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DE MÁLAGA



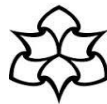
Associação de  
Jardins-Escolas  
João de Deus



CEIP ROSA DE GÁLVEZ



ISTITUTO COMPRENSIVO  
GIOVANNI XXIII



Manchester  
Metropolitan  
University



UNIVERSIDAD  
DE GRANADA

**EU PROGRAMME ERASMUS+ KA2 Strategic Partnerships Project**  
**READ-COM”- Reading Communities from paper books to digital era**  
**Code: 2019-1-ES01-KA201-063967**

**LEARNING/TEACHING/TRAINING ACTIVITIES (C4)**  
**May 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 2022**

**Manchester Metropolitan University**  
**Brooks Building, 53 Bonsall St, Hulme, Manchester M15 6GX**  
**Place: Education Faculty**

### **Participants:**

#### **► Spanish Partners (SP):**

- Dolores Madrid (UMA-Project’s Scientific Leader and Coordinator)
- Rocío Pascual (UMA-Project’s Scientific Leader and Coordinator)
- Silvia Corral (UGR)
- Ligia Estrada (UGR)
- Ana M<sup>a</sup> Rico (UGR)
- Isabel Cerezo (CEIP Rosa de Gálvez)
- Natalia Leticia del Castillo-Olivares (CEIP Rosa de Gálvez)

#### **► Italian Partners (IT):**

- Francesca Viani (IC “Giovanni XXIII” Terranuevo Bracciolini)
- Letizia Giannetti (IC “Giovanni XXIII” Terranuevo Bracciolini)

#### **► Greek Partners (GR):**

- Fani Kympritan (CTI)

► **Portuguese Partners (PT):**

- Antonio Ponces de Carvalho (ESE)
- Isabel Ruivo (ESE)
- Jaime Santos (ESE)

► **English Partners (UK):**

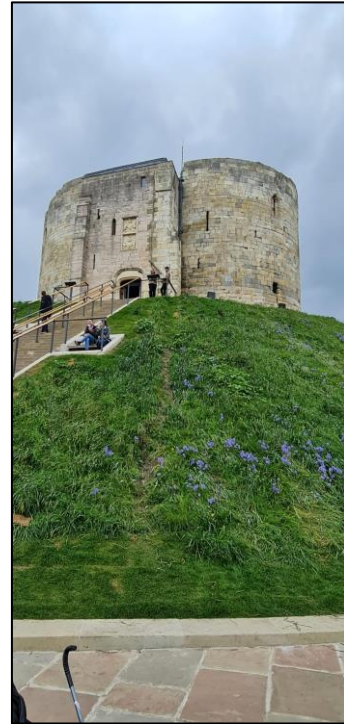
- Archana Hinduja (MMU)
- Samantha Wilkinson (MMU)
- Michelle Noble (MMU)

**DAY 1: Monday 2nd of May 2022**

**Cultural visit Chester**

Project partners met in Chester for a cultural visit, led by a tour guide who delivered the tour in both Spanish and English. Chester is a walled cathedral city in Cheshire. Chester is approximately 47 miles from Manchester, and an hour train journey. We learnt about the history of Chester from the Roman, through to the Medieval, early modern period, and its industrial heritage, to the present-day.

We looked at culturally significant walls, walkways and a 1000 year old cathedral, featuring medieval carvings. With regards to walls, we learnt that Chester is the only city in Britain which has retained the full circuit of its ancient defensive wall. Whilst walking the walls we had a great view onto the city, including some beautifully maintained and landscaped grounds.



## **DAY 2: Tuesday 3rd of May 2022: Visit to Leighton Primary Academy**

We visited Leighton Primary Academy in Crewe. Leighton Academy describes itself as a dedicated and passionate school where the children are placed at the centre of key decisions. They note that values of working hard and being kind underpin their rigorous and broad curriculum. Staff and pupils at Leighton have developed the curriculum to ensure that it is underpinned by knowledge and vocabulary rich, with a focus on quality first teaching.

We heard from the CEO (Mr. Dan Thomas), regarding the academisation process in England; this is the process by which local authority maintained schools become academies. It was noted that academies often have more flexibility over the curriculum. The CEO noted that whilst there are wealthy pockets either side of the academy, the students attending Leighton Primary Academy are often not from these areas, and instead are from low socio-economic backgrounds. The CEO discussed his 'fail fast' ethos, which means that if an approach is not working, they quickly adapt once again. Partners were interested in the amount of hours per week / year staff were contracted, and this was explained. The CEO also spoke about his interest in the progression of staff, with the example of one member of staff who worked in the reception, who then became a teaching

assistant, to then gain a teaching qualification and now has leadership responsibility within the school.

We were able to hear from Mr N Jones, Vice Principal, and also SENCO (special educational needs coordinator). Mr N Jones has been a teacher at Leighton Academy since 2000. He has taught throughout Early Years, Key Stage 1 and into Key Stage 2, previously being departmental lead for the various phases and key stages before being appointed Senco in 2015 and Assistant head in 2018. Now undertaking the role of Vice Principal and Senco. Mr N Jones spoke about how he feels passionately about the pupils, independent of their needs and interests. Inspiring all pupils to achieve their potential, developing transferable life skills and supporting families and community. Mr N Jones is a Pupil Premium champion. He is also a professional mentor, supporting the students, the teachers of tomorrow and our newly qualified teachers. Mr N Jones spoke about his role as a SENCO, and the positive impact of the COVID 19 pandemic in some ways, in making contacting staff via e-mail more prevalent, which enabled more positive bonds and trust to be developed with some parents.

We were able to have lunch in the school canteen, and get to experience the school atmosphere with the pupils.

Following lunch, partners were able to walk around the school, both its indoor and outdoor spaces, and pop in and observe some classes for a range of students (aged between 2-11). Partners were able to view classroom displays, for instance the use of wooden spoons to design their favourite book characters. Partners were also able to see the emphasis the school places on mental health, for instance through the presence of a worry box to write and think through their worries, and the emphasis the school has on diversity – for instance the motto that ‘different individuals valuing and accepting each other regardless of skin colour, gender, intellect, talents or years’.



### **DAY 3: Wednesday 4th of May 2022**

#### **Manley Park Primary School – the teaching of Phonics in the UK.**

The team arrived at Manley Park Primary School (Infant Section) and was welcomed by the Deputy Headteacher (Rushna Avari) and the Literacy Lead (Jonathan Way). After introductions, Jonathan gave an extremely informative introduction into the teaching of phonics in the UK. He went through the history of when and why phonics teaching was introduced in the UK, the different schemes that have been used in schools, and more recent developments in educational policy. He then outlined the phonics policy of the school, how reading is taught and the phonics scheme used.



#### **Observation of phonics lessons (in groups – ages 3-7 years)**

The whole team was split into two, one group observing phonics lessons in the Early Years setting (age 4-5 year-old children) and one group observing the Year 1 classes (age 5-6 years). Both groups were able to observe how phonics is taught in England, the methods used and also the resources used. There was a little time to view the layout of the classrooms, and have a brief discussion with the class teachers.

We then all gathered back in the school hall to compare the experiences in the two different age phases, and to ask further questions. There was great interest from the team on the various activities that were employed for phonics teaching, and also the techniques used.

### **Forest School and Observation of Sessions (School in the Woods)**

The next stop was a very different setting, and that of a Forest School. Manchester weather did not let us down, and it started to rain. This gave us a sense of how children learn in an outdoor learning environment. The children who attend this setting are generally home-schooled, but there is also provision for those children who have SEND and require additional support.

We toured the setting and our host explained to us the different areas of the setting and the activities that would take place in each. The contrast to the morning's session was extremely prevalent, and yet there was still an emphasis on literacy. The importance of oracy was highlighted throughout. We were able to speak to the children and gain their view of being educated in such a unique setting.





### **Closing program**

**Analysis, discussion and reflection on the visit of the participants and exchanges of good practices at Brooks Building, MMU**

We reconvened at MMU to dry up and then to discuss the few days of learning activities. We discussed what we had learned, and also the benefits of learning from shared experiences and different cultures. We looked forward to the next meeting and discussed preparations for this.