School Preparation
for Project X Code Training

The Project X CODE training course helps schools to secure the maximum impact from the intervention and help teaching assistants to become more effective throughout their work.

In 2012-14, schools that received training reported that children made an average of 12 months progress on a standardised reading test after 4 months on the programme – over 70% higher than children in schools that did not receive training. Schools also reported that teaching assistants were able to apply the subject knowledge gained from the course to supporting children's reading in their wider roles and that they were able to liaise more effectively with class teachers. We hope that the training will be equally effective for your school.

The training course is designed both for participants who are new to Project X CODE and for those who already have experience of delivering it. In both cases, it is assumed that participants will begin to deliver it to a group of children after Day 1 of the course if they have not already started.

This guidance is mainly for schools that are new to Project X CODE. If your school is already using it, you may wish to skip to points 5, 6 and 10.

Edge Hill University

BEFORE THE TRAINING BEGINS

(1) Check that you have the appropriate Project X CODE resources

As a minimum, you will need:
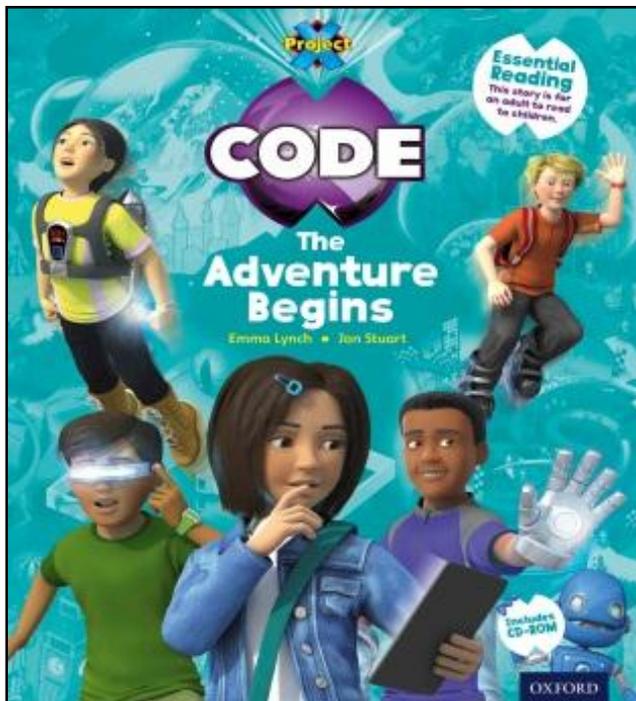
- one copy per child in a group (up to 4) of the 32 titles in the Yellow to Orange bands

- Teaching & Assessment Handbook 1 with Practice & Assessment CD-ROM (for the Yellow to Orange bands)

- Launch Story: the Adventure Begins

It is preferable also to have:

- one copy per child of the 24 titles in the Turquoise to Gold bands

- Teaching & Assessment Handbook 2 with Practice & Assessment CD-ROM (for the Turquoise to Gold bands)

- eBook DVD 1 (Yellow to Orange)

- eBook DVD 2 (Turquoise to Gold)

These resources are available from Oxford University Press 01536 452 610 www.oxfordprimary.co.uk.

(2) Identify one or more teaching assistants to be trained and to deliver the Project X CODE intervention to children

A suitable teaching assistant will:

- have successful experience of supporting children's reading

- be experienced in the school's approach to the teaching of systematic synthetic phonics and have attended phonics training

- be able to engage fully in training sessions that include the programme's procedures and the reading curriculum.

(3) Identify a Project X CODE Link Teacher

The school should choose a suitably experienced teacher to be the Project X CODE Link Teacher. This may be the SENCO or an Inclusion/Intervention Manager or a Key Stage Coordinator. The Link Teacher will have an important role to play in the management and monitoring of the intervention by:

- ensuring the commitment of all those involved

- overseeing the progress of the intervention at every stage of implementation and review

- providing support to put training into practice in the classroom

- facilitating effective liaison between the TA and the class teacher

- securing a timetable which ensures sessions are prioritised

- identifying a comfortable place for the TA and children to work

- carrying out entry and exit tests to assess the children's progress.

(4) Identify the supporting class teacher(s)

The class teacher(s) of the children who take part in the Project X CODE intervention will have an important role to play in supporting the day-to-day implementation of Project X CODE by assisting the teaching assistant in:

- identifying the children

- identifying appropriate entry and exit levels

- administering any standardised tests used

- regularly reviewing the progress of the children

and by communicating regularly with the Link Teacher to support the effective management of the intervention.

(5) Identify the Link Teacher or class teacher who will attend the training

The school should decide on the most appropriate member of staff to accompany the teaching assistant for half a day each on Training Days 1 and 5, to find out more about how to manage and monitor Project X CODE and how to support the teaching assistant.

(6) Give the Teaching Assistant and Link or Class Teacher a copy of the welcome letter

The welcome letter is at the end of this pack.

(7) Identify a Teaching Area

Project X CODE will require a teaching area away from the classroom, in which a small group of children can engage in active and sometimes noisy lessons without disturbing or being disturbed.

AFTER THE FIRST DAY OF TRAINING

The first Training Day will include guidance on the following steps. You may wish to prepare them beforehand.

(8) Choose the children to take part in Project X CODE

Project X CODE is primarily aimed at children in Years 2 to 4 who have experienced a phonics programme but are falling behind in reading. It can be delivered 1-to-1 or in groups of up to 4. Groups should be composed of children who are at approximately the same level for phonics.

(9) Prepare a timetable

The teaching assistant will ideally deliver 4 lessons per week. Lessons are scripted and a comprehensive package of support is provided in the Handbook. The teaching assistant will need time to pre-read the week's books and the session notes.

Effective timetabling for Project X CODE is likely to be when:

- The teaching assistant is timetabled for 45 minutes every day. This allows him/her to prepare thoroughly and to run a 30 minute session.
- His/her timetable is protected so that children receive Project X CODE lessons regularly.
- The teaching assistant also has regular time to liaise with the class teacher and with the Link Teacher.

(10)   Test the children

We recommend that the Link Teacher gives children a standardised reading test at the start and end of their CODE intervention, to inform the school's evaluation of its impact and tracking of the children's progress. The Link Teacher will need time to carry out the tests.

On Training Day 1, we will give each school a copy of and guidance on the test that we recommend: the Phonics and Early Reading Assessment. You may prefer to use an alternative standardised test.

We hope that your school will share the outcomes with Edge Hill University by entering the data onto a secure website. The school will be able to download a termly report that summarises children's overall progress, shows the progress made by individual children, specific vulnerable groups and pupils eligible for the Pupil Premium, and enables the school to benchmark against national outcome.