5a6d|efd2b652cf7c465190bf6e93da426a51|0|0|638852532612769465|Unknown|TWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiwlLjAuMDAwMCIlIAlOjXaW4zMilskFOlpoiTWFpbCIsIldUoijoyfQ%3D%3D|0||&sdata=rNVh%2FLDw8O29%2FajJs6SqYTxhIS%2BHXExBux30qDNvYQE%3D&reserved=0)

Booking link: <https://www.ptsa.uk/events/sen-and-maths-session-4-supporting-communication-and-interaction-inclusive-practice-in-the-early-years/>⁹

Session 5: The Creative Process of Writing

Tuesday 2nd June 25

3.45pm – 5.00pm

The creative process of writing. In this session, we will explore the process of writing, stages and steps, and begin to unpack where pupils might encounter difficulties. We will then think about how barriers to successful writing can be supported.

- Why write?
- Planning processes for writing
- Getting started and knowing where to start
- Sustaining the writing processes
- Self-evaluation and proofing

Booking link: <https://www.ptsa.uk/events/sen-and-maths-session-5-the-creative-process-of-writing/>¹⁰

Session 6: Physical development and inclusive practice

Tuesday 16th June 26

<https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ptsa.uk%2Fevents%2Fsen-and-maths-session-4-supporting-communication-and-interaction-inclusive-practice-in-the-early-years%2F&data=05|02|nina.maxwell%40pts.uk|543f053935754918d0a208dda8fe5a6d|efd2b652cf7c465190bf6e93da426a51|0|0|638852532612782005|Unknown|TWFpbGZsb3d8eyJfXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDEAwMCIsIAAiOiJXaW4zMilskFOljoitWFpbGlzIdUljoyfQ%3D%3D|0||&sdata=17N%2BIAFoXcKuTM7KxO92yjG%2FqDsQXcYx46Inlczu5KY%3D&reserved=0>

10 <https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ptsa.uk%2Fevents%2Fsen-and-maths-session-5-the-creative-process-of-writing%2F&data=05%202%20nina.maxwell%40pts.uk%20543f053935754918d0a208dda8fe5a6d%20efd2b652cf7c465190bf6e93da426a51%202%20638852532612794518%20Unknown%20TWfPbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOilwLjAuMDAwMCIiOiAiOiXaW4zMlIsIkFOljoipTWfPbClslldUioyofQ%3D%3D%202%20%20%20&sdata=xRi5KyrAKLLAvpk3ZIJohBafCji7uDOG2IId9Gq7fEI%3D&reserved=0>

3.45pm – 5.00pm

Early Years: Physical development and inclusive practice.

This session will explore the key aspects of physical development in children, including fine and gross motor skills. It will include practical, inclusive strategies to remove barriers and enhance environments, routines and partnerships.

- Physical development and SEND
- Fine and gross motor development
- Common physical development needs and their impact.
- Inclusive practice and practical strategies: Removing barriers
- Environments, activities, resources and routines
- Working in partnership
- Useful resources and where to go for support

Booking link: <https://www.ptsa.uk/events/sen-and-maths-session-6-early-years-physical-development-and-inclusive-practice/>¹¹

Book all 6 sessions for the discounted price of £125.

(Sessions can be attended by different members of staff with this offer, please email info@ptsa.uk¹² with further info)

All sessions above included

Booking link: <https://www.ptsa.uk/events/25011/>¹³

¹¹<https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ptsa.uk%2Fevents%2Fsen-and-maths-session-6-early-years-physical-development-and-inclusive-practice%2F&data=05%20%20nina.maxwell%40ptsa.uk%20543f053935754918d0a208dda8fe5a6d%20efdb652cf7c465190bf6e93da426a51%20%20638852532612807649%20Unknown%20TWfPbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOilwLjAuMDAwMCIslIAiOiJXaW4zMilslkFOljoiTWFpbClslldUljoyfQ%3D%3D%20%20%20%20&sdata=A%2FW28du0ckbX84it6l8qpX2O16SXxHQmldd7qaM80PE%3D&reserved=0>

¹²<mailto:info@ptsa.uk>

¹³<https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ptsa.uk%2Fevents%2F25011%2F&data=05%20%20nina.maxwell%40ptsa.uk%20543f053935754918d0a208dda8fe5a6d%20efdb652cf7c465190bf6e93da426a51%20%20638852532612823163%20Unknown%20TWfPbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOilwLjAuMDAwMCIslIAiOiJXaW4zMilslkFOljoiTWFpbClslldUljoyfQ%3D%3D%20%20%20%20&sdata=pWBhUm2jQzLK3PCsgltTszyITL9aZ5M69%2FrqWFcsE00%3D&reserved=0>

LAT Teaching and Learning Team

- Ciara Moran - LAT Director of Education (Teaching and Learning)
- Lottie Bond - LAT English Lead
- Helen Adkins - LAT Maths Lead
- Julie Packer - LAT EYFS Lead
- Lucy Hanley - LAT Curriculum Lead
- Rebecca Radford - LAT Early Reading Lead
- Nina Maxwell - PTSA ITT Programme Manager

If you would like to contact any of the leads above, please contact Nina:
nina.maxwell@ptsa.uk¹⁴

Contact Us

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