

Continuing Professional Development



**St John Bosco Catholic Academy
2024/2025**



A stylized graphic of a bird's head in profile, facing left. The head is white with two circular eyes, one yellow and one orange. The background is a gradient of orange and white, with a large white circle on the right side.

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Love is repaid by love

The St John Bosco Catholic MAC is committed to the development of all our staff. As part of our commitment within the People Strategy the development, and opportunity for development, is fully supported through the Performance Management process.

There is an expectation that all staff have a responsibility for developing themselves, and that those who undertake identified key roles in their school will be willing to undertake training as recommended or requested, some of which have been identified as compulsory.

A range of high-quality short courses are offered to support personal and professional development of employees in both schools and the central team.

The MAC also has a number of key partners who we will sign post staff to. If there are any courses you would like to undertake that do not feature in this document please do speak to your line manager.

For those high value courses the MAC views this as an investment in its people and as such will seek to recover costs for training if employees leave the organisation in a specified timeframe.



EducareM - Tabor Programme

This course is designed for those middle and senior leaders; and those new to a governance role in a Catholic school.

How will it be delivered?

- Residential 1 – x 2 days
- Residential 2 – x 2 days
 - Online meetings
 - Research project
 - School visits

Fully Funded for identified delegates

Content

Research project: applying learning to own setting is a key aspect of the programme. Delegate complete a research-based project linked entirely to their own school action plans, and to reflect on their own leadership growth and the impact they have on the common good.

Facilitated groups: Online meetings, focusing on reflective leadership growth and development, arising from the conferences and research projects.

School visits: Delegates engage with at least one visit to a quality assured NSF Christ the Teacher graduate school, including focused learning walk, discussion and authentic immersion opportunities.

Transformative projects: Delegate are invited to choose from transformational visits to:

1. Bar convent, York: focuses on equality, participation and aspiration.
2. Laudato Si Centre, Salford: focuses on i) transforming people, ii) human rights activism, iii) environmental activism.

Costs

£1,075 + VAT

<https://educarem.org.uk/tabor-programme/>

4 delegates 2024-25

4 delegates 2025-26

4 delegates 2026-27

Learning Outcomes

All graduates of the programme are invited to an annual re-focus, ensuring continued formation.

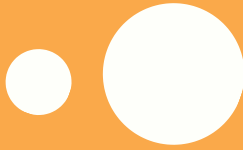
Establishing a community of transformational, authentic and enabling school leaders at a national level.

EducareM - National School of Formation: Christ the Teacher

Who is it for?

Applicants from serving Catholic Headteachers, governors, Senior Executive posts and directors.

Fully Funded for identified delegates



Cost

The full training fee is £2,795. EducareM is able to offer a grant of £1,000.

Delegates are invoiced for the fee contribution of £1,795 in ADVANCE of the Programme. Payments should be made to EducareM, C/O Sue Riley by BACS within four weeks of invoice (usually April). <https://educarem.org.uk/christ-the-teacher/>

Content

Part 1: National retreat is a unique opportunity to explore and reflect on one's own spirituality and leadership within the context of Catholic Education.

Part 2: Three-day immersion event is an unprecedented experience to engage in a meaningful and deep way with prominent international educationalists and authors.

Part 3: During the Lent term of the programme, there are two residential events. These build on the Immersion event and are aimed at deepening and developing the theological reflection into transformational practice. In addition to presentations there will be guidance on presenting new thinking and advocacy for transformation.

Part 4: Participants are offered two opportunities to experience an individualised transformational project through study visits within the UK.

Part 5: Participants are offered the opportunity to spend explore spiritual renewal under the guidance of a highly trained spiritual guide.

Part 6: Participants will be provided with a reflective manual of articles and publications to support their development during the year.

Part 7: Participants are invited to be active advocates for Catholic education across the UK. As advocates for transformational education, members will be encouraged to be a prophetic voice for the vision of Catholic education in appropriate local and national forums and the media.

Learning Outcomes

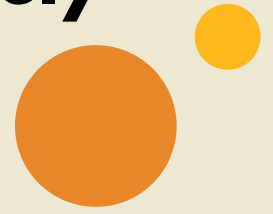
Participants will be awarded a certificate on behalf of Archbishop Malcolm McMahon and the trustees of EducareM in recognition of their work during the programme and to record their entry into the NSF National Network. Completion of the NSF enables delegates to gain credits towards post graduate study at St Mary's, Twickenham.

How will it be delivered?

Residential 1 – Immersion event x 3 days
Residential 2 – Deepening event x 2 days
Corrymeela Experience x 3 days
Residential 3 x 2 days
National retreat day
UK study visits

Supervision for staff working in schools and community contexts: working relationally and reflectively

The Tavistock and Portman NHS Foundation



Supervision is a work-based learning relationship, characterised by relating and reflecting. It is a critical component of safe and effective practice across the human services, ensuring a containing and reflective space for practitioners to acknowledge and process the often stressful, uncomfortable and painful experiences of working with children, young people, their families and the systems around them.

Through containment and reflection rooted in a dynamic and relational supervisory experience, both supervisor and supervisee are enabled to learn and grow across their professional career. This course is designed for you if you are a practitioner experienced in providing supervision to colleagues in their own work contexts, as well as those planning to take up a supervisory role in future.

Aims and learning objectives

Upon successful completion of this course you will have an increased knowledge and understanding of:

- Aims, functions and models of supervision in the diverse organisational contexts within which it takes place
- The professional, ethical, legal and regulatory contexts within which supervision is provided
- Issues pertaining to sameness, difference and diversity in supervision

You will have enhanced skills in:

- Establishing, developing and ending a supervisory relationship, including contracting and reviewing the effectiveness for supervisee and supervisor
- Supervisory processes
- Communication within the supervisory context, including the provision and receipt of feedback (and evaluation where relevant)



5 funded places for 24-25

Anyone interested in joining our team of MAC Supervision please contact Laura Bayliss

National Professional Qualifications (NPQ) - Leadership

Who is it for?



The National Professional Qualifications (NPQs) are a suite of DfE accredited qualifications for school leaders, designed to support professional development - helping school leaders and teachers become more effective.

All of the qualifications are based on NPQ Frameworks which draw from the very latest evidence and research and complete the golden thread, running from initial teacher training through to school leadership, rooting teacher and school leader development in the best available evidence and collective wisdom of the profession.



How will it be delivered?

These qualifications are delivered through our partnership with Bishop Challoner SCITT.

NPQ in Leading Teaching (NPQLT) - 3 full day face-to-face events, 38 hours online learning, 6 hours coaching, 90% engagement in elements of blended programme, unseen summative assessment case study

NPQ in Leading Behaviour and Culture (NPQLBC) – 3 full day face-to-face events, 38 hours online learning, 6 hours coaching, 90% engagement in elements of blended programme, unseen summative assessment case study

NPQ in Leading Teacher Development (NPQLTD) - 3 full day face-to-face events, 38 hours online learning, 6 hours coaching, 90% engagement in elements of blended programme, unseen summative assessment case study

NPQ in Leading Literacy (NPQLL) – 2 full day face-to-face events, 6 online seminars, 1500 word case study

NQP in Leading Early Years (NPQEY) 18 month programme, end of programme assessment

Content & Costs



Frameworks for the NPQ suite of qualifications can be found

<https://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms/national-professional-qualifications-npqs-reforms>

Cost

Most are funded until end 2025

National Professional Qualifications (NPQ) - Leadership

With Bishop Challoner Training School



Our next cohort of the new National Professional Qualifications will start this Autumn 2024, with a further cohort starting in February 2025.

The DfE funding for NPQs has changed and they are now not all fully funded. We are emailing you to give you the great news that the attached list of your schools have been identified as eligible schools and you can apply for our limited Scholarship funding for Autumn 2024.

In partnership with Best Practice Network, we deliver the full range of National Professional Qualifications, including specialist and leadership NPQs.

Schools can submit multiple nominations by completing the attached 'NPQs nominations form' and returning it to **trainingschool@bishopchalloner.bham.sch.uk**.

To have the best chance of a fully funded place on an NPQ programme for Autumn 2024, please send us the forms as soon as possible. Once we've received a nomination, we'll send the teacher a link to complete the application form.

To find out more about the NPQs and how your school can benefit please email us at **trainingschool@bishopchalloner.bham.sch.uk** or call us on **0121 441 6175**.

Eligible schools:

- ◆ St Mark's Catholic Primary School
- ◆ Bishop Milner Catholic College
- ◆ St Joseph's Catholic Primary School
- ◆ Stuart Bathurst Catholic High School
- ◆ St Bernadette's Catholic Primary School



Aspiring Leaders

Content

Who is it for ?

This course is designed for those individuals who have been identified as being ready for next steps in senior leadership roles.

This course is offered specifically for those who are aspiring to be future Catholic leaders.

How will it be delivered?

To complete the Aspiring Leaders course participants will:

- Attend 7 x 4-hour workshops
- Complete tasks specific to workshops for submission and review

Learning Outcomes

Gaining a clear understanding of leadership within a Catholic school, working both practically and strategically.

The workshops will focus on specific skills and practical applications linked to the Headteachers Standards.

Workshop 1

Leadership, Management and Governance

Workshop 2

Catholic Culture

Workshop 3

Quality of Education and Inclusive Education

Workshop 4

Fully Inclusive Schools

Workshop 5

Operational Leadership

Workshop 6

Ofsted and CSI

Workshop 7

Self-guided study using allocated National College resources



Certificate in Understanding the Single Central Record

Who is it for?

This course is designed for those individuals are responsible for updating and maintaining the Single Central Record (SCR)

This course is also recommended for all school leaders so they have a detailed understanding of the statutory duties surrounding the SCR.

How will it be delivered?

This course is an online course with The National College.

- Online
- 1 hour 10 minutes

Content

- Why is the SCR important?
 - Statutory guidance
 - Administration
- Roles and responsibilities
 - Common mistakes
- Maintenance and best practice
 - Case studies

Learning Outcomes

Recognising the importance of implementing and maintaining a SCR that is In line with statutory guidance and importance to Ofsted.

Understanding the relevant statutory and non-statutory guidance that is involved in maintaining the SCR.

Recognising who and what should be recorded on the SCR and providing an understanding of key pre-employment checks.

Identifying individual roles and responsibilities, including who should be assigned to regularly maintain and administer the SCR.

Understanding how to implement a clear tracking and monitoring process to ensure compliance, exploring different formats and developing best practice.

Cost

£60 + VAT

<https://nationalcollege.com/courses/single-central-record>

Safeguarding Training Compulsory for all staff

Annual Update to KCSIE

With Oliver Welsby

Monday 2nd September 2024

11.30am – 12.30pm

Zoom

For: all staff

#SEN #CT #HT #TA



Update and Review of Key Changes

During this one-hour virtual session we will cover the key changes and themes within KCSIE-24 to ensure that all staff are up to date with the latest statutory requirements for people working in Education settings.

There is also a quiz to assess understanding.

To Book:

<https://www.bcpp.org.uk/events/24-kcsie-update>

Sign up one member of staff only (everyone else sits with them).

Early Years

Compulsory for EYFS Leads

Language and Communication and Effective Interaction

Session 1 of 3

With Ruth Swailes

Tuesday 24th September 2024

4.00pm – 5.00pm



(We urge staff to access this from home, pack your bags at lunchtime and run down the drive as soon as the last pupil is collected-you're then at home when it finishes at 5.01pm)

Zoom

For: EYFS leaders and their teams, EYFS Teachers, EYFS TA's and Headteachers

#HT #Middleleaders #EYFS

Content

It's no coincidence that Communication and Language is the first prime area in the EYFS, because it underpins children's learning in all other areas. In sessions one and two we will explore what research tells us about young children's language development and look at practical ways in which everyone can develop communication and language for all children in the classroom. Ruth will share real life examples of simple but effective strategies that can be tried immediately in the classroom. The third and final session provides an opportunity to feedback on how the strategies have worked, ask questions, and explore further.

Future Dates for your Diary

Session 2 - Thursday 3rd October 2024 – 4.00pm – 5.00pm

Session 3 Tuesday 15th October 2024 (session 3 of 3- this session is optional and is here for you to drop in and ask Ruth questions about what you've implemented from sessions 1 & 2) 4.00pm – 5.00pm

To Book:

<https://www.bcpp.org.uk/events/24-eyfs-language-1>

Early Years

Compulsory for EYFS Leads

Language and Communication and Effective Interaction

Session 2 of 3

With Ruth Swailes

Thursday 3rd October 2024

4.00pm – 5.00pm

(We urge staff to access this from home, pack your bags at lunchtime and run down the drive as soon as the last pupil is collected-you're then at home when it finishes at 5.01pm)

Zoom

For: EYFS leaders and their teams, EYFS Teachers, EYFS TA's and Headteachers

#HT #Middleleaders #EYFS #CT #TA

Content

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To Book:

<https://www.bcpp.org.uk/events/24-eyfs-language-2>

Early Years

Compulsory for EYFS Leads

Language and Communication and Effective Interaction

Session 3 of 3

With Ruth Swailes

Tuesday 15th October 2024

4.00pm – 5.00pm

Zoom

(We urge staff to access this from home, pack your bags at lunchtime and run down the drive as soon as the last pupil is collected-you're then at home when it finishes at 5.01pm)

#HT #Middleleaders #EYFS

Content

Drop-in session, this is an optional session to allow everyone the chance to come and ask questions based on your experiences of using strategies suggested in sessions one and two.

This third and final session provides an opportunity to feedback on how the strategies have worked, ask questions, and explore further.

For: EYFS leaders and their teams, EYFS Teachers, EYFS TA's and Headteachers

To Book:

<https://www.bcpp.org.uk/events/24-eyfs-language-3>

Early Years

**KS1 / KS2 Writing
Compulsory attendance for Writing Leads**

KS1 English – Greater Depth Writing

With Susie Spolander

**Thursday 19th September 2024
9.00am – 11.00am
Zoom**

#English #middleleaders #CT #DHT



Content

Hints, tips, advice and guidance on how to achieve greater depth in KS2 writing.

To Book:

<https://www.bcphp.org.uk/events/24-writing-depth-ks2>

Directors note:

Throughout the year, staff have shared in evaluations that they want support with greater depth writing. Here's a session that does that. Get as many KS2 staff on as possible. Or book your English leader and ask them to lead CPDF in school afterwards.

Early Years

KS1 / KS2 Writing

Compulsory attendance for Writing Leads

KS2 English – Greater Depth Writing

With Susie Spolander

Tuesday 17th September 2024

9.00am – 11.00am

Zoom

#English #middleleaders #CT #DHT

Content

Hints, tips, advice and guidance on how to achieve greater depth in KS2 writing.

To Book:

<https://www.bcphp.org.uk/events/24-writing-depth-ks2>

Directors note:

Throughout the year, staff have shared in evaluations that they want support with greater depth writing. Here's a session that does that. Get as many KS2 staff on as possible. Or book your English leader and ask them to lead CPDF in school afterwards.

Early Years

Supporting Children with Complex Needs in the EYFS

Thursday 15th May 2025, 9:30 am until 3:00 pm

£120 per delegate

COMPULSORY ATTENDANCE

This course will explore:



- Developing understanding of a range of complex needs linked to the SEND Code of Practice (2015) four broad areas of need.
- Barriers to learning – what might we be looking for?
- Crafting a personalised and developmentally matched curriculum.
- Ideas, strategies and resources to offer adapted quality first teaching.
- Intervention ideas.
- Assessment tools, resources and further support.



Outcomes:

- Develop a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these (Teachers' Standard 5).
- Understand how pupils learn and how this impacts upon teaching (Teachers' Standard 2).
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development (Teachers' Standard 5).

The cost of this course includes all course resources, refreshments and a light lunch.

Location: The Inclusive Cadmus Hub, Tantarra Street, Chuckery, Walsall, West Midlands, WS1 2HU

RE LEADS

COMPULSORY ATTENDANCE FOR RE LEADS

PRAYER

Encounter

With Greg Finn from the mark 10mission

Tuesday 19th November 2024 9.30am – 12pm
Zoom

For: RE leaders, senior leaders, Staff who take a lead in the prayer life of school

#middleleaders #AHT #DHT #HT



Content

What is an encounter with Christ? How are you meant to successfully support children and staff in this?

Are you teaching children prayers...or how to pray?

Every time we gather to pray it is a chance to encounter Jesus. The aim of prayer is to grow in personal relationship with Christ. In schools, we have a beautiful chance to sow seeds of faith which can last a lifetime. This session will help attendees guide children into the presence of Jesus every day.

To book:

<https://www.bcpc.org.uk/events/24-prayer-encounter>

Directors note:

Greg comes highly recommended and many of you may already know him through his mark10mission work. A great opportunity to develop adult knowledge of prayer and how it can be used appropriately (with real impact) in school.

SENCO and Teaching Assistants



COMPULSORY ATTENDANCE

Content

Course Details

The Communication Café

Creating Communication Friendly and Enabling Environments

£45 per delegate

Wednesday 9th July 2025, 1:15 pm until 3:30 pm

Hosted by our speech and language team and our SEND specialist advisory teaching team, our Communication Café is the chance to come and learn whilst enjoying afternoon tea!

Location

The Inclusive Cadmus Hub, Tantarra Street, Chuckery, Walsall, West Midlands, WS1 2HU

The focus of this café will be all about how to create a communication friendly and enabling environment as part of your high quality adaptive teaching approach ready for your new classes to arrive in September.

We will explore how to enhance your high quality adaptive teaching to:

- Target subject specific vocabulary to develop receptive language
- Develop expressive language skills
- Develop the physical environment so that it is communication friendly for all
- Use high quality visual supports effectively
- Explore how social skills can be developed in every day classroom activities
- Give perfect instructions
- Develop learning opportunities so that they allow pupils to develop and practise their communication skills

We will also:

- Share useful resources
- Sign post further useful sources of support
- Explore some of the common communication and interaction difficulties that pupils experience and how to support them through adaptive classroom practices

SENCO and Teaching Assistants



COMPULSORY ATTENDANCE

Content

Course Details

Identifying and Supporting Social, Emotional and Mental Health Needs

£65 per delegate

Thursday 24th October 2024,
1:15 pm until 3:30 pm

We are all aware of the increasing social, emotional and mental health needs of our pupils and the impact that this is having on well-being learning.

To help you to identify and support the needs of pupils who have difficulties in this area we are offering an afternoon course which explores:

- How to identify emerging and existing social, emotional and mental health needs
- How these needs may manifest themselves and become barriers to learning and accessing wider school life
- Developing a pupil led response to social, emotional and mental health needs
- What you can do to meet the needs of learners with social, emotional and mental health needs as part of your adaptive classroom teaching
- Ideas for additional provision
- Signposting of other support services

Location

Location: The Inclusive Cadmus Hub, Tantarra Street, Chuckery, Walsall, West Midlands, WS1 2HU

This course can also be delivered directly into your setting. Contact Beccie Hawes for information.

SENCO and Teaching Assistants



COMPULSORY ATTENDANCE

Content

Course Details

Planning an immersive and engaging curriculum for children with complex needs in the mainstream school

£65 per delegate

Thursday 13th February 2025,
1:15 pm until 3:30 pm

Location

The Inclusive Cadmus Hub,
Tantarra Street, Chuckery,
Walsall, West Midlands, WS1

This course will explore:

- The range of complex needs present in schools including Global Developmental Delay.
- Challenges around making provision for children with SEND in main stream schools.
- A clear step by step process on how to create your own bespoke curriculum for SEND learners.
- How to track progress and monitor SEND provision.

Delegates will:

- gain a brief over view of different complex needs
- learn how to plan for children who are working significantly below their chronological age.
- discover ways of including SEND children in whole school topics.
- be given clear examples of planning and activities.
- learn different ways of tracking and evidencing progress.

SENCO and Teaching Assistants



COMPULSORY ATTENDANCE

Content

Course Details

Power Hour Two

Interoception – The Sense that Shapes our Wellbeing

£30 per attendee

Wednesday 13th November 2024, 1:30 pm until 2:30 pm.

Interoception is the sense that shapes our wellbeing. There is a growing body of evidence that shows that the signals sent from our internal organs to the brain play a major role in regulating emotions and fending off anxiety and depression.

Our Interoception Power Hour will help you to explore and understand:

- Why interoception is so crucial to self-regulation and mental wellbeing.
- How schools can identify and help pupils with interoception based difficulties.

Location

This course is presented virtually using Microsoft Teams by a qualified and experienced Occupational Therapist.

SENCO and Teaching Assistants



COMPULSORY ATTENDANCE

Content

Course Details

Thinking differently for a brighter tomorrow...

**Neurodivergence in Schools – All Kinds of Minds
A Two Day Course**

£200 for both days

Day One: Friday 7th March 2025,
9:30 am until 3:30 pm

Day Two: Friday 28th March
2025, 9:30 am until 3:30 pm

Location

The Inclusive Cadmus Hub,
Tantarra Street, Chuckery,
Walsall, West Midlands, WS1
2HU

The term neurodiversity is used to explore the idea that people experience and interact with the world around them in many different ways; there is no one 'right' way of thinking, learning, and behaving and differences should not be viewed as deficits. That's where neurodivergence comes in. We have an increasing number of neurodivergent children and young people in our schools who may need our support.

With this in mind, our two-day course will help you to understand and explore:

- The neuroscience behind how the brain works for learning and emotional regulation.
- The impact that neurodivergence may have upon learning, accessing school life and beyond the school environment.
- Autism, ADHD, dyslexia, dyscalculia, developmental language delay, developmental coordination delay and other conditions linked to neurodivergence.
- Masking.
- Identifying needs.
- Offering effective support through a relational approach which fosters positive connections and well-being.

SENCO and Teaching Assistants



COMPULSORY ATTENDANCE

Content

Course Details

Playing for Progress - Supporting Learners with SEND Through Play Across the Primary School

£110 per delegate

Thursday 5th June 2025, 9:30
am until 3:30 pm

Location

The Inclusive Cadmus Hub,
Tantarra Street, Chuckery,
Walsall, West Midlands, WS1
2HU

“Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood.” Fred Rogers

Find out how play can be used a valuable teaching tool to unlock learning and secure progress. This course will explore:

- Child Development back to basics - meeting our SEND learners where they're at
- What the research tells us about the need for play
- The benefits of play to support all 4 broad areas of need
- Identifying schemas and play types to harness learning opportunities
- How to provide playful learning opportunities for SEND learners in the mainstream classroom
- How to document play & make the learning visible.

We will also:

- Share useful resources
- Sign post further useful sources of support
- Play!

SENCO and Teaching Assistants



COMPULSORY ATTENDANCE

SENCO Masterclass Series

We are offering eight virtual sessions that explore eight different aspects of SEND. For each aspect we will explore what the SENCO needs to do, what it needs to look like in your school and share examples of best practice. You can purchase as few or as many of these sessions that you need.

£25 each or all eight for £175

Location: Delivered virtually.

Date	Time
The Equality Act.	10.01.2025 1:30 until 2:30 pm
Reviewing, writing and bringing to life your SEND Policy and Information Report.	14.02.2025 1:30 until 2:30 pm
Writing high quality assess, plan, do, review documents and evidencing their impact.	14.03.2025 1:30 until 2:30 pm
Co-production – working meaningfully in partnership with pupils and their parents/care givers.	21.03.2025 1:30 until 2:30 pm
Governance – what should you be sharing.	04.04.2025 1:30 until 2:30 pm
High quality adaptive classroom teaching for pupils with SEND.	02.05.2025 1:30 until 2:30 pm
Provision mapping.	23.05.2025 1:30 until 2:30 pm
Managing the EHCP process.	13.06.2025 1:30 until 2:30 pm

Attendance

Development Programmes - Inclusive Attendance (inclusive-attendance.co.uk)

Online Platform £30/seat+VAT

Welcome to our online platform, a self-paced journey enriched with an abundance of resources, Learning Modules, and an in-depth self-populating action plan. This digital route ensures flexibility and a wealth of knowledge at your fingertips. Our transformative Attendance Development Programme is a testament to the future of Professional Development (PD). Designed by our accomplished attendance experts, this programme is meticulously crafted to guide schools through a journey of self-discovery, from understanding their current practices to establishing sustainable practices that yield improved outcomes for all children and the wider school community.

What does this programme offer?

This programme is a synthesis of evidence-based research, practical application, and collaborative learning. It's designed to not only enhance attendance strategies but to foster a culture of inclusivity, responsibility, and growth. Dive into a holistic experience that promises transformative outcomes, expert guidance, and a lasting impact on your educational community. The landscape of effective Professional Development (PD) is evolving, and the EEF Effective Professional Development guidance report spearheads this transformation.

Digital Flexibility & Resources

Embrace the convenience of our online platform, offering self-paced Learning Modules enriched with resources. This digital route ensures you have a wealth of knowledge and tools at your fingertips, anytime and anywhere.

Certified CPD

Deliver exclusive professional learning opportunities designed to enrich the understanding of all your school staff. Upon successful completion of the six Learning Modules, staff members will be awarded certified Continuing Professional Development (CPD) credentials. This approach will help instil a culture of shared responsibility for school attendance among all members of your school community.

Actionable Plans & Implementations

Gain access to automated, actionable plans and tools for measuring progress, guaranteeing the practical implementation and measurable results in improving attendance.

Resources

Within this section find an extensive collection of over 80 resources at your disposal to assist your staff in applying their newly acquired knowledge in their daily work. These resources have been expertly crafted by professionals from Inclusive Attendance Ltd and generously provided by our respected signposting partners, including KOOTH and Young Minds.

Attendance

Course details for Attendance Officers

Course Duration: Approximately 3 hours

Course Overview: The Inclusive Attendance Online Learning course is designed to provide staff with the knowledge and skills necessary to promote inclusive attendance practices through understanding their roles and responsibilities. Participants will go through a series of Learning Modules, each lasting approximately 30 minutes. Within each Learning Module, there are Key Strands, which are shorter segments taking around 10 minutes, including completing the 5 Checking For Understanding questions at the end of each Key Strand. Successful completion of all modules will lead to a CPD certification.

Note: Staff may complete the course at their own pace, with each Learning Module being a self-contained unit. However, they must complete all Key Strands within a module before progressing to the next module. This flexible structure allows participants to fit the course into their schedules while ensuring comprehensive coverage of the material.

Course Content

Equity, Equality, and Inclusion 3 Key Strands | 3 Quizzes

Understanding Attendance Barriers 3 Key Strands | 3 Quizzes

A Systems Approach 3 Key Strands | 3 Quizzes

Mental Health Resilience 3 Key Strands | 3 Quizzes

Curriculum and Teaching 3 Key Strands | 3 Quizzes

Identify Specialist Pathways 3 Key Strands | 3 Quizzes

Teaching & Learning



5 SESSION TRAIN THE TRAINER SERIES

OUR TEACH LIKE A CHAMPION COACHES WILL RECEIVE
TRAINING AND RESOURCES TO DELIVER CPD ACROSS THEIR
SCHOOL

Engaging Academics

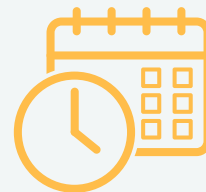
- Ratio & Wait Time
- Everybody Writes

Check for Understanding

- Culture of Error and Show Call
- Gathering Data Through Observation
- Gathering Data Through Questioning



Dates & Times



TLAC Session 1: Ratio & Wait Time	Wednesday 11 September 3:30-5:00pm
TLAC Session 2: Everybody Writes	Wednesday 18 September 3:30 - 5:00pm
TLAC Session 3: Culture of Error & Show Call	Wednesday 2 October 3:30: 5:00pm
TLAC Session 4: Gathering Data through Observation	Wednesday 16 October 3:30 - 5:00pm
TLAC Session 5: Gathering Data through Questioning	Wednesday 23 October 3:30-5:00pm

Ratio & Wait Time

Objective:

- To learn and practice concrete techniques to raise the level of academic expectations and engagement in classrooms
- To practice and reflect on these techniques so you can overcome the “get-it/do-it gap”

Description: In this first day of our Engaging Academics series, we introduce the idea of Ratio, defining both Participation Ratio (PR) and Think Ratio (TR). Participation Ratio is defined as the proportion of the class actively engaged in learning tasks, especially speaking or writing. Think Ratio is the depth of thinking students are doing. Ratio is a foundational idea that we will continually revisit throughout all five sessions – how do we increase the number of students thinking and the depth of thinking they are doing through writing, questioning, and discussing? Participants are then invited into a classroom via video analysis, identifying areas of high PR and TR and reflecting on how the teacher facilitates those moments.

With the idea of Ratio in mind, we then introduce Wait Time, defined as adding a pause (sometimes as short as a few seconds, though sometimes more like 30 seconds) between asking a question and calling on a student. We ask participants to watch several classroom videos and consider how Wait Time impacts both Participation and Think Ratio. We end the session with a few practice opportunities—participants practice inserting a beat of Wait Time into a question, and then they script various types of Wait Time phrases to encourage students to use their Wait Time productively.



Everybody Writes

Objectives:

- To analyse and practice techniques for effectively using Everybody Writes to help build student engagement and deepen student thinking
- To support teachers in building a positive culture around writing

Description: Everybody Writes is about using writing frequently throughout class to support student thinking (and improve their writing). In this session we describe three types of writing (Formative, Developmental, and Summative) and how they can be used synergistically to improve both student writing and thought. We focus especially on Formative Writing whose purpose is to use writing as a tool to think: to develop and discover new insights rather than to justify something they've already decided.

In this session, we begin by watching and reflecting on a video of Arielle Hoo's middle school math classroom, where she asks her students to write before AND after a classroom discussion. We then begin exploring how frequent bursts of Formative Writing, through Everybody Writes, deepens student thinking and leads to more rigorous classroom discussions. Participants will watch several videos of teachers across grades and content areas implementing and facilitating Everybody Writes in their classrooms. They will reflect on the differences between Formative and Summative Writing, and they will explore a third type of writing called Developmental Writing. Finally, they will practice planning instances of Formative Writing into an upcoming lesson.



Culture of Error + Show Call

Culture of Error

Description: Doug cites the great basketball coach John Wooden, who famously defined teaching as knowing the difference between “I taught it” and “they learned it.” However, if students attempt to elude discovery in our classrooms, **Checking for Understanding** is much harder. The foundation for being able to **Check for Understanding** techniques is making student feel safe and comfortable with mistakes. Teachers who build robust **Cultures of Error** in their classrooms push their students to think of “wrong” as a first, positive, and often critical step toward getting it “right,” socializing them to acknowledge and share mistakes without defensiveness.

We generally think there are four ways to establish a **Culture of Error**—first, **Normalize Error** - making error feel like a normal part of the learning process. Participants will look at a montage of the phrases some teachers use to **Normalize Error**, see some additional examples, and then practice scripting their own. The second way is to **Praise Risk-Taking**, when teachers specific encourage to take risks when they’re not sure. Again, participants will watch a montage of what this looks like in classrooms, and then study formative writing prompts that encourage risk taking.

The third way to establish a **Culture of Error** is to **Withhold the Answer**, which is when teachers do not immediately indicate what the correct answer is. This allows discussion to be focused on the strategies or thought process rather than on the final answer. Again, participants will see a montage of teachers **Withholding the Answer**. The fourth way is to **Manage Your “Tell,”** when teachers do not reveal the correct or incorrect answer through unintentional cues (like smiling, frowning, nodding, etc.). Instructional coaches and leaders will watch a coaching video and consider how to establish a strong **Culture of Error** for their teachers, an equally important endeavor as establishing one in the classroom

Show Call

Description: Our second portion of the second day is **Show Call**, where a teacher makes student work visible for the rest of the class to see and study (often using a document camera, but sometimes by writing the response on the board or a chart, or by photocopying the work). As we say in TLAC 3.0, “What’s the quickest and most productive way to respond to an error in the midst of teaching? Often it’s to study an error itself.” If we can find and study our mistakes with openness and fascination, if we can discuss them in substantive conversations, then we have a replicable way to react to error when we see it and we are teaching a process we’d wish our students to copy for much of their lives: Find the mistake. Study it without defensiveness. Relish it as a learning opportunity.

Show Call, then, offers an immediate and concrete way to act on data that a teacher has gathered through Active Observation. Participants will, of course, see several **Show Calls** in action in video clips. They will then consider how to create a positive and supportive culture around **Show Call**, which can be intimidating without a strong **Culture of Error** established. Much of the culture around **Show Call** is created during the “Take,” when the teacher borrows work from a student, and the “**Reveal**,” when the teacher displays the work and frames the way students interpret it and respond to it. Participants will then consider the various types of **Show Calls** and consider when and why they might use them and what some potential limitations might present for each type. Leaders will consider where their staff is with using **Show Call** and identify which of the **Show Call** types they might use first to Roll Out the technique.



Gathering Data through Observation

Description: Participants will explore **Active Observation**, the act of using your Lesson Preparation documents to intentionally look at student work, track data, and identify student understanding and misunderstandings.

After seeing **Active Observation** in multiple classrooms and multiple settings (our clips show teachers **Actively Observing** during **Turn and Talks** and during independent work), we study **Standardize the Format**. This is a technique where the teacher designs materials such that students are working in the same space. This helps reduce the strain on a teacher's working memory as they circulate because they know where they are looking for the work and can instead focus on what students wrote. Participants will explore examples of various materials that **Standardize the Format** and reflect on how they might use or adapt those material layouts for their own contexts. Some instructional coaches and leaders choose to have standardized materials across grade levels, for example.

We then look at some examples of teacher monitoring documents that they've made to **Actively Observe** and collect data. There is no such thing as "mental notes" in the classroom, where teachers are making multiple decisions at once and taking in/evaluating a multitude of information. Teachers who are best at **Active Observation** are those who take clear and quick notes while circulating so they can then use their collected notes to plan the next course of action.

We end this portion of the day with one of our favorite reflections on how **Active Observation** and feedback supports strong student-teacher relationships. We watch a montage of teachers using strong and affirming feedback during **Active Observation** and then practice re-writing potential feedback to be more precise, have **Economy of Language**, and include affirmation of effort or contribution to community. Again, leaders have the opportunity to reflect on how they might bring this back to their campuses/organizations.



Gathering Data through Questioning

Description: After Gathering Data via Observation, we'll turn our attention to using questioning to **Check for Understanding**. The questions we ask students are one of our most critical tools for gathering data on student mastery. We must design them intentionally if we want them to be effective.

Participants will study two key techniques: (1) **Replace Self-Report** and (2) **Means of Participation**. We've all heard this in classrooms—when a teacher asks, “Everyone got it?” The answer is almost always “yes” or silence, and that's generally not accurate. Novices are not particularly strong judges of their understanding of material, and even if they were, answering that question truthfully would require an well-established **Culture of Error** and quite a bit of bravery. Instead, participants learn how to rephrase self-reporting questions as **Targeted Questions**. For example, instead of “does everyone understand what those organelles do?” participants might re-script as “Tell me about the primary function of the endoplasmic reticulum.”

The second important consideration of **Targeted Questioning** is how students will engage with those questions. If a teacher asks students to explain the function of a specific organelle, but then just waits until a student calls out or volunteers, they aren't going to get a particularly good sampling of what students know. We revisit **Means of Participation**, the act of clearly defining and communicating how students should engage with those questions—**Cold Call, Turn and Talk, Everybody Writes**, etc. Participants will have a chance to practice re-writing some self-report questions to be more targeted, and planning when they might use specific **Means of Participation**. They will then consider specific components of the section they'd like to **Roll Out** back in their communities and how they might do that.



Compulsory Training courses

National College



Staff Group	Training
All	<ul style="list-style-type: none"> • Annual Certificate in Fire Safety (55 mins) • Annual Certificate Prevent Duty (1 hour) • Certificate in Managing Asbestos for Workplaces (35 mins) • Annual Certificate in Data Protection and GDPR (1 hour) • Certificate in Food Allergy and Anaphylaxis (20 mins) • Certificate in Asthma Awareness (19 mins) • Certificate in Diabetes Awareness (18 mins) • Certificate in Epilepsy Awareness (10 mins) • Certificate on Accident Reporting (33 mins) • Certificate in Equality, Diversity and Inclusion (55 mins)
Senior Leaders	<ul style="list-style-type: none"> • Certificate in Understanding FGM (1 hour 10 mins) • Certificate in Understanding Honour Based Abuse (1hour 8 mins) • Annual Certificate in Health and Safety at Work (30 mins) • Annual Certificate in Safer Recruitment (1 hour) • Certificate in Organising and Managing School Trips (1 hour 17 mins) • Certificate in Understanding Mental (1 hour 25 mins) • Certificate in Stress Awareness (1 hour 10 mins) • Annual Certificate for Online Safety for Teachers (1 hour 31 mins)
DSL / DDSL	<ul style="list-style-type: none"> • Certificate in Understanding FGM (1 hour 10 mins) • Certificate in Understanding Honour Based Abuse (1hour 8 mins)
Teachers	<ul style="list-style-type: none"> • Certificate in Understanding FGM (1 hour 10 mins) • Annual Certificate for Online Safety for Teachers (1 hour 31 mins)
Teaching Assistants & Pastoral	<ul style="list-style-type: none"> • Certificate in Understanding FGM (1 hour 10 mins) • Annual Certificate in First Aid Awareness (50 mins) • Annual Certificate for Online Safety for Teachers (1 hour 31 mins)

SENCO	
Academy Operations Manager	<ul style="list-style-type: none"> • Certificate in Understanding FGM (1 hour 10 mins) • Certificate in Organising and Managing School Trips (1 hour 17 mins) • Annual Certificate in First Aid Awareness (50 mins) • Annual Certificate in Safer Recruitment (1 hour) • Annual Certificate in the Role of a Fire Warden (1 hour 22 mins) • Certificate in Display Screen Equipment (1 hour 5 mins) • Certificate in Understanding Risk Assessments (20mins)
Administration	<ul style="list-style-type: none"> • Certificate in Understanding FGM (1 hour 10 mins) • Annual Certificate in the Role of a Fire Warden (1 hour 22 mins) • Certificate in Display Screen Equipment (1 hour 5 mins) • Annual Certificate in First Aid Awareness (50 mins)
Pastoral	<ul style="list-style-type: none"> • Certificate in Understanding FGM (1 hour 10 mins) • Annual Certificate in the Role of a Fire Warden (1 hour 22 mins)
Technicians	<ul style="list-style-type: none"> • Annual Certificate in First Aid Awareness (50 mins) • Annual Certificate in the Role of a Fire Warden (1 hour 22 mins) • Certificate in Manual Handling (34 mins) • Annual Certificate in Handling, Storing and Disposing of Harzardous Materials COSHH (26 mins) • Certificate in Working at Height (29 mins) • Certificate in Display Screen Equipment (1 hour 5 mins) • Certificate in Understanding Risk Assessments (20mins) • Certificate in Lone Working (20 mins)
Site	<ul style="list-style-type: none"> • Certificate in Understanding Risk Assessments (20mins) • Certificate in Lone Working (20 mins) • Certificate in Manual Handling (34 mins) • Certificate in Working at Height (29 mins) • Certificate in Legionella Awareness (26 mins) • Annual Certificate in Handling, Storing and Disposing of Harzardous Materials COSHH (26 mins) • Certificate in Understanding Electrical Safety (1 hour) • Certificate in LOLER Awareness (1 hour) • Certificate in PUWER Awareness (1 hour) • Certificate in the Use of Personal Protective Equipment (24 mins) • Annual Certificate in First Aid Awareness (50 mins) • Annual Certificate in the Role of a Fire Warden (1 hour 22 mins)

Cleaners	<ul style="list-style-type: none">• Certificate in Manual Handling (34 mins)• Annual Certificate in Handling, Storing and Disposing of Harzardous Materials COSHH (26 mins)
Catering	<ul style="list-style-type: none">• Certificate in Manual Handling (34 mins)• Annual Certificate in Handling, Storing and Disposing of Harzardous Materials COSHH (26 mins)• Certificate in Food Hygiene and Safety (2 hour 10 mins)• Certificate in Lone Working (20 mins)

Duty to Manage Asbestos

Who is it for?

Anyone with duties under Regulation 4 of CAR 2012 – Management of Asbestos in Non-Domestic Premises is suited to this course.

People have responsibilities if they repair or maintain non-domestic premises or even just access them. This can include both employers and employees, those who are self-employed, and building owners.

All Principals **MUST** hold this training certificate.

How will it be delivered?

How will it be delivered?

This course is an online course with The National College.

- Online
- 4 hours

Content

The duty to manage asbestos training is divided into seven key sections. They focus on all of the crucial awareness elements to increase people's knowledge of the dangers of working with hazardous materials. The sections include:

- Section 1 – Introduction to Duty to Manage Asbestos. This section gives a detailed overview and introduction to how to manage asbestos safely
- Section 2 – Legislation Behind Managing Asbestos. This section teaches the legal requirements involved in managing asbestos safely and who has the duty to manage the material.
- Section 3 – Developing an Asbestos Management Strategy. This section help employees and employers develop a detailed strategy for your workplace to ensure asbestos is handled correctly, those who require training are fully qualified and more.
- Section 4 – Asbestos Risk Assessments. This section helps learners complete one of the most important parts of managing asbestos safely and correctly. It ensures each learner knows how to build a detailed and informative risk assessment on any potential asbestos materials.
- Section 5 – Reporting Results. This section builds on the previous one and delves into communicating the results of any asbestos work. It establishes a clear log of each task carried out, each team member involved and each risk reduced.
- Section 6 – Asbestos Registers and Management Plans. This section takes each of the skills built up so far in the course and channels them into creating efficient and effective management plans for dealing with the substance.
- Section 7 – Asbestos Remediation. The final section of this training course is a remediation of the asbestos work. This will teach learners all they need to know on how to remedy any asbestos-related issue successfully.

Learning Outcomes

After completing the training, you will be presented with your duty to manage asbestos awareness certificate to identify you as fully qualified to deal with this material safely.

Cost

£60 + VAT

<https://www.natas.co.uk/duty-to-manage-asbestos-online-course/>

Recommended engagement for all our schools in a PEIA



Maths Hubs Professional and School Development Opportunities

In 2024/25, the 40 Maths Hubs across England are offering over 30 different professional development opportunities to individuals, departments and schools.

All of the projects involve teachers developing their knowledge and pedagogy for maths teaching, whilst collaborating with their peers and putting their new knowledge to work in their classrooms. Most also aim to influence classroom and collaborative practice that benefits maths teaching and learning across a department or school.

These opportunities are coordinated by the NCETM (National Centre for Excellence in the Teaching of Mathematics) and the Maths Hubs Network, which consists of 40 hubs that cover the whole of England and serve all state-funded schools and colleges.

For 2024/25, there are over 30 different projects available. Generally, teachers will work alongside colleagues from other schools, in a small group led by a local experienced teacher with expertise in professional development and the school phase in question. A small number of projects involve larger groups, coordinated and led regionally or nationally. Meetings are a mix of online and face to-face. The work takes place over an extended period, across two or three school terms, which allows for experimentation and experience-sharing within the group. Many projects include a parallel objective of embedding improved practice, leading to more secure learning across a department or school.

Participants will be involved in either Work Groups, programmes, communities or targeted support according to the experience offered to teachers and schools (see page 3). However, all offer fully funded, high-quality professional development, and the chance for participants to become more effective teachers of maths.



Coordinators of the Maths Hub Programme

www.ncetm.org.uk



Types of school and professional development activity

Work Group

Work Groups have an emphasis on collaborating to support school or department wide development in maths, as well as supporting individual professional learning and development. Lead participant teachers develop their own practice by trying out new approaches in their own classrooms, and work with their colleagues in school to share ideas and establish approaches across their school or department. They also meet regularly during the year to collaborate with their peers locally. Work Groups are led by a teacher (or former teacher) expert, who is experienced in both maths education and in leading teacher professional development.

Programme

Programmes support individual teachers or leaders of maths in their professional development. There are two types: Specialist Knowledge for Teaching Mathematics (SKTM) programmes, where individuals develop specialist knowledge to improve their practice; and local leaders of mathematics education (LLME) development programmes, to equip practitioners to lead work with teachers and schools. Both involve participants joining a national or regional cohort of colleagues from other schools or colleges, and exploring centrally produced NCETM materials.

Community

Professional learning communities also emphasise supporting individual teachers or leaders of maths in their professional development. Participants collaborate formally and informally, over a sustained period of more than a year, to deepen their understanding of maths culture, curriculum, pedagogy, and professional development. Community Leads establish a professional learning culture that creates professional dialogue and mutual support, offering their own expert input where appropriate.

Targeted Support in Maths

Targeted Support in Maths supports primary and secondary schools to make sustained change in maths through a bespoke offer over a sustained number of agreed days. Local leaders of maths education (LLMEs) from the school's local Maths Hub will work with participating leaders to develop their understanding and practice of developing maths, underpinned by the key features of the EEF implementation cycle. Leaders will meet regularly with their LLME over a planned period of time and will collaboratively explore, plan, deliver and evaluate a development focus in maths. The collaborative professionalism between the school leader(s) and the LLME aims to develop a long-term professional learning relationship between the school and Maths Hub.

Mastering Number at Reception and KS1

Supporting pupils to develop good number sense

A national programme now in its fourth year

What is involved?

This programme focuses on the key knowledge and understanding needed in Reception classes, and progression through KS1.

Participating schools will receive central training (online and face-to-face) and a wealth of pupil-facing resources.

These resources will provide teaching materials for four short sessions each week, aimed at developing children's fluency and flexibility with number. Lead Teachers in schools will also contribute to an online community to share practice and engage in critical reflection.

Who can take part?

Lead participants from Work Group schools will be three teachers – one each from Reception, Year 1 and Year 2 – known as Lead Teachers. Some support will also be given to subject leaders and headteachers. Where appropriate, Lead Teachers are expected to support the other teachers in their year group.

This programme and its Work Groups are open to all schools that have not yet engaged with the Mastering Number Programme.

Fully Funded

Benefits

- Your pupils will develop and demonstrate good number sense
- You will develop a secure understanding of how to build firm mathematical foundations
- You will work to develop teaching strategies focused on developing fluency in calculation and number sense for all children
- You will develop understanding and use of appropriate manipulatives to support your teaching of mathematical structures

The **Work Groups** are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more

Search **mastering number at reception and KS1** online or contact your local Maths Hub:
Visit ncetm.org.uk/maths-hubs/find-your-hub

Mastering Number

Embedding the Impact

Fully Funded

Support for schools that have already engaged in Mastering Number

Benefits

What is involved?

This community is for schools who have already engaged in Mastering Number. One nominated Lead Teacher will receive support to make Mastering Number a permanent element of the school curriculum.

The Lead Teacher will engage in an online learning community and have continued access to all teaching materials, recording of central sessions, and sample teaching videos.

Who can take part?

This community is open to all 2023/24 Mastering Number schools who are engaged in a 2024/25 Teaching for Mastery Work Group (or have a formal expression of interest in working with the hub on teaching for mastery in future years).

It is also open to schools who engaged in Mastering Number 2022/23 who have not previously engaged in this community.

- Your pupils will show confidence in exploring additive relationships
- Your pupils will make good progress towards the Early Learning Goals and year group expectations
- You will work with colleagues either in your school or in a local school to better understand how the Mastering Number resources can enhance teaching
- You and your school leaders will build on the learning of the first year of involvement to embed and sustain the practice in future years

The **community** is fully funded by the Maths Hubs Programme, so is free to participating schools.

Find our more

Search **embedding mastering number** online or contact your local Maths Hub:

Visit nctm.org.uk/maths-hubs/find-your-hub

Mastering Number at KS2

Work Groups

Fully Funded

Benefits

Secure firm foundations in multiplicative relationships

What is involved?

Knowledge of multiplication and division and its applications forms the single most important aspect of the KS2 curriculum, and is the gateway to success at secondary school. This project enables pupils in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.

Teaching materials will be provided to cover five short sessions a week, with participants expected to support colleagues in their year groups to use the resources with all Year 4 and 5 classes.

Who can take part?

This project is for schools that are involved in Mastering Number at Reception and KS1, and are also in a Sustaining Work Group. Lead participants from Work Group schools will be two teachers – one from each of Year 4 and Year 5. Support will also be given to maths leads and headteachers.

- Your pupils in KS2 will develop automaticity in multiplication and division facts through regular practice
- You will develop an understanding of how pupils progress in their knowledge and understanding of multiplicative concepts
- You will work as part of a professional learning community to refine your practice
- You and your school leaders will develop Mastering Number at KS2 as part of the curriculum in Years 4 and 5

The **Work Groups** are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more

Search **mastering number at KS2** online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Mastery Readiness

Fully Funded

Support for primary schools that want to adopt teaching for mastery in maths, but would benefit from a staged approach

What is involved?

Schools with additional challenges need bespoke support to ensure their systems and cultures are conducive to a teaching for mastery approach. Those who are not yet ready to join a Teaching for Mastery Development Work Group will prepare for implementing a teaching for mastery approach which is embedded and sustained across the whole school. This will involve receiving support from Mastery Readiness Leads, and developing classroom culture and attitudes to maths that will support a teaching for mastery approach, both on the part of teachers and their pupils.

After the year-long programme, Mastery Readiness schools will be ready to progress into Development Work Groups and beyond

Who can take part?

Schools will have an identifiable barrier to being able to successfully implement teaching for mastery at present. Barriers may include an Ofsted grading of RI or Inadequate, poor pupil progress in maths, serving an area of low social mobility, or issues in the school that have meant the implementation of sustained change has been difficult.

Benefits

- Your pupils will demonstrate an improved mathematical mindset and potential to progress in the subject
- Your school leaders will promote a collaborative learning culture amongst staff in order to make improvements to the teaching and learning of maths
- You will put into practice the school's shared vision for what maths will look like in your school
- You will try new approaches to teaching maths and reflect on the impact of your changes regularly, so that you can share good practice beyond your own classroom

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more

Search mastery readiness online or contact your local Maths Hub:

Visit nctm.org.uk/maths-hubs/find-your-hub

Primary Teaching for Mastery

Development Work Groups

Fully Funded

Be part of the continuing programme to develop teaching for mastery in maths in primary schools

What is involved?

Two teachers from each participating school join a Work Group, consisting of around six local primary schools. Each Work Group is led by a trained Primary Mastery Specialist. Work Groups meet regularly to plan, observe and discuss teaching for mastery. In between meetings, teachers explore mastery approaches in their own classrooms and across their school.

Support is provided from a local classroom-based Mastery Specialist who leads the group. This model of professional development involves hands-on learning and peer-to-peer support. It is evidence-based and designed to support substantial long-term change.

Who can take part?

This is for state-funded primary schools in England. Each school must send two teachers to half-termly school-based teacher research groups. Each term, the Mastery Specialist will visit each of the schools.

In 2024/25, those teaching in special schools will have an enhanced offer that will enable them to network with other schools in a similar context.

Benefits

- Pupils will show a positive attitude towards maths and enjoy learning the subject
- Leaders will develop a common vision, culture and set of principles which support teaching for mastery
- Teachers will enhance their maths subject knowledge with an emphasis on progression within key areas of maths
- Teachers will cultivate a deep understanding of the principles and pedagogies related to teaching for mastery

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more

Search developing mastery work groups online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Primary Teaching for Mastery

Embedding Work Groups

Fully Funded

Collaborative professional development to support schools in their second year of teaching for mastery

What is involved?

Work Groups in this project will support schools to scale up teaching for mastery approaches from individual teachers' classrooms, ensuring whole-school practices are consistently adopted. There are at least five workshops across the year, plus support from a Mastery Specialist.

Those who have been in a Development Work Group become part of this project, focusing on systems and culture to support teaching for mastery, as well as support for school leadership and subject leadership

Who can take part?

This is for schools who have previously participated in a Development Work Group. All must show a strong commitment to embedding teaching for mastery approaches, and at least the Lead Teacher from the Development Work Group must have already started using mastery approaches. The school leadership team including the headteacher must also be involved, to ensure there is a whole-school commitment.

Benefits

- You will enhance your mathematical subject knowledge, emphasising key areas of maths
- You will plan, teach and reflect on lessons with a mastery approach
- Your school leaders will understand the school-wide structures which enable staff to develop mastery approaches
- You and your school leaders will establish systems to support ongoing professional learning within school

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more

Search embedding mastery work groups online or contact your local Maths Hub:

Visit nctm.org.uk/maths-hubs/find-your-hub

Primary Teaching for Mastery

Sustaining Work Groups

Fully Funded

Support for schools to make teaching for mastery 'business as usual'

What is involved?

This is for primary schools who have previously been involved in a Development or Embedding Work Group, or who are Mastery Specialist schools.

Sustaining Work Groups are a permanent form of support where schools can focus on continued improvement, consistency and refinement of teaching for mastery.

Teachers, maths leads and headteachers are all involved, looking at collaborative planning and subject knowledge development. The expectation is that schools remain in a Sustaining Work Group for many years to come.

Who can take part?

Schools will have previously participated in a Development Work Group and might have received support for embedding mastery. Participating schools must show strong commitment from their leadership for sustaining mastery approaches, and for most teachers to have already started using these.

Each school will have a lead participant in the Work Group, normally the maths lead. At different points in the year, other teachers will also participate.

Benefits

- You and your school will enhance your mathematical subject knowledge, emphasising key areas of maths
- You and your school will plan, teach and reflect on lessons with a mastery approach
- You and your school will understand the school-wide structures which enable staff to develop mastery approaches
- You and your school leaders will establish systems to support ongoing professional learning within school

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more

Search sustaining mastery work groups online or contact your local Maths Hub: Visit ncetm.org.uk/maths-hubs/find-your-hub

Years 5-8 Continuity

Work Groups

Strengthen the transition from primary to secondary school

What is involved?

Work Groups in this project focus on curriculum and pedagogical continuity over Years 5 to 8. Participants will collaborate with colleagues from across KS2 and KS3, working on mathematical tasks together and reflecting on the resulting activity and learning.

Sessions will take place in KS2 and KS3 settings, offering the chance to see tasks in the context of a classroom. School-based activities between meetings encourage participants to make use of the resources with their own pupils.

Who can take part?

The project is for those who teach and/or have responsibility for the curriculum in Years 5-8. Participants may be subject leaders or teachers with responsibility for transition in a school. They need to be supported to try out different tasks with their pupils and be released to attend three full-day workshops.

Fully Funded

Benefits

- Your pupils in KS2 and KS3 will demonstrate a positive attitude to maths
- You will make common use of approaches, representations and language across phases
- You will deepen your knowledge and understanding of the curriculum across KS2 and KS3 and the expectations of pupils at the end of each Key Stage
- You and your cross-phase colleagues will collaborate on issues of curriculum and pedagogy as a normal part of your schools' transition practice

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more

Search years 5-8 continuity online or contact your local Maths Hub:

Visit ncetm.org.uk/maths-hubs/find-your-hub

Secondary Teaching for Mastery

Development Work Groups

Fully Funded

Professional development to enable you to introduce teaching for mastery across your maths department

What is involved?

Secondary maths teachers whose schools want to introduce teaching for mastery can nominate two teachers ('Mastery Advocates') to join a Work Group. Mastery Advocates then form part of a locally-based group of teachers who meet regularly to develop professional knowledge and expertise, and receive bespoke support.

Teachers will collaborate with colleagues from local schools, and get support and guidance from a Secondary Mastery Specialist, to introduce and embed teaching for mastery in their department.

Who can take part?

This programme is for state-funded secondary schools in England. Mastery Advocates should be teachers with the commitment, experience and authority to lead developmental work across a maths department. The support of the Head of Maths, and the headteacher or a member of SLT, is also essential.

In 2024/25, those teaching in special schools will have an enhanced offer that will enable them to network with other schools in a similar context.

Benefits

- Your students will develop a deep, secure and connected understanding of the maths they are learning
- You will begin to develop teaching for mastery approaches within your own classroom
- You and your head of department will begin to develop an understanding of the practices and principles aligned to teaching for mastery
- You will begin to support the teachers in your department to develop teaching for mastery approaches in their practice

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more
Search secondary teaching for mastery online
or contact your local Maths Hub: Visit
ncetm.org.uk/maths-hubs/find-your-hub

Secondary Teaching for Mastery

Embedding Year Support

Fully Funded

Benefits

Enhanced support for maths departments in their second year of introducing teaching for mastery

What is involved?

This project is for those departments who participated in the previous year's Secondary Teaching for Mastery Development Work Group, and who are beginning to embed teaching for mastery. Mastery Advocates will work closely with an assigned Secondary Mastery Specialist to embed teaching for mastery approaches across the whole department. Specialists will provide support tailored to each school.

The focus will be on constructing or refining a coherent development plan, and supporting and leading the whole department in realising the aims of that plan. The school will also be part of a Secondary Teaching for Mastery Sustaining Work Group with other schools.

Who can take part?

Participation is for maths departments in schools that took part in a Secondary Teaching for Mastery Development Work Group in 2023/24. Lead participants will ideally be the Mastery Advocates who participated in 2023/24 Work Groups.

- Your students will develop a deep, secure and connected understanding of the maths they are learning
- You will begin to develop teaching for mastery approaches across your department
- You and your department will collaborate to create coherent curriculums in a culture of professional learning
- You will produce a development plan and professional development programme for the department

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more

Search secondary mastery embedding year support online or contact your local Maths Hub: Visit ncetm.org.uk/maths-hubs/find-your-hub

Secondary Teaching for Mastery

Sustaining Work Groups

Fully Funded



Benefits

A vibrant professional learning community to reflect upon and develop mastery approaches

What is involved?

This project is for departments who have previously participated in Development Work Groups. While the Mastery Advocates from these departments will be significant members of the Work Group, the whole department is a member of this professional learning community.

Each Work Group will have a focus for the year. The foci for 2024/25 are: developing mathematical thinking; developing mathematical coherence for learners across maths and science; and a bespoke teaching for mastery focus. New for this year is a fourth focus on developing fluency with multiplicative reasoning in Key Stage 3.

Who can take part?

These Work Groups are for all departments that have previously participated in Mastery Development Work Groups and all Cohort 1-7 Mastery Specialist Departments. The two lead participants continue to be Advocates who have participated in a Development Work Group and key teachers from a Mastery Specialist's department, but particular Work Group sessions may sometimes be joined by participants' departmental colleagues.

- Your students will develop a deep, secure and connected understanding of the maths they are learning
- You will continue to develop teaching for mastery approaches consistently across your department
- You and your department will collaborate to create a coherent curriculum in a culture of professional learning
- You will develop and implement a coherent and ambitious sustained development plan

The Work Groups are fully funded by the Maths Hubs Programme, so are free to participating schools.

Find out more
Search sustaining secondary mastery online or contact your local Maths Hub:
Visit ncetm.org.uk/maths-hubs/find-your-hub



Secondary Maths Subject Leaders Community

Fully Funded

A CPD community designed specifically for secondary heads of maths

Benefits

What is involved?

This project provides an opportunity for participants to deepen their understanding of teaching approaches, of their wider roles, and of their capacity with their colleagues to transform secondary maths learning.

They will work collaboratively with other subject leaders, discuss developments and engage with research, and use this experience to inform their work in leading and developing maths education in school.

Who can take part?

The project is for secondary heads of department/subject leaders, and is open to heads of department in schools already involved with Maths Hubs and to those who are not yet involved. In their first year of engagement with this project, participants will be part of a Work Group. In subsequent years they will be part of a Maths Hub-led subject leadership community.

- You will promote and develop a shared vision, culture and set of principles for teaching and learning in maths
- You will ensure coherence in the curriculum and provide support for teaching for mastery across the department
- You and your department will establish collaborative ways of working to support ongoing developments
- You will develop in your ability to lead change

The community is fully funded by the Maths Hubs Programme, so is free to participating schools

Find out more

Search secondary maths subject leaders community online or contact your local Maths Hub: Visit ncetm.org.uk/maths-hubs/find-your-hub

Secondary MAT Maths Leaders Community

A CPD community designed to support those leading maths across multiple schools

What is involved?

Now in its third year, this project supports those who lead maths across multiple schools within a MAT. Participants will deepen their understanding of effective pedagogical approaches, of their wider leadership roles, and of their capacity with their colleagues to transform secondary maths teaching and learning.

New participants will complete a bespoke programme, and those continuing the project will develop their work together as a community. There will be opportunities for new and continuing participants to work together, so all can benefit from central provision and the opportunity for practice exchange with peers.

Who can take part?

The project is for those who lead maths across multiple schools within a MAT, including at least one secondary school. This includes MAT maths leads who are continuing from previous years, and new participants. To better engage in the programme, participants are encouraged to have at least one school in a Secondary Teaching for Mastery Work Group in 2024/25, but this is not essential.

Fully Funded

Benefits

- You will promote and develop a shared vision for effective teaching and learning in maths
- You will work with subject leaders across your MAT to lead and manage maths teaching effectively, and to develop teaching for mastery approaches within your own department
- You will understand the benefits of collaborative professional development for sustained development of professional knowledge and practice
- You will understand effective models of maths teacher professional development, the rationale for using them, and the evidence that supports them

The community is fully funded by the Maths Hubs Programme, so is free to participating schools

Find out more

Search secondary MAT maths leaders community

online or contact your local Maths Hub:
Visit nctm.org.uk/maths-hubs/find-your-hub

Recommended engagement for all our schools in
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English Hubs

<http://www.st-johnbosco-englishhubs.co.uk/>

English Hub school support other schools to deliver excellent early language and reading teaching in reception and Key Stage 1, including age-appropriate phonics and essential next steps in reading.

1st May The Importance of using Running records, delivered via Zoom 3.30pm-5pm

5th June Storytelling with Chip from Epic Tales (Skills for storytelling) delivered via Teams 9.30-12pm noon.

To reserve places please send the staff name and email address to marie.powell@st-johnbosco.sandwell.sch.uk.



Contact Us

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