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2025/2026

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MAXI SESSION	MIDI SESSION	MINI SESSION
 <i>Approx. 3 hours</i> Perfect for a full INSET day <ul style="list-style-type: none"> Includes break & lunch timings Built-in activities for staff engagement Ideal for in-depth training with whole staff 	 <i>Approx. 2 hours</i> Great for a half-day INSET <ul style="list-style-type: none"> Structured with a comfort break Ideal for whole staff CPD or focused groups Balanced between delivery and discussion 	 <i>Approx. 1 hour (90 mins with discussion)</i> Perfect for leadership teams or key staff <ul style="list-style-type: none"> Compact and focused Can be split across two shorter meetings Great for SLT or subject/key responsibility leads

£ Package prices

Package Prices				
	One course	2-4 courses	5-7 courses	8 courses or more
Maxi	£350 per course	£295 per course	£250 per course	£195 per course
Midi	£250 per course	£195 per course	£150 per course	N/A
Mini	£150 per course	£95 per course	£75 per course	n/a

<i>MAXI</i>
1. Dual coding, Rosenshine's principles and active learning strategies: are they evident in teaching pedagogy?
2. Ensuring pupils who have SEND achieve the best possible outcomes
3. Going beyond the academic: How well does your curriculum promote personal development?
4. Improving the effectiveness of underperforming teachers
5. Memory, pedagogy and developing long term learning through the curriculum
6. Pastoral Care: Making sure your system makes a difference to those who most need it
7. Pupil articulation: the key to developing understanding and evaluating the impact of your curriculum
8. Pupil Premium - Developing and sustaining an evidenced informed strategy to improve the outcomes for disadvantaged pupils
9. Subject leadership and the Education Inspection Framework
10. Supporting pupils with SEND in the classroom through adaptive teaching
11. Widening pupils' vocabulary as part of a 'knowledge-rich' curriculum
<i>MIDI</i>
1. Domestic abuse and parental conflict: understand the signs and symptoms and ways to support pupils and the wider family
2. Instructional coaching: developing teacher pedagogy
3. Successfully identifying and tackling barriers to learning
4. How inclusive is your classroom?
5. Understanding the causes of aggressive behaviour and how to manage it
6. Securing good attendance and tackling persistent absence
7. Governor training- holding leaders to account about the Quality of Education
8. Unpicking assessment in the foundation subject primary curriculum
9. SEND Self Review
10. Social and emotional learning- Why it matters
11. Developing high quality feedback in the classroom
12. What is 'good behaviour' and how can we encourage more of it?
<i>MINI</i>
1. Effective deployment of teaching assistants (for leaders)
2. Adaptive Teaching and the Universal Design For Learning - Engagement

3. Adaptive Teaching and the Universal Design For Learning - Representation
4. Adaptive Teaching and the Universal Design For Learning – Action and expression
5. Are you ready for your ‘ungraded’ inspection?
6. Engaging with parents about attendance
7. Exploring The Great Teaching Toolkit and the Model for Great Teaching – Part 1
8. Exploring The Great Teaching Toolkit and the Model for Great Teaching – Part 2
9. Mitigating mental health on school attendance
10. Oracy rich Classrooms – A Time to Talk – Part One
11. Oracy rich Classrooms – A Time to Talk – Part Two
12. Outdoor Learning: A Mindset Not Just an Activity
13. Times Tables – how to make them stick?
14. Understanding and dealing with Emotionally Based School Avoidance

COURSE DETAILS

Course name	Description	Aims	Who
Adaptive Teaching and the Universal Design for Learning Part 1	It is important, for both teachers and teaching assistants, to appreciate the role adaptive teaching plays in ensuring our lessons are inclusive and benefit all learners. This session unpicks the broader concept of adaptive teaching reflecting on the different elements of what is called the ‘Universal Design for Learning’, recommended by Nasen. The focus for this session is to explore multiple means to enhance ‘engagement’.	Learners differ markedly in the ways in which they can be engaged or motivated to learn. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential. This session will look at multiple means of recruiting interest, sustaining effort and persistence and encouraging self-regulation.	Heads, senior leaders, SENCOs, middle leaders, department leaders, phase leaders, teachers, teaching assistants
Adaptive Teaching Part 2 – Representation	It is important, for both teachers and teaching assistants, to appreciate the role adaptive teaching plays in ensuring our lessons are inclusive and benefit all learners. This session unpicks the broader concept of adaptive teaching reflecting on the different elements of what is called the ‘Universal Design for Learning’, recommended by Nasen. The focus for this	Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. This session will look at multiple means of enhancing perception, comprehension and communicating through language and symbols.	

	session is to explore multiple means to enhance 'representation'.		
Adaptive teaching Part 3 – Action and Expression	It is important, for both teachers and teaching assistants, to appreciate the role adaptive teaching plays in ensuring our lessons are inclusive and benefit all learners. This session unpicks the broader concept of adaptive teaching reflecting on the different elements of what is called the 'Universal Design for Learning', recommended by Nasen. The focus for this session is to explore multiple means to enhance 'action and expression'.	Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. This session will look at multiple means of developing physical action, expression and communication and developing executive function.	
Developing high quality feedback in the classroom	There are a range of practices that can promote effective feedback - combining feedback and instruction, focusing on learning intentions and success criteria, intervening quickly, ensuring the feedback engages pupils in thinking and allowing time to enact the feedback. This session unpicks some of the research around effective feedback and how this can be incorporated into the classroom	Participants will explore: <ul style="list-style-type: none"> • Underpinning research linked to effective feedback • Key principles of effective feedback • Range of strategies to improve/ refine oral and written feedback • The implications for staff workload • The role teaching assistants play Key factors in successfully implementing a whole school approach	Heads, senior leaders, SENCOs, middle leaders, department leaders, phase leaders, teachers,
Domestic abuse and parental conflict: understanding the signs and symptoms and exploring ways to support pupils and the wider family	<p>Since the COVID 19 pandemic, there has been an exponential rise in cases of domestic abuse. As family units have been faced with greater pressures through confinement and loss of freedom and routine (including loss of employment), more children have been exposed to abusive situations.</p> <p>Domestic abuse is often a hidden crime that is not reported to the police. Therefore, data held by the police can only provide a partial picture of the actual level of domestic abuse experienced. Many cases will not enter the criminal justice process as they are not reported to the police. Participants will also be able to network with fellow colleagues, sharing good practice and approaches.</p>	<p>As always, schools have been at the forefront of supporting children and their wider families whilst dealing with the impact of such abuse. This webinar will explore:</p> <ul style="list-style-type: none"> • key aspects of domestic abuse and parental conflict • the impact of domestic abuse and parental conflict on children and their families • a range of strategies to support children incorporated within the schools' wider pastoral support systems • the role of wider services and longer-term support for the family unit 	Heads, senior leaders, middle leaders, department leaders, phase leaders, teachers, teaching assistants, pastoral leaders/ team members
Dual coding, graphic organisers, Rosenshine's principles and active learning strategies: are they evident in teaching pedagogy?	<p>This course will provide participants with the opportunity to look in greater depth at key ingredients that contribute to highly effective teaching.</p> <p>Research and inspection evidence suggest that the most important factors in how, and how effectively the curriculum is taught and these are incorporated into the 'implementation' part of the Quality of Education section in the current Inspection Framework. Participants will explore the role that dual coding, graphic organisers, Rosenshine's Principles and Active learning strategies can play in achieving this.</p>	<p>Participants will explore and reflect on:</p> <ul style="list-style-type: none"> • The extent to which teachers help pupils to understand key concepts, by presenting information clearly and encouraging appropriate discussion. • How effectively adults check pupils' understanding effectively, and identify and correct misunderstandings • How teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently. • The theory of dual coding and Rosenshine's Principles and how they can be incorporated into the teaching and learning process • opportunities to use graphic organisers to support pupils in processing and demonstrating their understanding • a range of 'active learning' strategies that adults could use in lessons and interventions 	Heads, senior leaders, middle leaders, department leaders, phase leaders, teachers, teaching assistants

Effective deployment of teaching assistants (for leaders)	This half-day course builds on the latest research into highly effective teaching assistant practice. It explores the leadership implications for effective deployment of teaching assistants. Based upon the findings from the EEF research it explores the seven recommendations identified in the report Making Best Use of Teaching Assistants as well as good practice nationally. In addition, participants will explore a range of effective teaching and learning strategies that could be used by teaching assistants. It will provide leaders with the opportunity to reflect, and discuss, their ideas with colleagues across the country.	<ul style="list-style-type: none"> • Become familiar with recent research exploring most effective use of teaching assistants • Audit current expertise and identify key elements for future development using National Teaching Assistant Standards. • Share elements of good practice (individual/ school based) with other participants • Engage with a range of effective teaching and learning strategies to use with small and larger groups of children including whole classes. • Reflect on quality assurance processes to ensure TAs have high impact. • Explore effective strategies for supporting learning in the classroom and within structured interventions used by teaching assistants. • Examine ways to evaluate impact of interventions led by teaching assistants. • Consider role of effective CPD and TA appraisal 	Heads, senior leaders, middle leaders, department leaders, phase leaders,
Engaging with parents about attendance	Different factors are now influencing decision making for some parents, carers and pupils around whether a child or young person attends school. This session considers the research undertaken to understand changes in parent and carer attitudes to attendance since the pandemic identifying ways to adapt communication with parents and carers.	<ul style="list-style-type: none"> • Consistent and open communication can play an important role in starting to influence behaviours. The research provides insight into the types of school absence and family decision making related to this. • Participants will explore the key findings and use the insight to reflect on and adapt their communications with parents and carers to make them more effective. 	Heads, senior leaders, middle leaders, department leaders, phase leaders, teachers
Ensuring pupils who have SEND achieve the best possible outcomes	Participants will have the opportunity to review their current provision for its pupils who have special educational needs and disabilities. Underpinned by the EEF research 'Special Educational Need in Mainstream Schools' will explore some of the findings from the report and evaluate their provision accordingly. A variety of self-evaluative toolkits will be disseminated and participants will have the opportunity to examine the latest pedagogical and curricular implications for pupils who have SEND.	<ul style="list-style-type: none"> • Ensure the curriculum is ambitious and helps create a positive and supportive environment for all pupils with SEND. • Explore how teachers can adapt the way they teach to ensure pupils with SEND can access the curriculum fully achieving the best outcomes they can • Use a toolkit that will support robust self-evaluation of the provision for pupils who have SEND. • Have a better understanding of how the provision for pupils with SEND is undertake through the 'deep dive' process • Engage with latest research that will support leaders and practitioners in school • Consider a range of ways to complement high quality teaching with carefully selected small-group and one-to-one interventions • Explore ways that TAs can be effectively deployed to ensure their work has the best impact on pupils academic, pastoral, behavioural and emotional outcomes • Network with fellow colleagues sharing good practice and approaches to manage workload • Identify next steps for improvement 	Heads, senior leaders, SENCOs, middle leaders, department leaders, phase leaders, teachers, teaching assistants
Exploring the 'Great Teaching Toolkit' Part 1	The 'Great Teaching Toolkit' provides both a synthesis of evidence from authoritative studies, and the findings of this evidence, that teachers can relate to their own experience. It is a model that comprises these four overarching dimensions, with a total of 17 elements within them. An 'element' is defined as something that may be worth investing time and effort to work on to build a specific competency, skill or knowledge, or to enhance the learning environment.	The toolkit has a clear focus on areas of practice that have the potential to improve children's learning and outcomes. This session explores the first two dimensions: <ul style="list-style-type: none"> • 'Understanding the content (4 elements) • Creating a Supportive Environment (4 elements) 	SENCOs senior/middle leaders, department leaders, phase leaders, teachers, TAs
Exploring the 'Great Teaching Toolkit' Part 2	The 'Great Teaching Toolkit' provides both a synthesis of evidence from authoritative studies, and the findings of this evidence, that teachers can relate to their own experience. It is a model that comprises these four overarching dimensions,	The toolkit has a clear focus on areas of practice that have the potential to improve children's learning and outcomes. This session explores the final two dimensions: <ul style="list-style-type: none"> • Maximising Opportunity to Learn (3 elements) • Activate Hard thinking (6 elements) 	SENCOs senior/middle leaders, department

	with a total of 17 elements within them. An 'element' is defined as something that may be worth investing time and effort to work on to build a specific competency, skill or knowledge, or to enhance the learning environment.		leaders, phase leaders, teachers, TAs
Going beyond the academic: How well does your curriculum promote personal development?	At the heart of every successful curriculum, pupils have a range of ways to develop their personal attributes and qualities through the experiences and opportunities they are provided with. This session will support leaders with evaluating the school's offer identifying strengths in its provision as well as areas for further development.	<p>Through the session participants will:</p> <ul style="list-style-type: none"> • Reflect on the extent to which your school is developing responsible, respectful, active citizens who are able to play their part and become actively involved in public life as adults • Explore how curriculum deepens pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance • Reflect on how you develop pupils' character, the set of positive personal traits, dispositions and virtues that informs their motivation to cooperate consistently well with others. • Explore the extent to which you develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy • Evaluate how you develop pupils' understanding of how to keep physically healthy and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities • Understand how inspectors will evaluate the quality of personal development during inspection 	Heads, senior leaders, middle leaders, department leaders, phase leaders, teachers
Governor training-holding leaders to account about the curriculum	While school leaders and teachers are responsible for planning and teaching the curriculum, governing boards have a significant role in ensuring that every pupil experiences a curriculum that is broad and balanced, and which equips them with the knowledge and cultural capital they need to succeed in life. This session explores a range of ways that governors can review the effectiveness of the school curriculum.	<ul style="list-style-type: none"> • Brief overview of the national curriculum and its expectations • Examining the role of governing boards have in curricular review • Review the mechanisms by which governors receive information about the curriculum • Exploring a range of 'strategic conversations' GB can undertake with school leaders • Evaluating curricular impact • Preparing for inspection 	Governors, trustees, heads, senior leaders
How inclusive is your classroom?	This session will explore a range of time-efficient practical approaches that will help schools ensure that classrooms and lessons are inclusive and supportive of pupils with Special Educational Needs and Disabilities.	<p>Exploring:</p> <ul style="list-style-type: none"> • more fully what an inclusive environment needs • ways to create anxiety free routines • ensuring teaching methods are fully inclusive demonstrating high expectations for all • The language that we use in an inclusive classroom • The importance of the physical layout of the classroom • The theory of relational practice and its importance when working with pupils with SEND • The behaviour for learning classroom environment 	Heads, SENCOs senior/middle leaders, department leaders, phase leaders, teachers, TAs
Improving the effectiveness of underperforming teachers	Creating and maintaining a high performing staff team is a huge responsibility for the leadership of the school. This one-day course offers guidance and supportive strategies to engage with and improve the performance of underperforming colleagues. This day will consider a supportive programme of tailored support to improve teacher effectiveness.	<ul style="list-style-type: none"> • Explore a variety of reasons why teachers' underperformance may have arisen • Consider a range of practical support strategies that seeks to develop and improve the quality of teaching. • Ensure that colleagues are self-reflective and provide line managers with ways to develop this in those colleagues who are less so. • Examine the role that performance reviews and plans have and look at essential aspects of these. • Reflect on a whole school approach to maintaining and developing teacher performance through effective CPD. • Explore key factors in recruiting the highest calibre colleagues during the recruitment process. 	Heads, senior leaders, middle leaders, department leaders, phase leaders, governors
Instructional coaching: developing teacher pedagogy	School leaders are increasingly looking for more personalised and finely tuned profession learning approaches. Whilst there is still a place for whole school CPD and training, instructional coaching offers schools the opportunity to improve teacher pedagogy in a more individualised, bespoke way.	<p>Participants will:</p> <ul style="list-style-type: none"> • Explore what is meant by instructional coaching and how it differs from more traditional coaching processes • Reflect on the culture of CPD in their schools • Consider how instructional coaching may be developed, systemically. • Look at different models of instructional coaching used by other schools • Unpick the essential ingredients/ strategies that leaders wish teachers to be effective at deploying 	Heads, senior leaders, middle leaders, department leaders, phase leaders, teachers

	This course looks at the concept of instructional coaching and how it can be developed and incorporated into your professional development systems.	<ul style="list-style-type: none"> Identify next steps for their setting 	
Memory, pedagogy and developing long term learning through the curriculum	<p>With a greater focus on the curriculum and long-term learning in the Education Inspection Framework, this one-day course looks more closely at how we can enhance pupils' long-term memory through the way we teach pupils and design the curriculum.</p> <p>Participants will explore the importance of curriculum design and its role in developing pupils' long-term memory so that pupils know and remember more of the key knowledge and skills that schools feel are important.</p>	<ul style="list-style-type: none"> The concept of long-term learning is explored through reflecting on the abundant research about the memory, how it processes and stores information including how the brain develops through the formation of schema. It will also look at the concept of cognitive overload and how we can avoid this through chunking to enable the working memory to process information more efficiently. The implications of this are applied to the pedagogical practices used in lessons and these will be explored through the lens of Rosenshine's principles of teaching, dual-coding (including a range of different graphic organisers) and other retrieval/ cognitive strategies. The final part will look at medium- and long-term curricular planning and how teachers and leaders can ensure the subject curriculum is designed to promote long term learning. 	Heads, senior leaders, middle leaders, department leaders, phase leaders, teachers, teaching assistants
Mitigating the impact of mental health on school attendance	According to a survey conducted by the NHS, school absence rates are higher in children aged seven to 16 with a probable mental health disorder. Schools play an important role in supporting the mental health and wellbeing of children, and are well-placed to provide interventions to build resilience in children, which is essential to mental health, learning and development.	The session unpicks the responsibilities schools have where a mental health issue is affecting attendance and examples of effective practice. The guidance is intended for school staff, academy trustees, governing bodies, parents and carers, and local authorities. Participants will explore how some schools have supported children to build up their confidence and help them to attend more regularly.	Senior leaders, attendance leaders, pastoral staff,
Oracy-rich classrooms: time to talk - Part 1	Oracy can mean different things to different people. Research shows that teaching children how to talk effectively can have a profound effect on learning outcomes. It is much more than simply providing children with opportunities to 'talk'. This session looks at how oracy can be developed across a school from EYFS to Year 6. This builds on previous webinar 'Pupil Articulation'	Participants will unpick the broader concept of 'oracy' and how this can be developed by unpicking the Cambridge Oracy Framework. In Part 1 participants will look at physical skills (voice and body language) and linguistic skills (vocabulary, language variation, structure and rhetorical techniques) associated with oracy.	Senior leaders, middle leaders, department leaders, phase leaders, teachers
Oracy-rich classrooms: time to talk - Part 2	Oracy can mean different things to different people. Research shows that teaching children how to talk effectively can have a profound effect on learning outcomes. It is much more than simply providing children with opportunities to 'talk'. This session looks at how oracy can be developed across a school from EYFS to Year 6. This builds on previous webinar 'Pupil Articulation'	Participants will unpick the broader concept of 'oracy' and how this can be developed by unpicking the Cambridge Oracy Framework. In Part 2 participants will look at cognitive skills (content, clarifying/summarising, self-regulation, reasoning, audience awareness) and social and emotional skills (working with others, listening/ responding, confidence in speaking) associated with oracy.	Senior leaders, middle leaders, department leaders, phase leaders, teachers
Outdoor learning; a mindset not just an activity	Outdoor learning is a great way to provide children with a unique and engaging educational experience. Outdoor learning can be made possible in primary schools by assessing the available outdoor space, creating a timetable that maximizes the amount of time each bubble is outside, and adapting outdoor spaces for learning. This session explores a range of ways to further develop outdoor learning.	<p>Participants will explore a range of ways that outdoor learning could be further developed in their schools. They will consider the extent to which they provide help children to</p> <ul style="list-style-type: none"> develop respect and sense of care for the planet. nurture long-term resilience, confidence, creativity and problem-solving skills for children encourage and nurture sustainable environmental behaviours provide a secure and supportive setting to improve social skills and working with others 	Senior/middle leaders, department leaders, phase leaders, teachers

Pastoral Care: Making sure your system makes a difference to those who most need it	<p>This course will explore the key facets of effective pastoral leadership. Schools are under greater pressure than ever to ensure their pastoral provision for pupils is the best it can be.</p> <p>This course will consider a range of practical strategies and advice based on research, my own experience of leading schools needing highly effective pastoral provision and anecdotal evidence from other schools.</p>	<p>Broader areas covered during this session include:</p> <ul style="list-style-type: none"> • Effective pastoral leadership • Ambition and high expectations for all pupils • Identifying pupil needs • Working with parents/ families • Links to behaviour and attendance • Impact of poverty • School based pastoral teams/ systems • Evidence based interventions • Evaluating impact 	<p>Heads, senior leaders, middle leaders, department leaders, phase leaders, teachers, teaching assistants, pastoral leaders/ team members</p>
Pupil articulation: the key to developing understanding and evaluating the impact of your curriculum	<p>This course will explore the overwhelming benefits of ensuring your pupils are able and confident to articulate their learning and understanding.</p> <p>The judgement about the impact of a school's curriculum will partly be based on demonstrable evidence that pupils 'know more, remember more and can do more'. With that in mind, this course will look at ways that both teachers and curricular leaders can develop and enhance pupils' ability to articulate their curricular understanding.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Appreciate the relationship between 'talking' and 'understanding' • Explore the role that developing oracy across the curriculum • Consider a wider range of strategies that teachers can build into their pedagogy • Appreciate the importance of developing metacognitive practice • Reflect on how the design of the subject curriculum can be adapted to help pupils 'know more' and remember more' • Use the findings from academic research to identify changes to their/ school practice • Consider how monitoring activities can capture and evaluate the extent of pupils' understanding about what they've been taught. 	<p>All schools</p> <p>Heads, senior leaders, middle leaders, department leaders, phase leaders, teachers, teaching assistants</p>
Pupil Premium - Developing and sustaining an evidenced informed strategy to improve the outcomes for disadvantaged pupils	<p>This course will enable participants to explore a variety of strategies to help school leaders overcome key barriers to learning and achievement and narrowing the gap for disadvantaged pupils.</p> <p>Participants will have the opportunity to explore the research report from the EEF 'Guide to Pupil Premium' providing school leaders with a practical starting point to develop, implement and monitor an evidence-informed approach to their pupil premium strategy. The guide suggests a four-step cycle for school leaders to follow when developing and sustaining their strategy.</p>	<p>This training day will offer a range of practical strategies and ideas to help schools:</p> <ul style="list-style-type: none"> • consider PP funding can be used to mitigate the wider impact that poverty has on pupils' school experiences • explore the important factors when developing and delivering an effective strategy • consider the range of factors attributable to successfully implementing new initiatives • examine a range of approaches that will provide high quality teaching for all as well as more targeted approaches for individual pupils • realise the importance of oracy in improving pupils' future academic success • reflect on ways to support pupils SEMH needs and issues affecting wider family groups • demonstrate the impact of funding linked to whole school and individualised strategies • explore practical ways that governors can ensure the funding is spent effectively 	<p>All schools</p> <p>Heads, senior/ middle leaders, Goves, staff responsible for co-ordinating PP funding</p>
Securing good attendance and tackling persistent absence	<p>During this half day session we will explore different aspects of attendance and how schools tackle the challenges they face that are featured in Ofsted's recent publication called 'Securing Good Attendance'.</p> <p>Schools that improve attendance from a low baseline, maintain high levels of attendance and minimise persistent absence all have different starting points and take slightly different approaches.</p>	<p>The following topics will be considered:</p> <ul style="list-style-type: none"> • Challenges arising as a consequence of COVID 19 and the longer-term impact of this • Identifying and removing barriers to low attendance and persistent absence • Communicating expectations to parents and pupils • Role of school pastoral teams/ individuals • Implications for the curriculum • Role of governors 	<p>Heads, senior leaders, attendance officers, business managers, pastoral leaders/ team members</p>

SEND Self Review – Good Practice	<p>Conducting a SEND review is a great way for schools to improve their provision. A review helps to shine a light on the inclusive practice of the school with the help of a powerful quality assurance tool.</p> <p>This session looks at the key aspects to consider in a self-review and how the findings can be evaluated and communicated to other stakeholders.</p>	<p>It covers eight areas:</p> <ul style="list-style-type: none"> • outcomes for pupils with SEND; • leadership of SEND; quality of teaching and learning; • working with pupils and parents/carers of pupils with SEND; • assessment and identification; • monitoring, tracking and evaluation; • efficient use of resources; • overall quality of SEND provision. 	
Social and emotional learning- Why it matters!	<p>‘Social and emotional skills’ are essential for children’s development, support effective learning, and are linked to positive outcomes in later life. This session unpicks this EEF guidance report which offers six practical and evidence-based recommendations to support children’s social and emotional development.</p>	<p>This session is intended for primary schools. It is aimed primarily at senior leaders who are thinking about their school’s approach to social and emotional learning, and at Early Years, Key Stage 1, and Key Stage 2 class teachers. Participants will have the opportunity to reflect on their current approaches, in light of the recommendations. They will explore practical ideas that could be implemented that can be woven into everyday class teaching without creating burdensome new programmes of work.</p>	<p>Senior leaders, middle leaders, teachers, teaching assistants, pastoral leaders/ team members, behaviour leaders</p>
Subject leadership and the Education Inspection Framework:	<p>This enables participants to explore key aspects of the role of subject leadership as well as looking at the professional skills required to be effective in it. The course will also explore a range of strategies that will help leaders feel confident if their subject is chosen for a ‘deep dive’ during an inspection</p> <p>In addition, delegates will gain a better understanding about the role of senior leaders, middle leaders, teachers and children in evaluating and shaping the quality of education that a school provides.</p>	<p>There will be a significant focus on how Subject Leaders can:</p> <ul style="list-style-type: none"> • develop their subject specific curricular intent, implementation and impact • ensure subject knowledge and skills are developed and well sequenced across all key stages in their school • tailor their monitoring and evaluation activities so that they are effective in demonstrating impact and informing next steps • develop an awareness of how they can demonstrate how their subject complements the school’s curricular intent • have a greater understanding of the process that ‘deep dives’ may follow especially how classroom teachers may be involved in this. • reflect on current leadership monitoring and evaluation activities and how these may need to be adapted to provide leaders with robust information about the implementation and impact their subjects are having on developing pupils’ knowledge and skills. 	<p>Heads, senior/middle leaders, department leaders, phase leaders, teachers</p>
Successfully identifying and tackling barriers to learning	<p>Identifying barriers to learning can be difficult because they come in all shapes and sizes, and are often particular to each pupil.</p> <p>This course unpicks a range of barriers pupils may face and how we can successfully identify and mitigate the impact they have on pupils’ success.</p>	<p>Participants will consider:</p> <ul style="list-style-type: none"> • A range of ways that school practitioners can identify pupil barriers • The findings from social research • Ways to break down the barriers • Implications for teaching, the curriculum and the classroom environment • Interventions and approaches that can be taken to minimise the impact of such barriers • Ways you can evaluate our success 	<p>Heads, SENCOs senior/middle leaders, department leaders, phase leaders, teachers, TAs</p>
Supporting pupils with SEND in the classroom through adaptive teaching	<p>This session will explore a range of time-efficient practical approaches that will help schools ensure that classrooms and lessons are inclusive and supportive of pupils with Special Educational Needs and Disabilities.</p>	<p>Exploring:</p> <ul style="list-style-type: none"> • the concept of adaptive teaching • a range of ways to meet individual pupils needs through adapting teaching in ways • how to create anxiety free routines and including the importance of the layout of the classroom • how to encourage participation in learning • how to communicate instructions carefully • strategies to promote effective group work 	<p>Heads, SENCOs senior/middle leaders, department leaders, phase leaders, teachers, TAs</p>

		<ul style="list-style-type: none"> ways to develop pupils' independence through self-regulation 	
Times tables – how to make them stick?	Once learned....never forgotten! Since the Year 4 Multiplication Tables Check was introduced – there has been a greater emphasis on learning and recalling times table facts in line with NC expectations. This session explores research undertaken developing a whole school approach to the teaching (and learning) of times tables.	Participants will look at the findings from DfE funded research as well as explore a range of teaching strategies and interactive resources that can support the teaching and development of a whole school approach to the teaching of times tables.	Senior leaders, middle leaders, maths subject leaders, teachers, teaching assistants,
Understanding and dealing Emotionally Based School Avoidance	Emotionally based school avoidance (EBSA) is a serious issue that affects thousands of children across England. It is a term used to describe children and young people (CYP) who experience challenges in attending school due to negative feelings (such as anxiety). This session will unpick the challenges facing schools and explore a range of strategies schools can deploy to improve children's attendance.	<p>EBSA is commonly associated with emotional and physical distress, and a reluctance to attend school, which can lead to reduced attendance and further anxiety regarding school. Participants will explore:</p> <ul style="list-style-type: none"> ways schools can help get children back into education in a suitable manner and make sure any return is sustainable and long-lasting. a range of tools to support key staff in identifying, analysing and auditing needs will be available for use. <p>Participants will also be signposted to other resources that can be used with families and children themselves.</p>	Heads, senior leaders, middle leaders, department leaders, phase leaders, governors
Understanding the causes of aggressive behaviour and how to manage it	When aggressive behaviour occurs in the classroom or out of it – emotions run very high and the situations are stressful for all concerned. This course unpicks some of the antecedents of aggressive behaviour and explores what aggressive behaviour can be managed -an in many cases prevented.	<p>Participants will explore:</p> <ul style="list-style-type: none"> what is meant by aggressive behaviour the causes of aggressive behaviour in pupils ways that aggressive behaviour can be managed when it occurs the wider classroom environment and routines the importance of effective classroom management the importance of relational practice and this can be developed further 	Heads, senior leaders, middle leaders, department leaders, phase leaders, teachers, teaching assistants, pastoral leaders/ team members, learning mentors, behaviour leaders
Unpicking assessment in the foundation subject primary curriculum	As teachers and as leaders it is important we are able to evaluate how what knowledge and skills pupils have developed and acquired over time. As part of the present inspection framework, inspectors have broadened their monitoring of the curriculum to ensure that schools are truly providing a broad and balanced curriculum. They will be interested in finding out more about a school's approach to assessing the extent to which pupils have learned the planned curriculum.	<p>Participants will:</p> <ul style="list-style-type: none"> reflect on formative and summative assessment and how effectively this is used in school consider how the school's assessment system underpins the curriculum it teaches examine different approaches to assessment used by other schools explore the link between assessments tasks and retrieval practice as part of the learning process use the findings from academic research to identify changes to their/ school practice identify ways of 'quality assuring' the data through a range of monitoring activities ensure that any systems developed are manageable and meaningful for teachers and their workload pressures 	Primary Foundation Subject Leaders, Senior Leaders, Classroom Teachers
What is 'good behaviour' and how can we encourage more of it?	In the current Education Inspection Framework there is a focus on the extent to which leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.	<p>Participants will:</p> <ul style="list-style-type: none"> Unpick what is meant by 'good behaviour' Explore the implications for teaching and the design of the curriculum Unpick the importance of the classroom environment Reflect on the importance of clearly understood routines both in the classroom and school environment 	Heads, senior leaders, middle leaders, department leaders, phase leaders, teachers,

	This course will unpick what is meant by 'good behaviour' and what it entails, as well a strategy that any teacher can consider encouraging good behaviour in their pupils.	<ul style="list-style-type: none"> Explore how we can support those pupils who find it difficult to regulate their behaviour 	teaching assistants, pastoral leaders/ team members, learning mentors, behaviour leaders
Widening pupils' vocabulary as part of a 'knowledge-rich' curriculum	<p>Vocabulary size is a strong predictor of academic attainment, so schools are recognising the importance of conscious, planned vocabulary teaching to enrich pupils' store of words. With a greater focus on 'knowledge' and 'long-term learning' in the Education Inspection Framework, this one-day course explores how we can widen pupils' vocabulary through the way teachers' teach and the activities they plan.</p> <p>Participants will also be able to network with fellow colleagues, sharing good practice and approaches to manage workload and identify next steps for improvement at their own school.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> engage with research identifying key barriers to vocabulary development leaders must tackle explore how developing pupils' vocabulary is a key factor in improving future academic outcomes appreciate the importance of a vocabulary rich curriculum develop a whole school approach to the development of a vocabulary rich school understand the importance of developing academic and subject specific vocabulary explore teaching strategies to develop and widen pupils' vocabulary understand how the classroom and wider school environment can be developed to promote and broaden pupils' vocabulary identify next steps for school provision 	Heads, senior leaders, middle leaders, department leaders, phase leaders, teachers, teaching assistants