

Primary School improvement courses, conferences and briefings 2024/25

School Improvement Service



Introduction

Dear Colleagues

I am pleased to send you details about our primary School Improvement Offer courses for this academic year. Included are a range of both face to face and online training covering a multitude of subjects including mental health, physical education, RE, school leadership, maths and English to name but a few.

Schools that have purchased Element 2 of the Primary Offer will be able to attend all of courses included in the Core Training Offer without any further charge. Outline programmes for the courses are included in the booklet.

We look forward to working with you again this year in continuing to improve outcomes and provision for all Cambridgeshire pupils.

Yours sincerely,

Emma Fuller

Assistant Director School and Settings Improvement (Interim)

Contents

The Core Training Offer

Leading English.....	6
Leading improvements in phonics (three-part course)	8
Leading Mathematics.....	10
Preparing for assessment	11
Preparing for headship	13
Preparing for inspection.....	14

Assessment

End of KS2 Writing Assessment	15
Supporting teacher assessment at the end of KS1: overview and preparation ...	17
Supporting teacher assessment at the end of KS1: keeping on track	19
Supporting teacher assessment at the end of KS1: moderation workshops	21
Unpicking the end of KS2 Teacher Assessment Framework for writing.....	23

Developing leadership

Aspiring Deputy Headteacher programme	25
Deputy Headteacher and Assistant Headteacher induction.....	27
Developing middle leadership.....	29
Leadership and management of safeguarding 2024–2025	31
New to English and Maths subject leadership.....	35
Positive communication skills and holding necessary conversations	37
Supported dedicated leadership time....	38

Teacher Wellbeing.	
Teachers working well.	39
Appraisal: Leading and managing performance and supporting professional development.....	40
Supporting Workplace Wellbeing: a proactive questionnaire approach.....	42
Research Informed Practice	44

New Headteachers’ Induction Programme

Getting to know your school	45
Finance, property and health and safety	46
HR, safeguarding and constructive conversations	47
Leading inclusion	48
Working with governors and parents.....	49
Good Early Years provision	50
Next steps and how to get there	51

English training

Developing spoken language: a whole-school approach.....	52
Developing practice in English for ECTs	53
Developing reading for pleasure – Free CPD!	55
Fluency Focus: Developing reading fluency in KS2 (3-part project)	56
Progression in phonics and spelling in KS2.....	58
Assessing writing in non-statutory year groups	59

Contents

Year 6 English Challenge 2025	61
Teaching writing in KS2: principles, provision and practice	62
Adaptive writing teaching	64

English intervention

1stClass@Writing: Dragon Hunters.....	65
---------------------------------------	----

Mathematics training

Developing practice in Mathematics for ECTs	67
Preparing for the Multiplication Tables Check (MTC)	69
Cambridgeshire year 5 Mathematics challenge 2025.....	70
Cambridgeshire Mathematics Conference 2024 – Mathematics for all ...	71
A strategic approach to improving whole school outcomes in Mathematics project.....	72
Developing oracy in Mathematics	73

Mathematics intervention

Becoming First Class @ Number.....	74
1stClass@Number1	76
1stClass@Number2	78
Success@Arithmetic Number Sense	80
Success@Arithmetic Calculation	82

Mental health

Adult Mental Health First Aid and Suicide First Aid	84
--	----

Physical Education

Making sense of assessment in Physical Education	88
Outdoor adventurous activities – bringing adventure to Physical Education	89
Physical activity in EYFS and KS1 – Every child a mover.....	90
Physical Education for NQTs and inexperienced teachers	91
Primary Physical Education subject leaders network meetings	92
Safe practice in Physical Education	93
AFPE/Sports Leaders Level 5 Primary School PE Specialism Aware/Level 6 PE Leadership Certificate	94
Supporting Physical Education for TAs and adults supporting learning	95
Training for new or inexperienced Physical Education subject leaders in primary schools	96
What does outstanding Physical Education look like in Primary schools?	97
What Ofsted expects of Physical Education. What Physical Education can expect of Ofsted.....	98

PSHE

Body image	99
PSHE and personal development: preparing for Ofsted.....	100
Delivering statutory safeguarding requirements in the PSHE curriculum.....	101
Developing Relationships and Sex Education (RSE)	102

Contents

Digital lifestyles	103
Drug and alcohol education in primary and special schools	104
Equality, Diversity and Inclusion.....	105
Exploring gender	106
Practical approaches to teaching PSHE	107
PSHE network meeting	108
New to leading PSHE	109
RSE short webinar series.....	110
PSHE Conference – PSHE for the world we live in	111

Religious Education

What should a Religious Education curriculum look like	112
The Cambridgeshire and Peterborough Agreed Syllabus	112
Assessment and progression in Religious Education	113
Religious Education and Ofsted.....	113
Leading Religious Education.....	114
Using story in your curriculum.....	114
Religious Education network meetings 2024–2025	115

Leading English

Audience

English subject leaders and/or senior leaders

Aims

- To support leaders to lead English effectively, strengthening subject knowledge and promoting an enthusiasm for English.
- To assist leaders in ensuring the confident and consistent delivery of the curriculum throughout the school, with a firm focus on improving pupil outcomes.
- To empower leaders and facilitate opportunities to share knowledge and expertise.

Description

These termly meetings will be offered as either face to face or online sessions. They will provide delegates with the opportunity to gain an understanding of the national landscape, reflecting on relevant research and considering subject specific guidance. Leaders will be supported to develop greater confidence, subject knowledge, inspiration and enthusiasm to successfully lead and monitor English across their school.

Leaders will have opportunities to cultivate their capacity to evaluate teaching and learning from a range of evidence and deepen their own knowledge of expectations across the primary age range. Opportunities will be provided to consider the effective approaches for the teaching of phonics, reading, and writing that can secure pupil progress. Strategies that will aid in the promotion of a distinctive, literary rich culture that advocates strong communication skills, alongside the development accomplished readers and writers.

Sessions will include time to consider both national and local priorities and communicate messages around statutory expectations and the assessment of English.

Feedback from 2023–24

“The sessions are always very useful in terms of keeping subject leaders up to date. The content helps to inform my subject action plan.”

“Lots of ‘nuggets’ of helpful info to take back to school, particularly regarding the Reading Framework.”

“Really useful books highlighted, courses promoted and dissection of the Reading Framework.”

“The practical writing ideas will form part of a staff meeting. Thank you.”

Venue	Session	Date	Time
Autumn Term (choice of):			
Huntingdon FA Headquarters	1	15/10/2024	9.30am–12pm
Trumpington Meadows PS	1	16/10/2024	9.30am–12pm
Online	1	17/10/2024	9.30am–12pm
Spring Term (choice of):			
Huntingdon FA Headquarters	2	04/02/2025	1.30–4pm
Trumpington Meadows PS	2	05/02/2025	1.30–4pm
Online	2	06/02/2025	1.30–4pm
Summer Term (choice of):			
Huntingdon FA Headquarters	3	06/05/2025	9.30am–12pm
Trumpington Meadows PS	3	07/05/2025	9.30am–12pm
Online	3	08/05/2025	9.30am–12pm

Book



Cost details

No charge for up to two people from schools that have purchased

Element 2 of the Primary Offer

£65 pp for Cambridgeshire LA maintained schools

£75 pp for out of county, Cambridgeshire academy and independent schools

Leading improvements in phonics (three-part course)

Audience

Phonics and early reading leaders, English subject leaders. Year 1 teachers are also invited to attend Session 3.

Aims

- To understand the core principles of effective phonics teaching.
- To explore age-related expectations for phonics from reception to end of KS1.
- To review the role of systematic synthetic phonics in early reading development.
- To consider a whole-school approach to the teaching of phonics and reading.
- To understand how to use phonics assessment information diagnostically to improve outcomes for pupils.

Description

During this three-part course, phonics leaders will explore the key principles which underpin the effective teaching of phonics and reading. Guidance will be given on developing a whole-school approach to the teaching of reading and phonics, with reference to the DfE's Reading Framework, the Education Inspection Framework and the recent Ofsted English Education Subject Report, 'Telling the Story'. During the first session, the principles of effective phonics teaching will be explored, and teachers will have the opportunity to evaluate their current practice. In session 2, effective use of phonics assessment information will be considered, including the use of phonics-based interventions to accelerate progress for pupils reading

below age-related expectations. The statutory requirements for administration of the year 1 phonics screening check will be shared during session 3, together with guidance on supporting pupils to achieve the standard of the check. In all three sessions, delegates will have the opportunity to reflect on the role of the Phonics Leader in developing practice across the school, including the implementation of a successful coaching model.

Feedback

'Such an informative and supportive session. I think it is ideal.'

'Really like the reflection log – gave me opportunity to identify our next steps. Good ideas of how to offer coaching and observation opportunities for TAs and KS2 staff.'

'Lots of helpful next steps to think about. Helpful to network with other using the same SSP and discuss ways to organise it.'

Outline

Session 1: Phonics and early reading: core principles of effective practice

- Evaluating provision: best practice in phonics teaching.
- Exploring the reading framework: phonics within a rich reading curriculum.
- Pace and progression: a whole-school approach to teaching phonics.
- Preparing for a reading deep dive: understanding the requirements within the Education Inspection Framework.

Session 2: Maximising progress: a whole-school approach

- Assessment of phonics: a whole-school approach.
- Pace and progression: exploring the knowledge and skills required to meet the expected standard in the phonics screening check.
- Accelerating progress: diagnostic use of assessment to inform intervention.

Session 3: Administering the year 1 phonics screening check

- Understanding the statutory requirements for successful administration of the year 1 phonics screening check.
- Preparing for the phonics screening check.
- Supporting pupils who do not meet the standard of the phonics screening check.

Venue	Session	Date	Time
Over Community Centre	1	25/09/2024	1.30–4pm
	2	22/01/2025	1.30–4pm
	3	30/04/2025	1.30–4pm

Cost details

No charge for up to two people from schools that have purchased Element 2 of the Primary Offer

£65 pp for Cambridgeshire LA maintained schools

£75 pp for out of county, Cambridgeshire academy and independent schools

Book



Leading Mathematics

Audience

Maths subject leaders

Aims

- To support maths subject leaders in their role in leading improvements in maths in their schools.
- To ensure that maths subject leaders are aware of key issues and developments in maths.
- To provide opportunities to reflect on and share good practice.

Description

Termly meetings offered as either an online or face to face training session will provide opportunities for networking with colleagues, exploring examples of mathematical activities and discussion of pedagogical issues. Sessions will include updates, latest news and relevant research findings. There will be advice and support for leaders to deepen their own subject knowledge and ideas for facilitating professional development and improvement in their schools. An ongoing focus of the briefings will be identifying and closing gaps in maths and maximising progress for all pupils, including vulnerable groups.

Venue	Session	Date	Time
Autumn Term (choice of):			
Huntingdon FA Headquarters	1	15/10/2024	1.30–4pm
Trumpington Meadows PS	1	16/10/2024	1.30–4pm
Online	1	17/10/2024	1.30–4pm
Spring Term (choice of):			
Huntingdon FA Headquarters	2	04/02/2025	9.30am–12pm
Trumpington Meadows PS	2	05/02/2025	9.30am–12pm
Online	2	06/02/2025	9.30am–12pm
Summer Term (choice of):			
Huntingdon FA Headquarters	3	06/05/2025	1.30–4pm
Trumpington Meadows PS	3	07/05/2025	1.30–4pm
Online	3	08/05/2025	1.30–4pm

Cost details

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£65 pp for Cambridgeshire LA maintained schools

£75 pp for out of county, Cambridgeshire academy and independent schools

[Book](#)


Preparing for assessment

Audience

Headteachers, senior leadership team and assessment leads

Aims

To support school leaders through the 2024–25 assessment cycle by

- Sharing information and news about assessment including the latest guidance issued by the Standards and Testing Agency
- Offering guidance to schools on best practice in standardisation and moderation of learners' attainment.

Description

There will be two briefings during the year, the first session will follow the Standards and Testing Agency's publication of the main assessment guidance for the 2024–25 academic year. This session will highlight any differences from the guidance in previous years and also cover any pointers from regional and national assessment briefings. The second session will focus on administering national tests and upon teacher assessment/being ready for a possible moderation visit by the Local Authority.

Outline

Session 1:

- A review of the Standards and Testing Agency assessment guidance for the 2024–25 academic year.
- Sharing the latest information regarding good practice and meeting the requirements for assessment in 2024–25.
- Review of outcomes from the 2024 KS2 statutory tests, year 1 phonics check and the year 4 multiplication tables check.
- Support for assessment in year 2.

Session 2:

- Guidance on administering KS2 national tests.
- Guidance on KS2 teacher assessment and moderation.
- Guidance on preparing for a possible Local Authority Moderation Visit.
- Sharing the latest information regarding good practice and meeting the requirements for assessment in 2024–25.
- Support for assessment in year 2.

The Core Offer

Venue	Session	Date	Time
Over Community Centre	1	28/11/2024	9.30–11.30am
Online	1	29/11/2024	9.30–11.30am
Over Community Centre	2	27/03/2025	9.30–11.30am
Online	2	28/03/2025	9.30–11.30am

Book



Cost details

No charge for up to two people from schools that have purchased Element 2 of the Primary Offer

£65 pp/ps for Cambridgeshire LA maintained schools

£75 pp/ps for out of county, Cambridgeshire academy and independent schools

Preparing for headship

Audience

Deputy headteachers, assistant headteachers, senior teachers and phase leaders

Aims

- To encourage and support those aspiring to headship in achieving their first post
- To explore the multi-faceted role of headship and become inspired
- To improve knowledge and skills in order to be a successful applicant to headship

Description

- All aspects of the headteacher selection process will be experienced
- Support will be given with the whole application process including writing letters of application and delivering presentations.

Outline

- Leadership styles and analysis
- Discuss and evaluate all elements of the selection process
- Review letters of application
- Practice presentations
- Access support

Venue	Session	Date	Time
Online	1	14/11/2024	4pm–5.30pm
	2	25/02/2025	4pm–5.30pm
	3	10/06/2025	4pm–5.30pm

Three sessions repeated during the year

Book



Cost details

No charge for up to two people from schools that have purchased Element 2 of the Primary Offer

£35 pp/ps for Cambridgeshire LA maintained schools

£45 pp/ps for out of county, Cambridgeshire academy and independent schools

Preparing for inspection

Audience

School leaders – headteachers, deputy headteachers, chairs of governors

Aims

- To prepare school leaders and governors for inspection
- To improve knowledge of the expectations, processes and procedures of the current Ofsted Common Inspection Framework.

Description

These sessions will provide an opportunity, through discussion and activities, for school leaders to develop skills in preparation for inspection. Resources will be shared to support school leaders' preparations in school, as well as the opportunity to listen to and ask questions of school leaders with recent inspection experience.

Venue	Session	Date	Time
Over Community Centre	1	24/10/2024	9.30–12pm
	2	05/02/2025	9.30–12pm
	3	22/05/2025	9.30–12pm

Cost details

No charge for up to two people from schools that have purchased Element 2 of the Primary Offer

£65 pp/ps for Cambridgeshire LA maintained schools

£75 per pp/ps for out of county, Cambridgeshire academy and independent schools


[Book](#)

End of KS2 Writing Assessment

Audience

Year 6 teachers

Aims

- To share key messages relating to assessment from the Standards and Testing Agency.
- To support the accurate assessment of writing in Year 6.
- To facilitate opportunities for school-to-school discussions around writing.

Description

This two-part course provides Year 6 teachers with a forum to clarify and discuss the teacher assessment of writing. Key documents produced by the Standards and Testing Agency will be explored and discussed. Teachers will have the opportunity to collaborate with colleagues to analyse their pupils' current attainment, identify gaps, and plan next steps. By participating, teachers will ensure their assessment judgements are accurate and aligned with the expectations set out in the end of Key Stage 2 Teacher Assessment Framework for writing.

Outline

Part 1

During part 1, there will be the opportunity to:

- Review the Key Stage 2 Teacher Assessment Framework for writing including clarification of the statements within 'working towards the expected standard' and 'working at the expected standard'.
- Examine and discuss published materials to support and develop the accuracy of teacher assessment judgements for writing.

Part 2

During part 2, there will be the opportunity to:

- Review the Key Stage 2 Teacher Assessment Framework for writing including clarification of the statements within 'working at greater depth'.
- Moderate children's writing with colleagues via informal professional discussion to support ongoing teacher assessment judgements.

NB: Content may be subject to change in response to any updates, identified priorities or messages shared by the Standards and Testing Agency in 2024/25.

Venue	Session	Date	Time
Part 1 (choice of):			
Over Community Centre	1	27/11/2024	1.30–4.30pm
Hunts FA, Council Room	2	28/11/2024	1.30–4.30pm
Part 2 (choice of):			
Over Community Centre	1	26/02/2025	1.30–4.30pm
Hunts FA, Council Room	2	27/02/2025	1.30–4.30pm


 Book

Cost details

£75 pp/ps for Cambridgeshire LA maintained schools

£85 pp/ps for out of county, Cambridgeshire academy and independent schools.

Supporting teacher assessment at the end of KS1: overview and preparation

Audience

Teachers working with year 2 pupils, maths and English subject leaders, assessment leaders

Aims

- To ensure that teachers with responsibility for year 2 pupils are aware of key issues and developments linked to assessment at the end of KS1.
- To become familiar with the suite of materials published by the Standards and Testing Agency (STA) which could help to secure accurate teacher assessments in reading, writing and maths at the end of KS1.
- To recognise strengths and gaps in learning for pupils, identifying possible trajectories to support pupil progress and collect appropriate independent evidence.
- To consider provision, pupil success and end of KS1 outcomes.
- To facilitate opportunities for school-to-school discussions around assessment.

Description

This half day session is to provide both new and experienced teachers working with year 2 pupils with the forum to clarify and discuss expectations around teacher assessment for the end of KS1. The focus will be on use of documents available through the STA and implications for

teaching and learning to ensure that opportunities are provided throughout the year to develop and collect sufficient independent evidence, demonstration of skills and application of English and maths across the curriculum.

Outline

- Clarify expectations of the National Curriculum.
- Review the framework available to support assessment and nationally published materials.
- Identify what could constitute a secure evidence base for teacher assessment in reading, writing and maths.
- Discuss implications from pupil evidence base to facilitate planning for progress.
- Professional discussions to support informal moderation of reading, writing and maths.

To facilitate professional discussions around teacher assessment, delegates will find it useful to have their own planning and assessment documents to hand for ALL subjects (reading, writing and maths).

NB: Programme may be subject to change, responding to national and local priorities, as well as being dependent of the publication of national assessment materials.

Assessment

Venue	Date	Time
Over Community and Conference Centre, Over CB24 5NW	22/10/2024	1.30–4.30pm



Cost details

£75 pp for Cambridgeshire LA maintained schools
£85 pp for out of county, Cambridgeshire academy and independent schools

Supporting teacher assessment at the end of KS1: keeping on track

Audience

Teachers working with year 2 pupils, maths and English subject leaders, assessment leaders

Aims

- To ensure that teachers with responsibility for year 2 pupils are aware of key issues and developments linked to assessment at the end of KS1.
- To become familiar with the suite of materials published by the Standards and Testing Agency (STA) which could help to secure accurate teacher assessments in reading, writing and maths at the end of KS1.
- To recognise strengths and gaps in learning for pupils, identifying possible trajectories to support pupil progress and collect appropriate independent evidence.
- To consider provision, pupil success and end of KS1 outcomes.
- To facilitate opportunities for school to school discussions around assessment.

Description

This half day session is to provide both teachers working with year 2 pupils with the forum to clarify and discuss evidence for teacher assessment at the end of KS1. The focus will be on use of documents available through the STA and implications for teaching and learning to ensure that opportunities are provided throughout the

year to develop and collect sufficient independent evidence, demonstration of skills and application of English and maths across the curriculum.

Outline

- Clarify expectations of the National Curriculum.
- Review the framework for assessment and nationally published materials.
- Identify what could constitute a secure evidence base for teacher assessment in reading, writing and maths.
- Discuss implications from pupil evidence base to facilitate planning for progress.
- Professional discussions to support informal moderation of reading, writing and maths.

To facilitate professional discussions around teacher assessment, delegates must bring books/evidence for a sample of pupils covering a range of attainment in all subjects (reading, writing and maths). Delegates may find it particularly useful to bring evidence for 'borderline' pupils to help clarify their judgements and next steps.

NB: Programme may be subject to change, responding to national and local priorities, as well as being dependent of the publication of national assessment materials.

Assessment

Venue	Date	Time
Over Community Centre	25/02/2025	1.30–4.30pm



Cost details

£75 pp for Cambridgeshire LA maintained schools
£85 pp for out of county, Cambridgeshire academy and independent schools

Supporting teacher assessment at the end of KS1: moderation workshops

Audience

Teachers working with year 2 pupils, maths and English subject leaders, assessment leaders

Aims

- To utilise the expertise of Local Authority Advisers and experienced KS1 Moderators along with the suite of materials published by the Standards and Testing Agency (STA) to help to secure accurate teacher assessments in reading, writing and maths at the end of KS1.
- To facilitate opportunities for school to school discussions around assessment.

Description

This day will provide colleagues working with children in year 2 with the opportunity to meet one another and explore independent evidence produced by their pupils in reading, writing and maths. Bookable appointments with a Local Authority Adviser or experienced KS1 Moderator will be available in advance of attending to provide an opportunity for professional discussions with individual schools and to discuss any questions that may arise during the session.

To facilitate professional discussions with colleagues from other schools, delegates must bring books/evidence for a sample of

pupils covering a range of attainment in all subjects (reading, writing and maths). Delegates will find it particularly useful to bring evidence for pupils for whom they wish to clarify their judgements.

Outline

Professional discussions with colleagues from other schools:

During the day, colleagues are offered a communal meeting space to discuss and review pupils' reading, writing and maths evidence on which to base teacher assessments. Teachers will also have the chance to consider/discuss ways to secure further progress and implications for future planning and provision.

Opportunity to meet with a Local Authority Adviser/experienced KS1 Moderator:

Appointments will be available to book, in advance of attending, to meet with a Local Authority Adviser or experienced KS1 Moderator to provide an opportunity for professional discussions with individual schools and to discuss any questions that may arise during the session.

NB: Programme may be subject to change, responding to national and local priorities, as well as being dependent of the publication of national assessment materials.

Venue	Date	Time
Over Community Centre	23/06/2025	9.30am–12pm
		1pm–3.30pm
(delegates to choose am or pm session, not both)		

[Book](#)

Cost details

Lunch is not provided – please bring your own if required

£65 pp for Cambridgeshire LA maintained schools

£75 pp for out of county, Cambridgeshire academy and independent schools

Note: Colleagues should **only attend** on the session that they have booked an advance appointment with one of the Local Authority Advisers/Experience KS1 moderators. Colleagues may choose to arrive before, or stay after, their appointment time (within the advertised course times) to take part in professional discussions with other schools. Please note that lunch is not provided.

Unpicking the end of KS2 Teacher Assessment Framework for writing

Audience

Year 6 teachers, English subject leaders, prospective moderators

Aims

- To deepen understanding of key elements of the End of KS2 Teacher Assessment Framework.
- To explore the suite of Standards and Testing Agency (STA) training materials.
- To support the accurate assessment of writing in year 6.

Description

This course builds on the skills and knowledge developed in the End of KS2 writing assessment course. The Standards and Testing Agency have developed a suite of training materials which unpick key elements of the End of KS2 Teacher Assessment Framework, such as Register. Local authorities can draw on these materials to support their delivery of moderator training. In this series of 'bite-size' sessions, we will guide year 6 teachers through some of these materials. By participating, teachers will develop a clear, deep understanding of each assessment element which will strengthen their ability to ensure their assessment judgements are accurate and robust.

NB: Content may be subject to change in response to any updates, identified priorities or messages shared by the Standards and Testing Agency in 2024–25.

Outline

Session 1: Purpose

The session will include considering progression in writing for purpose and audience and evidencing a range of purposes and audiences.

Session 2: Spelling

The session will include evidencing the statutory word lists and reflecting on a 'particular weakness' in spelling.

Session 3: Dialogue

The session will include how to evidence dialogue at Expected Standard and how speech and dialogue are used in pupil writing.

Session 4: Register

The session will include reflecting on register and formality and evidencing register at the Expected and Greater Depth standard.

Venue	Session	Date	Time
Online	1	04/12/2024	3.45–5.15pm
	2	11/12/2024	3.45–5.15pm
	3	05/03/2024	3.45–5.15pm
	4	26/03/2025	3.45–5.15pm

Cost details

£35 pp/ps for Cambridgeshire LA maintained schools
£45 pp/ps for out of county, Cambridgeshire academy and independent schools



Aspiring Deputy Headteacher programme

Audience

Middle leaders who aspire towards Deputy Headship/Assistant Headship in the next year.

Description

In response to requests from individuals who aspire towards a senior leadership role, this short programme has been created so as to support strong applications. The programme includes an invaluable bespoke opportunity for a 1:1 coaching/mentoring-style session, pairing with an existing DHT and a presentation from an experienced AHT/DHT. This programme has been running for three years now.

Aims

- To encourage and support aspiring DHT/AHTs in achieving their first post.
- For aspiring DHT/AHTs to explore and understand the role further and become inspired.
- To improve knowledge and skills in order to be a successful applicant.

Outline

Session 1:

Leadership analysis. What sort of leader are you and what sort of leader do you want to be?

Information will be gathered in order to pair each delegate with an existing DHT/AHT to support individual development needs.

Session 2:

The role of a DHT/AHT. Presentation by an existing leader.

Session 3:

Applying and Interviewing. Letters of application will be examined in order to inform delegate's writing. As a group, discussion around example interview questions will build confidence and experience.

Session 4:

Each delegate will have the opportunity for a 1:1 coaching/mentoring style session with the course leader to reflect and evaluate on their professional journey and to support next steps.

Juliet Adlouné, creator of the programme, offers expertise and longstanding experience as an adviser in the School Improvement Service as well as skills and understanding as an Adult Mental Health First Aid Instructor. She has developed and successfully run many leadership programmes.

Venue	Session	Date	Time
Sunley House, Papworth Everard	1	13/11/2024	9am–11.30am
Online	2	26/11/2024	4pm–5pm
	3	21/01/2025	1pm–3.30pm
	4	04/02/2025	40 min session



Cost details

£260 pp for Cambridgeshire LA maintained schools
£300 for out of county, Cambridgeshire academy and independent schools

Deputy Headteacher and Assistant Headteacher induction

Audience

Deputy headteachers and assistant headteachers new to post (within the last year)

Aims

- To develop the leadership role in schools.
- To overview key areas of senior leadership including: Safeguarding; Governance and finance; curriculum leadership; SEND; monitoring and developmental work; keeping abreast of current issues/research; planning for school improvement; managing necessary conversations; making effective use of time; wellbeing. Post session reading on Pupil Premium and Assessment will also be facilitated.
- To enable deputy and assistant headteachers to network with colleagues and share good practice.
- To provide links with and arrange a visit to another school, headteacher or colleague in response to a needs analysis.

Description

As a direct result of requests from headteachers and schools, a carefully crafted induction programme for deputy headteachers and assistant headteachers is being offered for those new to post (within the last year).

This popular induction programme continues to be led by Juliet Adlouné (Professional Development and Improvement Adviser) who has been working with senior leaders over many years and in many different school settings to build and strengthen leadership. Visiting presenters/advisers will provide specialist input. A commitment to attending all sessions is required.

Outline

Session 1:

What is leadership? Development needs analysis for school/colleague pairing.

Session 2:

Finance. Governance.

Session 3:

Planning for school improvement. Curriculum Leadership. Assessment (post session reading).

Session 4:

Monitoring and developmental work: A fine balance.

Session 5:

Safeguarding. SEND. Pupil Premium (post session reading).

Session 6:

Managing necessary conversations. Appraisal. Keeping abreast of current educational issues/research.

Session 7:

Making effective use of time. Wellbeing.

Venue	Session	Date	Time
Sunley House, Papworth Everard	1	15/10/2024	9am–12pm
Online	2	13/11/2024	1pm–3.30pm
Online	3	05/12/2024	1.30–4pm
School based venue	4	21/01/2025	9am–12pm
Online	5	12/02/2025	1.30–4pm
Sunley House, Papworth Everard	6	12/03/2025	1pm–3.30pm
School based venue	7	01/04/2025	9am–12pm

Book



*Delivery will be via a hybrid model of online and face-to-face.

Some sessions will be delivered online as specified and (once bookings have been taken) delegates' schools will be invited to host other sessions.

Cost details

Booking is a commitment to attending all of the sessions.

£525 per place (7 x sessions) for Cambridgeshire LA maintained schools

£595 per place (7 x sessions) for out of county, Cambridgeshire academy and independent schools

Schools can also choose to book a 1:1 coaching/mentoring session for the DHT/AHT with Juliet Adlouné at an additional cost of £105.

Developing middle leadership

Audience

Team leaders; phase leaders; subject/curriculum leaders.

Aims

- To explore styles of leadership and the impact of them.
- To develop time management tools, teamwork skills and how to hold necessary conversations.
- To learn and practise skills to monitor learning.
- To learn about a 'developmental approach' to improving teaching and learning.
- To address personal leadership needs.
- To share good practice within a group of middle leader colleagues and build networks for sustainable leadership.

Description

This programme offers some unique professional development opportunities for leadership in practice as well as leadership in theory: 1:1 coaching/mentoring, modelled leadership activities and delegates being able to undertake monitoring activities under the guidance of the course leader.

Running successfully for eight years, it is appropriate for any teacher in a middle leadership role. Sessions have been reconfigured to allow for some whole day and some half day sessions to support cover.

There is a strong focus on Teaching and Learning so that delegates can apply this as a school improvement tool for either subject/curriculum or phase/team leadership.

Juliet Adlouné, course leader, has extensive experience as a Professional Development and Improvement Adviser (PDIA) working in schools alongside leaders at all levels, teachers and teaching assistants to develop and improve leadership, learning and teaching.

Outline

Session 1 (whole day)

What is Leadership?

- Difference between leadership and management
- Leadership styles
- Prioritising and time management
- Work as part of life
- Motivational skills
- Working as a team
- Professional conversations.

Session 2 (whole day)

Monitoring Learning

- The PDIA will share how to undertake a monitoring activity and provide verbal and written feedback.
- Delegates will work in small groups to undertake some monitoring and provide written and verbal feedback.

Session 3 (half day)

Developing Learning

- The PDIA will share how to undertake developmental work and provide written notes.

Session 4 (one hour)

Bespoke 1:1 coaching/mentoring

- A unique and highly valued part of this course includes a 1:1 session with the Professional Development and Improvement Adviser to attend to self-identified development needs in relation to leadership.

Session 5 (twilight)

Evaluation and Celebration

- Headteachers and delegates are invited to evaluate the impact of the programme
- Progress and impact thus far is celebrated.

Venue	Session	Date	Time
Sunley House, Papworth Everard	1	08/11/2024	9am–2pm
The Vine Primary School	2	18/11/2024	9am–3.30pm
Fulbourn Primary School	3	05/12/2024	9am–12pm
Delegates' individual schools or online	4	14/01/2025	50mins
Online	5	04/02/2025	4pm–5pm

Session 5 should be attended by the delegates and their headteachers.

Book



Cost details

Booking is a commitment to attending all of the sessions. (Session 5 to be attended with headteacher)

£455 for Cambridgeshire LA maintained schools

£525 for out of county, Cambridgeshire academy and independent schools

Leadership and management of safeguarding 2024–2025

Audience

Headteachers, senior leaders, safeguarding governors, school business/finance officers

Aims

- To support school leaders to ensure effective practice and deliver statutory duties
- To share good practice
- To help leaders and key personnel monitor and evaluate the effectiveness of safeguarding policies and practice.

Description

These 'bitesize' courses (60–90 minutes) cover the key elements to ensure effective leadership and management of safeguarding in schools.

Outline

1a. Dealing with challenging parents

This 90-minute course (offered face to face or online) aims to provide strategies and guidance to assist school leaders in dealing with challenging parents. This will cover areas such as social media posts, aggressive behaviour, harassment, threatening communication and serial complainants. All participants will receive a free toolkit of resources to support the school in responding appropriately to this growing concern.

1b. School workshop – challenging parents

A tailored twilight session to equip your staff (admin, support and classroom based) to deal with challenging parents. Delivered face to face in your setting, this workshop will cover areas including prevention, de-escalation, and preparation for meetings. Staff will rehearse using helpful scripts and scenarios. The school will receive a free toolkit of resources to support staff in responding appropriately to this growing concern.

2a. Developing and evaluating your safeguarding culture*

This 60-minute course explores how you can develop a safeguarding culture in school and evaluate the extent to which it is embedded in practice. You will leave with some ready to use strategies to help monitor and evaluate your systems and environment.

2b. School workshop – Developing and evaluating your safeguarding culture

A tailored twilight/early evening face to face session to enable your governors and senior leaders to work together, gaining a common understanding of how to develop the safeguarding culture in your school. Governors can gain insight into the school's monitoring of systems and better understand the evaluative processes to which they can contribute.

3. Managing allegations and low-level concerns*

This 60-minute session will discuss the response of Headteachers and School Leaders to allegations, low-level concerns, and complaints. By the end of the session leaders will have reflected on a range of scenarios, be confident about when to make referrals to LADO and in following the appropriate processes including undertaking investigations.

4. Single Central Record*

This workshop focuses on all the key checks required to ensure your single central record is kept fully compliant and 'Ofsted ready'. You will leave with an improved knowledge and understanding of all the statutory requirements, and how to apply them, together with a free copy of an audit tool to enable you to review your school single central record with confidence. This course will also be particularly applicable for administrative staff who have a responsibility for managing the SCR.

5. Critical incident planning*

How would you put Cambridgeshire's critical incident guidance into practice, quickly and appropriately, were an emergency response required? Due to the unpredictability and impact of these events, you need to have plans and procedures in place. This workshop will help schools be prepared for a critical incident and to ensure effective management in a difficult situation.

6. Safeguarding for support staff*

Your support staff are crucial in ensuring the safeguarding culture is embedded in your school. This session discusses some of the challenges facing support staff and provides a package of ready-made training resources so you can run one or more sessions for your non-teaching team to revisit on boundaries, the code of conduct, and refer to key areas which are sometimes the focus of allegations.

Venue	Date	Time
1a. Dealing with challenging parents		
Sunley House, Papworth Everard	08/11/2024	9am–10.30am
Online	20/01/2025	9am–10.30am
	20/03/2025	9.30–11am
	06/06/2025	9.30–11am
1b. School workshop – challenging parents		
Twilight – date to be arranged with each setting. 60 or 90–minute sessions available.		
2a. Developing and evaluating your safeguarding culture*		
Online	24/10/2024	1.30–2.30pm
	13/01/2025	11.30–12.30pm
	28/04/2025	1.30–2.30pm
2b. School workshop – Developing and evaluating your safeguarding culture		
Twilight – date to be arranged with each setting. 60–minute session.		
3. Managing allegations and low-level concerns*		
Online	30/09/2024	11am–12pm
	11/12/2024	1.30–2.30pm
	13/03/2025	11am–12pm
4. Single Central Record*		
Online	15/10/2024	1.30–2.30pm
	09/12/2024	11.30am–12.30pm
	28/02/2025	1.30–2.30pm
	02/05/2025	11.30am–12.30pm
5. Critical incident planning*		
Online	18/11/2024	9.30–10.30am
	25/04/2025	1.30–2.30pm
6. Safeguarding for support staff*		
Online	11/10/2024	9.30–10.30am
	04/02/2025	9.30–10.30am

[Book](#)


Cost details

£35 pp/ps for Cambridgeshire LA maintained schools (60-minute course)/£55 for 90-minute course

£45 pp/ps for out of county, Cambridgeshire academy and independent schools/£70 for 90-minute course

Courses 1b/3b can be delivered for up to 25 delegates. 60-minute session: £200 (£220 academies); 90-minute session: £250 (£275 academies). For further details please contact phil.nash@cambridgeshire.gov.uk or rachael.schofield@cambridgeshire.gov.uk.

***Special offer – book three courses for £90 (LA maintained schools) or £110 (out of county, academy, independent); offer extends to courses 2a, 3, 4, 5 and 6.**

New to English and Maths subject leadership

Audience

New or developing maths and English subject leaders

Aims

- To develop skills in subject leadership.
- To enable subject leaders to plan actions for improving teaching and learning.
- To support leaders developing the capacity of other teachers in their school.

Description

Attending this course will support new middle leaders with developing their knowledge and the skills required for implementing an action plan and supporting improvements in learning and teaching of English and maths in their school.

Each session on this course focusses on a different aspect of subject leadership, from understanding the role and its responsibilities to undertaking subject monitoring and supporting colleagues with developing their practice.

Sessions may be booked separately so that subject leaders can attend the sessions most relevant to their current role and needs.

Feedback

“The course has made me a more effective leader.”

“Very enjoyable course. Course leaders friendly and informative.”

“I’ve enjoyed developing confidence from experienced advisers who give honest advice.”

Outline

Session 1: Roles and responsibilities

- This session focusses on understanding the roles and responsibilities of subject leadership.
- Subject leaders learn more about the principles of leadership and effective communication; and how to contribute to whole school improvement.

Session 2: Subject action planning and data analysis

- This session focusses on collecting evidence to inform and evaluate subject action plans.
- Subject leaders will learn more about effective action planning and how leaders can use assessment data diagnostically to support decision making.

Session 3: Subject monitoring – books and pupil voice

- This session focusses on collecting information from talking to children about their learning and through looking at the work recorded in books and learning journals.
- Subject leaders will develop their understanding of how to identify evidence of progress through 'triangulation' of data.

Session 4: Subject monitoring – lesson observations and providing feedback

- This session focusses on supporting improving classroom practice, through lesson observations, team-teaching and supportive professional conversations.
- This session will involve an in-school visit to a host school. Details to be confirmed.

Session 5: Supporting colleagues' professional development

- This session focusses on supporting colleagues' professional development, including leading effective whole-school staff training and supportive 1:1 'working alongside'.
- Subject leaders will also learn more about the ways they can develop their own subject knowledge as well as supporting others.

Venue	Session	Date	Time
Stanton House, Huntingdon	Session 1	14/11/2024	1.30–4pm
Over Community Centre	Session 2	05/12/2024	1.30–4pm
Over Community Centre	Session 3	13/02/2025	1.30–4pm
In-school visit	Session 4	20/03/2025	9am–12pm
Over Community Centre	Session 5	24/04/2025	1.30–4pm

Cost details

£65 pp/ps for Cambridgeshire LA maintained schools, or £300 for all five sessions

£75 pp/ps for out of county, Cambridgeshire academy and independent schools, or £350 for all five sessions

Book



Positive communication skills and holding necessary conversations

Audience

Middle and senior leaders; SENDCos.

Description

This two part course explores the verbal and physical aspects of communication as well as focussing on the skill of listening. Approaches to planned and unplanned necessary conversations will then be addressed with opportunities to discuss case study scenarios and anonymised real life situations.

It is expected that **both** parts of the course will be attended.

Aims

- To learn about verbal and non-verbal communication.
- To build on individual areas for development regarding communication skills.

- To enhance listening skills.
- To learn about approaches to planned and unplanned professional conversations which may pose challenges.
- To apply learning to case study and real-life contexts.

Outline

Session 1: Positive communication skills; Listening

Session 2: Holding necessary conversations

Juliet Adlouné, course leader, offers expertise and longstanding experience as an adviser in the School Improvement Service as well as skills and understanding as an Adult Mental Health First Aid Instructor. She has a proven track record in supporting sustainable and healthy school improvement, working with leaders at all levels.

Venue	Session	Date	Time
Online	1	05/11/2024	3.30–5pm
	2	19/11/2024	3.30–5pm

Cost details

£130 (two sessions in total) for Cambridgeshire LA maintained schools

£150 (two sessions in total) for out of county, Cambridgeshire academy and independent schools.

This course can also be delivered on a 1:1 basis if required.

Please contact Juliet.Adlouné@cambridgeshire.gov.uk for details and cost.

Book



Supported dedicated leadership time

Audience

Headteachers, heads of schools, senior leaders

Aims

- To support the dedication of time for headteachers and senior leaders to pause and reflect in order to develop as a professional and to drive school improvement.
- To offer bespoke 1:1 coaching/mentoring and support in order to aid personal professional development.
- To actively support leadership wellbeing.

Description

Dedicated leadership time should be an 'essential' as opposed to a 'desirable' yet carving out this time can be challenging. Through a series of half-termly 50–60minute coaching/mentoring and support conversations, headteachers and leaders

have a structure on which to base their dedicated time. The commitment to this sort of support for headteachers can be woven into appraisal discussions with governors.

Juliet Adlouné (Professional Development and Improvement Adviser) has been using a coaching/mentoring approach for over 15 years, working with leaders to provide both support and challenge; she has experience at all levels of school leadership as well as extensive experience supporting schools as an adviser in Cambridgeshire. Juliet is now also an Adult Mental Health and Suicide First Aider and is qualified as an Instructor for Adult Mental Health First Aid and Suicide First Aid. Leaders have long felt able to reflect on their personal professional needs in a safe environment with Juliet and this has never been more so than in the past few years when the demand for this support has been high.

Venue

Typically face-to-face in Cambridge area

Book by contacting Juliet Adlouné directly: Juliet.Adlouné@cambridgeshire.gov.uk

Cost details

£630 for 50–60 minute half termly sessions (six in total) for Cambridgeshire LA maintained schools

£675 for 50–60 minute half termly sessions (six in total) for out of county, Cambridgeshire academy and independent schools

Teacher Wellbeing.

Teachers working well.

Audience

All teachers (also suitable for HLTAs) (May be applicable for admin staff.)

Description

These two sessions aim to balance wellbeing approaches/understanding with strategies for working efficaciously. Sessions will be based on established or evidence-based principles but will be very practical and pertinent to staff working in schools.

This year again, following on from feedback, there is an option either for individuals to attend online or for groups or whole teaching staff to be part of the course online as part of their ongoing professional development meetings or for the sessions to be delivered face-to-face for a school/setting. It is intended that both sessions should be attended.

Aims

- To learn about time management, planning and prioritisation tools.
- To explore energy management and how to rest/pause.
- To learn about 'The Stress Container' as a model.
- To understand and practise self-care via the Five Ways to Wellbeing model.

Juliet Adlouné, course leader, offers expertise and longstanding experience as an adviser in the School Improvement Service as well as skills and understanding as an Adult Mental Health First Aid Instructor and Suicide First Aid Associate Tutor. She has a proven track record in supporting sustainable and healthy school improvement, understanding that we should 'look after the adults who we ask to look after our children.'

Venue	Session	Date	Time
Online	1	21/10/2024	3.30–5pm
	2	20/11/2024	3.30–5pm

Cost details

£130 per place **or** £500 for whole school membership (a group of or all teachers in the school can attend **or** £500 course delivered face-to-face on chosen dates by school, for Cambridgeshire LA maintained schools.

£150 per place **or** £520 for whole school membership (a group of or all teachers in the school can attend **or** £520 course delivered face-to-face on chosen dates by school.



Appraisal: Leading and managing performance and supporting professional development

Audience

Line managers/leaders eg. staff responsible for appraisal of teachers/TAs/ non-teaching staff etc

Aims

- To share approaches to appraisal target setting.
- To understand how the school's appraisal policy fits with other school policies.
- To use teacher, TA, UPS standards as part of the appraisal process.
- To set up a calendar and documentation expectation process for the appraisal cycle.
- To develop 'necessary conversation' strategies.
- To consider workplace wellbeing within the appraisal cycle.
- To share good practice within a group of line manager/leader colleagues.

Description

These sessions are being offered in direct response to school requests for support with training staff in how to lead appraisals. School distributive leadership structures now often result in a wider group of line managers/leaders who are required to undertake staff appraisal. The training to go alongside this role/responsibility will allow for increased confidence and effectiveness.

Juliet Adlouné and Belinda Harvey, course leaders, are both advisers within the School Improvement Service with experience not only of school leadership but also of working with schools to develop systems and structures to allow for staff professional development to be celebrated and supported.

Outline

Session 1: Target setting

- The Appraisal Policy and how it fits with other policies.
- Timelines for the appraisal cycle.
- How to set targets (links to: SIP/SDP/Subject Action plans; standards for TAs, teachers) (a co-constructed model). Opportunities for discussion around appraisal for wider staff groups eg admin/site staff will be provided if appropriate.
- Workplace Wellbeing (including Line Manager Resource to support Mental Health)
- Necessary Conversations

Session 2: Mid-year and end of year reviews

- Reflections on target setting.
- Preparing for and holding mid-year reviews.
- How to celebrate progress towards targets.
- Access to professional development in support of targets.
- Holding others to account through policy and process.
- Preparing for and holding end of year reviews.
- How to celebrate progress and achievement in appraisal.

Venue	Session	Date	Time
Sunley House, Papworth Everard	1	26/09/2024	9.00–11.30am
	2	09/01/2025	1.00–3.30pm

Cost details

£230 for Cambridgeshire LA maintained schools

£270 for out of county, Cambridgeshire academy and independent schools.

Book



Expressions of interest for a 4 part course to span from June 2025 over to June 2026 are also invited via bookingbug.

Supporting Workplace Wellbeing: a proactive questionnaire approach

Audience

All schools

Description

Workplace wellbeing is high on everyone's agenda including via the Education Staff Wellbeing Charter. Taking a proactive approach to supporting workplace wellbeing is different to simply gathering data. This set of three sessions provides staff (either as a whole or via a Workplace Wellbeing Group) to use the HSE Management Standards to devise actions which they feel will impact positively on their workplace wellbeing. This allows schools to collect, analyse and act on data meaningfully and in direct relation to staff needs. The impact of this work can be shared with governors and has been discussed as part of the well attended Governor Training sessions (Balancing School Improvement and Workplace Wellbeing) over the past 3 academic years.

New for 2024–25 A 'Train the Trainer' model is available so that school leaders can use materials to deliver the sessions in their own school.

This approach has been used successfully with a number of schools in CCC and is led with the guidance and direction of Juliet Adloune, Professional Development and Improvement Adviser who is also a Mental Health First Aid Instructor and Suicide First Aid Tutor.

Aims

- To understand workplace wellbeing.
- To learn about the HSE Management Standards.
- To use staff voice meaningfully in devising actions to enhance workplace wellbeing.
- To provide data to show how workplace wellbeing has been improved.

Outline

Session 1: (1.5hours)

What is mental health? What is workplace wellbeing (school responsibility and personal responsibility)?

The Health and Safety Executive Management Standards.

Staff devising of actions to positively and proactively support the HSE Standards (Staff survey sent out based on the actions above).

Session 2: (1.5hours)

Analysis of survey

Determination of most popular actions to be put into place

Allocation of actions to be followed through and ways to do this.

(Staff impact survey sent out)

Session 3: (1.5hours)

Analysis of staff impact survey

Next steps based on impact survey outcomes – what else needs to be done.

Setting up the cycle to attend to the next set of actions.

Juliet Adlouné, course leader, offers expertise and longstanding experience as an adviser in the School Improvement Service as well as skills and understanding as an Adult Mental Health First Aid Instructor and Suicide First Aid Associate Tutor. She has a proven track record in supporting sustainable and healthy school improvement, understanding that we should 'look after the adults who we ask to look after our children.'

For further information please contact Juliet.Adlouné@cambridgeshire.gov.uk

Cost details

£850 per set of three sessions (including survey compilation and analysis) for Cambridgeshire LA maintained schools

£890 per set of three sessions (including survey compilation and analysis) for out of county, Cambridgeshire academy and independent schools

£450 for a two-hour bespoke session to train up to two leaders to deliver this approach with their staff (accompanying documentation will be provided) for Cambridgeshire LA maintained schools

£490 for a two-hour bespoke session to train up to two leaders to deliver this approach with their staff (accompanying documentation will be provided), for out of county, Cambridgeshire academy and independent schools.

Sessions can be run as twilights or during the school day depending on diary availability.

Research Informed Practice

Description

"If we are to move towards a truly evidence-informed approach to designing and developing the best learning experiences for our pupils, then we must stand on the shoulders of giants and build upon their hard-earned discoveries."

(Paul Kirschner & Carl Hendrick)

This three-part course aims to impart the best of the educational research available to the education community and to explore how it can best be translated into effective classroom and whole school policy and practice. There will be opportunities during the year to try different strategies back in school and to share and evaluate the impact amongst other colleagues.

This course is suitable for ECTs and experienced teachers alike, and for leaders who are responsible for shaping school policy and CPD.

Session 1: Theories of learning

- How do we learn and why don't we learn everything?
- Prerequisites for learning
- The problem of forgetting
- Intelligence and thinking

Session 2: Assessment

- Assessment **for**, not of, learning
- Some pitfalls and cautionary tales
- Feedback: what really works?
- Getting the most out of testing

Session 3: Pulling it all together

- Shaping policy and practice around research
- Trialling and embedding research-informed practice
- Evaluating learning and practice
- Identifying future priorities and actions

Venue	Session	Date	Time
Over Community Centre	1	13/11/2024	9.30am–12.30pm
	2	12/03/2024	9.30am–12.30pm
	3	11/06/2025	9.30am–12.30pm

Cost details

Delegates must sign up for **all three sessions**. £190 for Cambridgeshire LA maintained schools.

£220 for out of county, Cambridgeshire academy and independent schools.


 Book

Getting to know your school

Aims

- To consider the direct impact of aims and values on the life and work of the school
- To evaluate your school's aims and values
- To consider short and medium term actions required to start to make a difference.

Description

This session offers practical advice to help you get to know your school really well as quickly as possible and to identify

appropriate actions for improvement.

There will be an invaluable opportunity to hear from other headteachers reflecting on their own first year of headship.

You will also explore how to develop your relationships with your new school community, including your governors, pupils and staff.

Tutors

Lisa Valla – School Improvement Adviser

Chris Sutton – Strategic lead for governance

Venue	Date	Time
Trumpington Meadows Primary School	25/09/2024	9.30am–12pm

Cost details

£70 pp/ps for Cambridgeshire LA maintained schools

£80 pp/ps for out of county, Cambridgeshire academy and independent schools.

Book



Finance, property and health and safety

Aims

- To develop an understanding of the educational funding process
- To explore issues relating to property management in schools
- To further develop an understanding of the issues relating to Health and Safety
- To consider the roles of headteacher and governors in these areas

Description

This session provides an overview of some of the important management issues for headteachers. It gives an overview of financial systems, regulations and procedures. It will also consider issues

relating to property management and managing the school budget. The session will provide an overview of the legislative framework relating to Health & Safety with an opportunity to consider the systems in your school relating to the management of Health & Safety and property. An invaluable session to ensure that participants understand their strategic and operational responsibilities in these key areas.

Tutors

Ray Byford – Education Finance Adviser

Caoimhe Keenan – Health and Safety

Adviser Phil Hill – Head of compliance

Lisa Valla – School Improvement Adviser

Venue	Date	Time
Online	12/11/2024	9.30am–12pm

Cost details

£70 pp/ps for Cambridgeshire LA maintained schools

£80 pp/ps for out of county, Cambridgeshire academy and independent schools.

Book



HR, safeguarding and constructive conversations

Aims

- To consider a range of key personnel issues
- Consider and share understanding and skills when managing staff
- Develop a deeper understanding of safeguarding culture, practice and procedures and how Ofsted explore these issues during inspections.

Description

This session provides an overview of some of the key human resources issues that headteachers may face. The session will also explore how you can promote strong safeguarding practice and evidence a strong safeguarding culture throughout your school.

Tutors

Sarah Emms – EPM Ltd

Rachael Schofield – Leadership Adviser

Lisa Valla – School Improvement Adviser

Venue	Date	Time
Trumpington Meadows Primary School	23/01/2025	9.30am–12pm

Cost details

£70 pp/ps for Cambridgeshire LA maintained schools

£80 pp/ps for out of county, Cambridgeshire academy and independent schools.


 Book

Leading inclusion

Aims

- To develop an understanding of the school's statutory responsibilities and the key partnerships and services in relation to equality and inclusion
- To determine how your additional funding (EAL, SEN, Pupil Premium) can have the most impact on progress and attainment
- To explore the characteristics of effective leadership of an inclusive school

Description

With the challenge to provide high quality learning for all pupils and diminishing the difference in attainment – how can headteachers and schools work with partners and parents to secure the best possible outcomes for all its pupils?

Tutors

Melissa Archer – Attendance Improvement Officer

Alex Davies – SEND Divisional Manager

Lisa Valla – School Improvement Adviser

Venue	Date	Time
Online	05/03/2025	9.30am–12pm

Cost details

£70 pp/ps for Cambridgeshire LA maintained schools

£80 pp/ps for out of county, Cambridgeshire academy and independent schools.


 Book

Working with governors and parents

Aims

- To provide a clear understanding of the role of governors in the strategic management of the school
- To further develop an understanding of the effective partnership between the headteacher and governing body
- To develop an understanding of the importance of the role of parents in working in partnership with the school staff
- To explore strategies for engaging hard to reach parents and handling scenarios with difficult parents
- To develop knowledge and an understanding of good practice in preventing and handling complaints
- To understand how to manage critical incidents and the support and advice available.

Description

The partnerships between the headteacher, the governing body and parents are some of the key relationships to be established in the early stages of headship. This session will provide an overview of that relationship and the role of governors in strategic management. In particular the session will review the role of governors in development planning, monitoring and evaluation and how the headteacher enables and supports the governors through such key documents as the headteacher's report. The Education Adviser will focus on the key relationship between the school and parents to support pupils' progress and enjoyment of learning. There will be time to explore the issues and problems that crop up in the day to day running of the school.

Tutors

Chris Sutton – Strategic Lead for Governance

Rachael Schofield – Leadership Adviser

Lisa Valla – School Improvement Adviser

Venue	Date	Time
Trumpington Meadows Primary School	30/04/2025	9.30am–12pm

Cost details

£70 pp/ps for Cambridgeshire LA maintained schools

£80 pp/ps for out of county, Cambridgeshire academy and independent schools.

Book



Good Early Years provision

Aims

- To understand the principles of effective practice in the EYFS
- To explore the principles of making accurate summative assessments at the end of the year, using the practitioner's knowledge of the child and expert professional judgements
- To understand the importance of play in the EYFS

Description

The session will outline the principles of the EYFS and how this can support new headteachers to support and challenge school improvement in the Early Years.

Tutors

Alison Brown – Early Years Adviser

Lisa Valla – School Improvement Adviser

Venue	Date	Time
Online	05/06/2025	9.30am–12pm

Cost details

£70 pp/ps for Cambridgeshire LA maintained schools

£80 pp/ps for out of county, Cambridgeshire academy and independent schools.


 Book

Next steps and how to get there

Aims

- To consider key issues relating to the management of change
- To identify strategies for sustaining improvement
- To consider strategies for sustaining personal wellbeing and job satisfaction

Description

This session will focus on the key changes participants wish to make in their schools and will consider in detail how to go about this. Particular attention will be paid to meeting the needs of the whole-school workforce in a time of change.

Tutors

Lisa Valla – School Improvement Adviser

Juliet Adlouné – Professional Development and Improvement Adviser

Venue	Date	Time
Histon Football Club	08/07/2025	9.30am–12pm

Cost details

£70 pp/ps for Cambridgeshire LA maintained schools

£80 pp/ps for out of county, Cambridgeshire academy and independent schools.


 Book

Developing spoken language: a whole-school approach

Audience

English subject leaders, senior leaders and/or teachers keen to develop spoken language in their school.

Aims

- To understand the national curriculum requirements for spoken language.
- To explore the Oracy Framework and how it supports a whole-school approach to developing spoken language.
- To develop a range of strategies for teaching the conventions of spoken language.

Description

This course provides delegates with the tools needed to enhance speaking and listening in their schools. Teachers will consider how Voice 21's Oracy Framework

can be used to support a whole-school approach to oracy development. During the course, delegates will explore a range of strategies to help children articulate ideas effectively, combining features of voice, language, thinking and reasoning. The course will also explore how to implement the spoken language recommendations within Ofsted's English Education Subject Report, *Telling the Story*, published in March 2024.

Feedback

'A really useful CPD to develop our school focus on oracy.'

'Again, a really helpful course from the English Team which helps me with my subject leadership and direction in school.'

'This was really informative and useful – Thank you!'

Venue		Date	Time
Over Community Centre		02/10/2024	1.30–4.30pm

Cost details

£75 pp for Cambridgeshire LA maintained schools

£85 pp for out of county, Cambridgeshire academy and independent schools

Book



Developing practice in English for ECTs

Audience

Early Career Teachers in KS1 and KS2

Aims

- To support teachers to understand and effectively teach the English curriculum
- To explore planning, pitch and pedagogical approaches for English
- To identify strategies which support pupil progress.

Description

These sessions aim to provide teachers who are at the beginning of their careers, with a range of opportunities to further develop their knowledge and practice in English, reflecting on components of effective teaching and learning.

Delegates will have the opportunity to strengthen their subject specific knowledge, develop their understanding of pedagogical approaches for teaching and learning, as well as engage with strategies they can utilise in their own practice.

In previous years, those who have attended all of the sessions have found that they particularly benefited from this course. However, each session may be booked separately so that teachers can select the sessions most relevant to their needs.

Outline

Session 1: Effective planning

- To explore how to create a coherent 'unit' of work in English, linked to a quality text, particularly mapping out expectations for writing.
- To consider teaching and learning approaches that will develop pupils as speakers, readers, and writers.
- To reflect on opportunities that will support and promote progress for all pupils.

Session 2: Teaching phonics and spelling

- To understand the key elements of a successful phonics and spelling programme.
- To develop a clearer understanding of phonics and spelling.
- To review strategies for supporting pupils with applying knowledge and skills into reading and writing.

Session 3: Developing speakers and readers

- To examine the different facets needed for pupils to become competent readers.
- To develop an understanding of the core comprehension skills, particularly considering how to improve pupils' reading fluency.
- To reflect on the planning and delivery of learning-based activities using quality texts.

Session 4: Developing speakers and writers

- To understand how different aspects of the curriculum, particularly spoken language, vocabulary development and grammar, underpin pupil outcomes in writing.
- To explore key teaching approaches that can support progress.
- To discuss how feedback strategies can provide a scaffold for pupils to improve their own writing.

Venue	Session	Date	Time
Online	1	12/11/2024	3.30–5.30pm
	2	26/11/2024	3.30–5.30pm
	3	12/02/2025	3.30–5.30pm
	4	03/03/2025	3:30–5:30pm

Book



Cost details

£50 pp/ps for Cambridgeshire LA maintained schools.

£60 pp/ps for out of county, Cambridgeshire academy and independent schools.

Developing reading for pleasure – Free CPD!

Audience

Senior leaders, English subject leaders, teachers (including trainees), teaching assistants, school library staff and parent helpers.

Aims

- To develop understanding of reading for pleasure (RfP) pedagogy, practice and provision.
- To explore key research underpinning the fostering of young people's RfP.
- To widen participants' knowledge of children's literature.

Description

For the sixth consecutive year, the English Team is delighted to offer this free six-part course informed by the Open University's Reading for Pleasure research and resources. The course provides participants with the approaches needed to develop a RfP culture within their own classroom or across their setting.

Across the six sessions, we will explore the elements involved in fostering young

people's RfP such as Book Talk and Social Reading Environments. We will consider underpinning research, but also a wealth of practical examples of what RfP 'looks like' in actual schools. You will have access to a range of supportive resources such as posters and videos. Each session always begins with a 'Book Blether' – where we share and recommend texts. We will explore a rich range of children's literature including picture fiction, poetry, non-fiction, comics and graphic novels.

Please note that this is a six-part course – individual sessions cannot be booked.

Feedback

'Thank you so much – there's always so many useful ideas to take away from these sessions.'

'We have now introduced RfP and it has been really successful! All teachers have embraced it and the children enjoy it – so I am very pleased to have attended the course!'

'I've really enjoyed the course – thank you!'

Venue	Session	Date	Time
Online	1	22/10/2024	4pm–5pm
	2	19/11/2024	4pm–5pm
	3	14/01/2025	4pm–5pm
	4	04/03/2025	4pm–5pm
	5	06/05/2025	4pm–5pm
	6	01/07/2025	4pm–5pm

Cost details

No charge.

Book



Fluency Focus: Developing reading fluency in KS2 (3-part project)

Audience

English subject leaders; KS2 teachers

Aims

- To understand the relationship between reading fluency and comprehension.
- To explore how to use evidence-based fluency development strategies within the classroom, drawing on the recommendations within the 2023 Reading Framework and Ofsted's English Education Subject Report (March 2024).
- To enhance KS2 pupils' engagement, enjoyment and understanding when reading.

Description

This exciting project will explore the vital role of fluency in reading development, drawing on Tim Rasinski's reading fluency research as well as recent guidance published by Education Endowment Foundation. Teachers will select a group of target pupils whose progress will be tracked throughout the duration of the course. It is therefore essential that teachers attend all three sessions. The project also includes a school-based visit from the course tutor during the spring term

to support implementation. The strategies shared during the training are suitable for all KS2 pupils and may be used within whole-class or small-group reading lessons, or as an intervention. This project is ideal for English Subject leaders who are aiming to accelerate progress in reading for KS2 pupils, as well as for individual teachers who are keen to develop their teaching of reading. The project will also consider how to translate the fluency recommendations within Ofsted's English Education Subject Report (March 2024) and the guidance within the DfE 2023 Reading Framework into classroom practice.

Feedback

'An excellent way to help the lower attaining pupils in the class without the need for group work or extra adults. I also think it has made our other guided reading lessons more effective because the children have a greater understanding of the text. I've been really pleased to see how engaged the children have been in these lessons and how much they enjoy it.'

'Pupils' confidence has grown- massive engagement! My own confidence has grown, especially recognising the impact of children giving feedback to each other.'

Outline

Session 1 (Autumn term)

- Understand the relationship between reading fluency and comprehension.
- Explore the use of a range of evidence-based fluency development strategies within the classroom.

School-based follow-up visit from English Adviser

Session 2 (Spring term)

- Review the impact of the project so far and identify next steps.
- Explore implications for teaching fluency when reading non-fiction texts.

Session 3 (Summer term)

- Review the impact of this year's Fluency Focus project and share best practice.
- Explore opportunities for developing reading fluency across the curriculum.
- To consider next steps for 2024/25, including wider dissemination across the school.

Venue	Session	Date	Time
Over Community Centre	1	23/10/2024	1.30–4.30pm
	2	29/01/2025	1.30–4.30pm
	3	20/05/2025	1.30–4.30pm

Cost details

£75 pp/ps for Cambridgeshire LA maintained schools

£85 pp/ps for out of county, Cambridgeshire academy and independent schools

Book



Progression in phonics and spelling in KS2

Audience

KS2 Leaders, English subject leaders, KS2 teachers and teaching assistants

Aims

- To explore common gaps in KS2 spelling knowledge and strategies to address them.
- To understand the key elements of a successful spelling programme.
- To review strategies for supporting pupils with applying spelling knowledge within writing.

Description

This course will help teachers to build upon pupils' phonics-based encoding skills effectively to teach the spelling conventions within the KS2 national curriculum. Delegates will explore how a diagnostic approach to assessment can be used to accelerate pupils' progress in spelling. The key elements of a successful spelling programme will be discussed, together with guidance on developing a whole-school approach to the teaching of spelling. A range of spelling strategies and phonics-based approaches will be explored, designed to support pupils working at different levels. Strategies to ensure the successful application of spelling knowledge

within pupils' independent writing will be shared. The course will also consider how to translate the spelling recommendations within the recent Ofsted English Education Subject Report into classroom practice.

Feedback

'There are several quick wins which I will be able to take back to school.'

'Thank you – easily accessible information with a good balance of listening and being active and trying out tasks. Really good.'

'Consistent approaches. Lots of great intervention/tasks shared. Lots of food for thought and things to consider to impact struggling spellers.'

Outline

- Explore the progression from phonics to spelling and consider how to support pupils with achieving age-related expectations.
- Consider how diagnostic assessment can inform provision and support the identification of next steps to accelerate progress.
- Explore best practice in teaching spelling and the benefits of a whole-school approach.
- Review opportunities for the application of spelling within writing.

Venue		Date	Time
Over Community Centre		20/11/2024	1.30–4.30pm

Cost details

£75 pp/ps for Cambridgeshire LA maintained schools

£85 pp/ps for out of county, Cambridgeshire academy and independent schools


 Book

Assessing writing in non-statutory year groups

Audience

Year 1, year 2, year 3, year 4 and year 5 class teachers, English subject leaders and/or assessment leaders

Aims

- To develop a clearer understanding of age-related expectations in non-statutory year group.
- To consider what progress in writing could look like and the evidence required to secure teacher assessments in writing.
- To facilitate opportunities for school-to-school discussions around writing.

Description

These twilight sessions will provide colleagues in years 1 and 2, years 3 and 4, and year 5 with the opportunity to meet and explore writing produced by their pupils. An English adviser will facilitate the process and be on hand to support professional discussions, as well as answering questions that may arise during the session.

NB: Teachers must bring books/examples of writing for a few children and be willing to share these with other colleagues. They will need to be prepared to participate in professional discussions, providing purposeful feedback regarding the work shared by others.

Feedback:

“Fantastic to see books and discuss writing with other teachers working in the same year group as me.” Year 1 attendee

“It was useful to share writing with other practitioners and share practical ideas about how to teach writing.” Year 1 attendee

“Good to moderate and have chance to think about individual children, and what we can do to move them forward.” Year 3/4 attendee

Outline

Initial input from English Adviser:

Time will be given to outline the relevant year group(s) age-related expectations and consider what might help to assess writing across the academic year. An opportunity to identify what could produce a secure evidence base for teacher assessment in writing, and the need to demonstrate appropriate consistency to secure teacher judgements.

Professional discussions:

Time to review pupils' writing and consider current evidence on which to base teacher assessments through constructive professional discussions. Teachers should also have chance to consider/discuss ways to secure further progress and consider any implications for future planning and provision.

Venue	Session	Date	Time
Over Community Centre	Year 1 and 2	11/03/2025	1.30–4.30pm
	Year 3 and 4	13/03/2025	1.30–4.30pm
	Year 5	18/03/2025	1.30–4.30pm

[Book](#)

Cost details

£75 pp for Cambridgeshire LA maintained schools

£85 pp for out of county, Cambridgeshire academy and independent schools

Year 6 English Challenge 2025

Audience

Year 6 pupils, senior leaders/year 6 teacher(s), and parents/carers

Aims

- To promote an enjoyment of English.
- To promote a range of English skills in a variety of situations.
- To engage parents and carers with the expectations of the English curriculum.

Description

The English Challenge continues to be a wonderful opportunity for a group of year 6's to take part in an enriching event which will help to infuse fun, provide inspiration, as well as allow children to participate in a collaborative but competitive experience.

Schools are invited to enter one team of four year 6 children who are able to work collaboratively during a heat. Each heat will comprise of four rounds – three team rounds and a memory round. Teams will need to work together to find answers to a range of questions, utilising their knowledge and skills from across the English curriculum.

Cost details

£40 per school (only one team per school)

The heats, which may have up to ten teams competing against each other, will take place in the spring term. They will be held after school in venues all around the county. The winners from each heat and, potentially, high scoring runners-up from across the heats, will be invited to the final which will take place in March 2025.

NB: School leaders, teachers, parents and carers are invited and encouraged to attend the heats with their children.

Feedback

Parent/carer comment – “That was a thoroughly enjoyable event, although I didn’t know the answer to a few of the questions myself!”

Leader from a host school – “Our team enjoyed themselves. Thank you for organising the event.”

Teacher from a school attending a heat – “I’m going to get the team to go back and create their own mini challenge, to see if other year 6’s can do some of the questions they’ve been asked!”

Sessions to take place between 4.15 and 5.45 during spring term 2025. Dates and venues to be confirmed.



Teaching writing in KS2: principles, provision and practice

Audience

English subject leaders, KS2 teachers

Aims

- To cultivate an understanding of effective writing pedagogy, practice and provision.
- To explore the key research underpinning the effective teaching of writing.
- To widen participants' knowledge of practical strategies.
- To share examples of impactful practice.

Description

Are you looking to further sharpen the teaching of writing in KS2 and to support and challenge all learners? Perhaps you wish to ensure greater consistency in terms of teaching writing across your setting and be confident that methods chosen are research-informed?

This two-part course will enable participants to reflect on their current writing provision – reviewing practice and pedagogy to ensure that the sequence of teaching across a writing unit is effective and progressive. Approaches to inspire and motivate and to develop classroom communities where all pupils 'see themselves' as writers will be

explored. The course will be informed by academic research into effective writing teaching and will also consider key recommendations from Ofsted's recent 'Telling the story: the English education subject report'. Across the two sessions, we will share examples of what impactful practice could look like in the classroom.

Outline

Session 1: In this session we will consider the research and draw out the key principles underpinning effective writing teaching. We will explore the processes involved in teaching writing: from capturing ideas through to publishing outcomes. Course participants will have opportunities to examine key pedagogical approaches such as modelled, shared and guided writing.

Session 2: This session will focus on putting the research and principles into practice: exploring how to plan an effective unit of work. Aspects considered will include text selection, embedding grammar across the teaching sequence for writing and progression in writing purposes/genres.

Optional Session 3: Adaptive writing teaching. You may also wish to book a place on this course which explores how writing teaching can be adapted and scaffolded. See next page.

Venue	Session	Date	Time
Over Community Centre	1	05/11/2024	1.30–4.30pm
	2	03/12/2024	1.30–4.30pm

Cost details

£75 pp/ps for Cambridgeshire LA maintained schools
£85 pp/ps for out of county, Cambridgeshire academy and independent schools



Adaptive writing teaching

Audience

English subject leaders, teachers

Aims

- To develop understanding of key adaptive teaching principles and to consider relevant research.
- To examine progression in writing.
- To widen participants' knowledge of practical strategies to support pupils' writing development.
- To widen participants' knowledge of practical strategies to support pupils' writing development

Description

Adaptive teaching allows teachers to have high expectations for all pupils. Across the session, we will consider how to provide scaffolds and support based on assessments made to provide appropriate challenge. We will examine underpinning research and explore a range of practical strategies. Progression in writing will be outlined, with opportunities for participants to consider where pupils in their class might 'sit' on this continuum and possible next steps to support with their writing development.

Venue	Session	Date	Time
Over Community Centre	1	27/01/2025	1.30–4.30pm

Cost details

£75 pp/ps for Cambridgeshire LA maintained schools

£85 pp/ps for out of county, Cambridgeshire academy and independent schools


 Book

1stClass@Writing: Dragon Hunters

Audience

Teachers and teaching assistants in year 4

Aims

To narrow the attainment gap for target children – those who:

- struggle to have ideas or communicate these effectively in writing.
- may have spelling difficulties that create barriers to writing.
- are not yet able to fully access the Y4 national curriculum expectations.
- To increase enjoyment of and engagement in writing.
- To develop teaching assistants' subject knowledge and wider effectiveness.

Description

1stClass@Writing comes 'ready-made' with detailed lesson plans and resources. A specially trained teaching assistant delivers up to sixty stimulating and motivating forty-minute lessons to a group of up to four children, four times a week, in addition to their daily class English lessons. The children develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks related to the exciting theme. They develop their composition and editing skills through a

balance of supported short tasks as well as through sustained, independent writing. The teaching assistant is supported by a link teacher from their school.

The teaching assistant starts working with their group of pupils straight after the first training day. The training runs alongside the implementation of the teaching programme, so that the teaching assistant is trained ahead in the content of each unit to be taught.

Feedback

'The training taught me how to help support the target children but also shared practices that could be adopted within the classroom – thank you – really found this helpful!'

Outline

The three-day training covers: exploring and delivering the materials; talk for learning; grammar for writing; giving effective feedback; developing pupils' independence and understanding common challenges experienced by developing writers.

Day 1: Teachers (morning only) and TAs

Day 2: TAs only

Day 3: Teachers (afternoon only) and TAs

Venue	Session	Date	Time
Stanton House, Huntingdon, PE29 6XL	1	21/10/2024	9.30am–3pm
	2	25/11/2024	9.30am–3pm
	3	20/01/2025	9.30am–3pm

Cost details

£950 per school (1 teacher and 1 teaching assistant), including resources for Cambridgeshire LA maintained schools

£990 per school (1 teacher and 1 teaching assistant), including resources for out of county, academy and independent schools

£560 per additional attendee

Please note: Lunch is not provided.



Developing practice in Mathematics for ECTs

Audience

Early Career Teachers in KS1 and KS2

Description

These workshops have been designed to support small groups of early career teachers in reflecting on and improving their practice. Previous attendees have responded very positively to the training:

‘Thank you for all your support and advice, I really enjoyed the courses and feel more confident teaching maths now.’

‘The trainer has provided a range of strategies which I’ve implemented in class and they have been a success!’

‘It’s so helpful to be given ideas of what to actually do with the children. So many courses don’t do this.’

‘I found the training very helpful and I really enjoyed the opportunity to share and hear from others in the same position.’

In previous years, those who have attended all four sessions have found that they benefited particularly from this course, however, each session may be booked separately so that teachers can select the sessions most relevant to their current needs.

Outline

Session 1: Meeting the needs of lower and higher attaining pupils

- Examine strategies for supporting and promoting progress for all pupils.
- Provide practical teaching guidance, ideas and relevant resources.
- Consider age-related, working towards and greater depth expectations.

Session 2: Developing verbal and written reasoning

- Examine strategies for ensuring a balance of fluency, reasoning and problem solving in all lessons.
- Introduce strategies for promoting high quality maths talk.
- Discuss strategies for improving written reasoning.

Session 3: Developing mental fluency and number sense

- Explore some common issues with fluency.
- Discuss strategies for **teaching** rather than just testing mental fluency (including multiplication and division facts).
- Introduce strategies and resources for encouraging pupils to recall and apply number facts.

Session 4: Promoting progress through effective marking and feedback

- Examine the effectiveness of different types of feedback.
- Discuss strategies for encouraging pupils to reflect on their learning.
- Consider strategies for assessing starting points and promoting and recording progress through a topic.

Venue	Session	Date	Time
Online	1	10/10/2024	3.30–5.30pm
	2	24/10/2024	3.30–5.30pm
	3	16/01/2025	3.30–5.30pm
	4	30/01/2025	3.30–5.30pm

Cost details

£50 pp/ps for Cambridgeshire LA maintained schools
£60 pp/ps for out of county, Cambridgeshire academy and independent schools



Preparing for the Multiplication Tables Check (MTC)

A whole-school approach to teaching times tables and division facts

Audience

Maths subject leaders/assessment leaders/senior leaders

Aims

- To support schools with preparations for the statutory MTC.
- To support schools with planning and implementing an effective whole-school strategy for teaching multiplication and division facts.
- To improve outcomes for all children learning their multiplication and division facts.

Description

This two-part course is designed to support schools with developing the teaching and learning of multiplication tables by taking a whole-school approach.

Research relating to cognitive science and how children learn and retain knowledge will be shared, as well as experiences of the positive effects on children's learning and recall of multiplication tables when schools take a consistent approach. This

includes exploring strategies for developing children's early understanding of unitising in year 1 through to recalling and applying facts to 12 x 12 and beyond in KS2.

Pre-course requirements: Delegates attending the course should explore the current provision, timetabling and resources used across school in the teaching and assessment of times tables and division facts to inform discussions during the course. Delegates should also seek to obtain school information regarding previous performance in the MTC.

Outline

Session 1

- Understanding the statutory requirements of the MTC.
- Developing a consistent whole-school approach leading up to and beyond the MTC.

Session 2

- High-quality instruction for teaching new times tables and division facts.
- High-quality practice for retrieving and recalling times tables and division facts.

Venue	Session	Date	Time
Over Community Centre	1	01/10/2024	1.30–4pm
	2	26/11/2024	1.30–4pm

Cost details

£130 pp for both sessions for Cambridgeshire LA maintained schools
 £150 pp for both sessions for out of county, Cambridgeshire academy and independent schools


 Book

Cambridgeshire year 5 Mathematics challenge 2025

Audience

Year 5 class teachers and pupils

Aim

- To promote an enjoyment of maths.
- To promote a range of mathematical skills in a variety of situations.
- To encourage parental engagement with the maths going on in schools.

Description

The ever-popular Year 5 Mathematics challenge returns in 2025 for the 23rd year!

To take part, schools enter one team of four year 5 children to answer questions and try to win their local heat. Heats are held after school, in schools all around the county; and comprise of four rounds: two team rounds, an estimation round and a memory round.

Cost details

£40 per school

The winners of each heat, along with some of the highest scoring runners-up from across all of the heats, are then invited to the final.

Heats will take place during the first half of the summer term, with the final taking place at the start of July. The dates and venues for the heats and the final will be shared with schools in the spring term with instructions on how to enter.

If you are interested in hosting a heat at your school, please contact the maths team by email:

maths.team@cambridgeshire.gov.uk

When booking opens in the spring term, you will be able to book online.



Cambridgeshire Mathematics Conference 2024 – Mathematics for all

Audience

Headteachers, senior leaders, maths subject leaders and primary teachers

Aims

- To consider effective strategies for teaching maths to inspire and engage all pupils.
- To explore practical approaches to implement in schools.
- To share successes in maths from schools and initiatives across Cambridgeshire.
- To provide opportunities to network with colleagues and broaden subject knowledge.

Description

A one-day conference focusing on developing children's understanding and application of mathematical concepts, through rich and varied opportunities.

A sample of feedback from the Cambridgeshire Mathematics conference in 2022:

'A great day with excellent speakers and inspiring workshops.'

'A great day. I feel inspired and motivated to make changes and great to be able to network with others.'

'Really impressed with the workshops which left me feeling more enthused about maths!'

'What a great day out! I'm feeling inspired.'

'A really thought-provoking day with lots of hands on, practical activities. Nice to give things a go and put ourselves in our pupils' shoes.'

'Lots of excellent practical tasks which have given me so many ideas to use at school. I am now very keen to share these activities with my colleagues.'

Confirmed speakers and workshop presenters:

Dr Ems Lord and Liz Woodham – NRICH

Richard Brown – Freestyle Maths

Kate Frood – 'A to Z of Primary Maths'

David Millington – Natural Curriculum

Cambridgeshire Maths Team

Venue	Date	Time
Delta Hotel by Marriott, Huntingdon PE29 6FL	07/11/2024	9am–4.30pm

Cost details

£130 pp for Cambridgeshire LA maintained schools

£150 pp for out of county, Cambridgeshire academy and independent schools

Book



A strategic approach to improving whole school outcomes in Mathematics project

Audience

Maths subject leader

Aims

- To support subject leaders in identifying and addressing priority areas for development in maths provision.
- To improve the progress, attainment and mathematical experiences of all pupils.
- To facilitate the sharing of good practice and experiences with leaders from other schools.

Description

Sessions will include use of observations, data and question level analysis to identify areas for development, a focus on recent research concerning effective maths provision, exploration of strategies to improve provision, and opportunities to reflect on and discuss actions and experiences. We have based this series of sessions on a format we have used for several successful projects over recent years and the direction of the course will be adapted to meet the needs of the participants involved. The cost includes a place for the maths subject leader on three in-person sessions and we will ask all participants to complete a pre-course task, and gap tasks between sessions.

Venue	Session	Date	Time
Over Community Centre	1	25/09/2024	1.30–4.30pm
	2	22/01/2025	1.30–4.30pm
	3	23/04/2025	1.30–4.30pm

Cost details

£195 for all three sessions

Book



Developing oracy in Mathematics

Audience

Maths subject leader and a colleague
(ideally from another phase of the school)

Aims

- To explore strategies to encourage high quality mathematical talk.
- To improve the use of precise mathematical vocabulary.
- To facilitate the sharing of good practice and experiences with colleagues from other schools.
- To empower maths subject leaders to lead whole school developments in oracy.

Description

We know that developing oracy in maths is a priority for many schools and have based this series of sessions on a format we have used for several successful projects over recent years. The course direction will be informed by recent research, our observations in schools and by the priorities and needs of the participating schools. The cost includes a place for the maths subject leader and one colleague (preferably from another key stage/phase) on three in-person sessions. We will ask all participants to complete a pre-course task and gap tasks between sessions.

Venue	Session	Date	Time
Over Community Centre	Session 1	08/10/2024	1.30–4.30pm
	Session 2	28/01/2025	1.30–4.30pm
	Session 3	29/04/2025	1.30–4.30pm

Cost details

£195 for two participants at all three sessions

[Book](#)


Becoming First Class @ Number

Audience

Teaching assistants (TAs) and class teachers

Aims

- To narrow the attainment gap for vulnerable groups.
- To make effective use of Pupil Premium funding.
- To promote a solid basis and effective learning opportunity for all children to succeed in mathematics.
- To increase enjoyment and engagement in maths.
- To develop teaching assistants' subject knowledge and wider effectiveness.

Description

Becoming 1stClass@Number is a small group intervention (up to 4 pupils per group) developed by Every Child Counts through Edge Hill University. It is for children, usually in year 1, who need further support to secure the Early Learning Goal for Number. The mathematics teaching and learning in Becoming 1stClass@Number has been carefully structured to develop and deepen children's number sense in relation to numbers up to 20. The programme is delivered by a trained teaching assistant, usually over a term, to provide a rich and varied learning experience through a wide range of games and practical activities alongside engaging, active and fun sessions, in addition to normal maths lessons.

The teaching assistant starts working with their group of pupils straight after the first

training day. Then the training runs alongside the implementation of the teaching programme, so that the teaching assistant is trained topic by topic.

Impact on achievement

Nationally, over 55,000 pupils in years 1 to 11 have been supported by 1stClass@Number in 4,000 schools.

- They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress.
- 93% of them showed more confidence and interest in learning maths in class after 1stClass@Number.

Outline

The course includes: interactive and easily adaptable session plans; extensive ready-made resources organised topic by topic; online guidance and downloadable resources; 5 half days for a teaching assistant (mathematical subject knowledge and pedagogy, adapting session plans to meet children's needs); 2 half days for a school Link Teacher (LT), with the teaching assistant (supporting, managing, evaluating and continuing Becoming 1stClass@Number intervention in school).

Session 1: Morning (TA and LT): Introducing Becoming 1st Class @ Number; structure, aims and ideas. Afternoon (TA only): Topic 1: Numbers 1 – 6

Session 2 (TA): Topic 2: Numbers 5 – 10

Session 3 (TA): Topic 3: Exploring 10

Session 4 (TA and LT): Topic 4: Numbers 10 – 20; Review of intervention and planning next steps

Venue	Session	Date	Time
Stanton House, Huntingdon PE29 6XL	1	09/10/2024	9.15am–3.15pm
	2	06/11/2024	9.15am–12pm
	3	20/11/2024	9.15am–12pm
	4	04/12/2024	9.15am–12pm

Book online – please book each delegate separately so, for example, one LT and one TA attending together should book two places.

Book



Cost details

Lunch not provided

£775 ps for Cambridgeshire LA maintained schools

£850 ps for out of county, Cambridgeshire academy and independent schools

Please contact maths.team@cambridgeshire.gov.uk to discuss additional training places for more than one Link Teacher or Teaching Assistant on the course, in-school training for larger groups (school clusters, multi-academy trusts etc.) or alternative dates.

1stClass@Number1

Audience

Teaching assistants and class teachers

Aims

- To narrow the attainment gap for vulnerable groups.
- To make effective use of Pupil Premium funding.
- To promote a solid basis and effective learning opportunity for all children to succeed in mathematics.
- To increase enjoyment and engagement in mathematics.
- To develop teaching assistants' subject knowledge and wider effectiveness.

Description

1stClass@Number1 is a small group intervention (up to 4 pupils per group) developed by Every Child Counts through Edge Hill University. It is for children, usually in year 2, who need further support at the level of the year 1 curriculum in Number. 1stClass@Number1 comes ready-made with detailed session guidance and extensive resources and is delivered by a trained teaching assistant, usually over a term, in addition to normal maths lessons.

The lessons focus on number and calculation, developing children's mathematical understanding, communication and reasoning skills. Stimulating, enjoyable games and activities engage the children and build their confidence. Each topic starts with a simple assessment that helps the teaching assistant to tailor sessions to the children's needs.

The teaching assistant starts working with their group of pupils straight after the first training day. Then the training runs alongside the implementation of the teaching programme, so that the teaching assistant is trained topic by topic.

Impact on achievement

Nationally, over 55,000 pupils in years 1 to 11 have been supported by 1stClass@Number in 4,000 schools.

- They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress.
- 93% of them showed more confidence and interest in learning maths in class after 1stClass@Number.

Outline

The course includes; interactive and easily adaptable session plans; extensive ready-made resources that are organised topic by topic; online guidance and downloadable resources; 6 half days for a teaching assistant (mathematical subject knowledge and pedagogy, adapting session plans to meet children's needs); 2 half days for a school link teacher (LT), with the teaching assistant (supporting, managing, evaluating and continuing FirstClass@Number1 intervention in school).

Session 1: Morning (TA and LT):

Introducing 1st Class@Number1; structure, aims and ideas. Afternoon (TA only): Topic 1: All About Number

Session 2 (TA): Topic 2: Exploring place value

Session 3 (TA): Topic 3: Addition and subtraction

Session 4 (TA): Topic 4: Continuing addition and subtraction

Session 5 (TA and LT): Topic 5: Towards multiplication and division; review of intervention and planning next steps

Venue	Session	Date	Time
Stanton House, Huntingdon PE29 6XL	1	23/09/2024	9.15am–3pm
	2	14/10/2024	9.15am–12pm
	3	04/11/2024	9.15am–12pm
	4	18/11/2024	9.15am–12pm
	5	02/12/2024	9.15am–12pm

Cost details

Lunch not provided

£775 ps for Cambridgeshire LA maintained schools

£850 ps for out of county, Cambridgeshire academy and independent schools

Book



Please contact maths.team@cambridgeshire.gov.uk to discuss additional training places for more than one Link Teacher or Teaching Assistant on the course, in-school training for larger groups (school clusters, multi-academy trusts etc.) or alternative dates.

1stClass@Number2

Audience

Teaching assistants and class teachers

Aims

- To narrow the attainment gap for vulnerable groups.
- To make effective use of Pupil Premium funding.
- To promote a solid basis and effective learning opportunity for all children to succeed in mathematics.
- To increase enjoyment and engagement in mathematics.
- To develop teaching assistants' subject knowledge and wider effectiveness.

Description

1stClass@Number2 is a small group intervention (up to 4 pupils per group) developed by Every Child Counts through Edge Hill University. It is for children, usually in year 3, who need further support at the level of the year 2 curriculum in Number. 1stClass@Number2 comes ready-made with detailed session guidance and extensive resources and is delivered by a trained teaching assistant, usually over a term, in addition to normal maths lessons.

The lessons focus on number and calculation, developing children's mathematical understanding, communication and reasoning skills. Stimulating, enjoyable games and activities engage the children and build their confidence. Each topic starts with a simple assessment that helps the teaching assistant to tailor sessions to the children's needs.

The teaching assistant starts working with their group of pupils straight after the first training day. Then the training runs alongside the implementation of the teaching programme, so that the teaching assistant is trained topic by topic.

Impact on achievement

Nationally, over 55,000 pupils in years 1 to 11 have been supported by 1stClass@Number in 4,000 schools.

- They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress.
- 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number.

Outline

The course includes; interactive and easily adaptable session plans; extensive ready-made resources that are organised topic by topic; online guidance and downloadable resources; 6 half days for a teaching assistant (TA) (mathematical subject knowledge and pedagogy, adapting session plans to meet children's needs); 2 half days for a school link teacher (LT), with the teaching assistant (supporting, managing, evaluating and continuing FirstClass@Number2 intervention in school).

Session 1: Morning (TA and LT): Introducing 1st Class @ Number 2; structure, aims and ideas. Afternoon (TA only): Topic 1: Counting and Number

Session 2 (TA): Topic 2: Exploring place value

Session 3 (TA): Topic 3: Addition and subtraction

Session 4 (TA): Topic 4: Continuing addition and subtraction

Session 5 (TA and LT): Topic 5: Multiplication and division; review of intervention and planning next steps

Venue	Session	Date	Time
Stanton House, Huntingdon PE29 6XL	1	13/01/2025	9.15am–3.15pm
	2	03/02/2025	9.15am–12pm
	3	24/02/2025	9.15am–12pm
	4	10/03/2025	9.15am–12pm
	5	24/03/2025	9.15am–12pm

Book online – please book each delegate separately so, for example, one LT and one TA attending together should book two places.

Book



Cost details

Lunch not provided

£775 ps for Cambridgeshire LA maintained schools

£850 ps for out of county, Cambridgeshire academy and independent schools

Please contact maths.team@cambridgeshire.gov.uk to discuss additional training places for more than one Link Teacher or Teaching Assistant on the course, in-school training for larger groups (school clusters, multi-academy trusts etc.) or alternative dates.

Success@Arithmetic Number Sense

Audience

Teaching assistants and class teachers

Aims

- To narrow the attainment gap for vulnerable groups.
- To make effective use of Pupil Premium funding.
- To promote mathematical thinking and understanding through a mastery approach.
- To develop secure and confident calculation methods through carefully staged progression.
- To develop teacher and teaching assistants' mathematical subject knowledge.

Description

Success@Arithmetic Number Sense is a small group calculation-based intervention (up to 3 pupils per group) developed by Every Child Counts through Edge Hill University. It is for children, usually in years 3 to 5, who need support to understand the number system and develop fluency with number facts. It helps them to make faster progress and to catch up with their peers through a mastery approach.

Success@Arithmetic trains a lead teacher (LT) and a teaching assistant (TA) together. A diagnostic assessment supports the Success@Arithmetic steps to form a tailored programme with detailed session guidance and resources and is delivered by a trained teaching assistant, usually over a term, in addition to normal maths lessons.

The sessions use number rods, bar modelling and written methods to build a complete mathematical picture, developing pupils' arithmetical fluency.

The teaching assistant starts working with their group of pupils straight after the first training day. Then the training runs alongside the implementation of the teaching programme as the teaching assistant is trained topic by topic.

Impact on achievement

Nationally, over 13,000 pupils in years 3 to 11 have been supported by Success@Arithmetic in 2,000 schools.

- They made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress.
- 91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic.

Outline

The course includes interactive and easily adaptable session plans, extensive ready-made resources, including number rods, that are organised topic by topic, online guidance and downloadable resources.

Session 1 – half day: (TA and LT):

Introduction to Success@Arithmetic and diagnostic assessment

Session 2 – full day: (TA and LT): Addition and Subtraction: number facts and place value

Session 3 – full day: (TA and LT):

Multiplication and Division: foundations, number facts and towards written methods

Venue	Session	Date	Time
Stanton House Huntingdon, PE29 6XL	1	16/01/2025	1.30–4pm
	2	27/01/2025	9.30am–4pm
	3	11/03/2025	9.30am–4pm

Please contact maths.team@cambridgeshire.gov.uk if you wish to discuss training on alternative dates within the year.

Book



Cost details

Includes two places at all three sessions, for example one lead teacher (who will oversee and support the intervention) and one teaching assistant (who will deliver the intervention), and one intervention resource pack to deliver the intervention in school.

£775 per school for Cambridgeshire LA maintained schools

£850 per school for out of county, Cambridgeshire academy and independent schools

Lunch not provided

Please contact maths.team@cambridgeshire.gov.uk if you wish to discuss additional training places for more than one link teacher or teaching assistant on the course, in-school training for larger groups (school clusters, multi-academy trusts etc.) or reductions in costs for multiple intervention training.

Success@Arithmetic Calculation

Audience

Teaching assistants and class teachers

Aims

- To narrow the attainment gap for vulnerable groups.
- To make effective use of Pupil Premium funding.
- To promote mathematical thinking and understanding through a mastery approach.
- To develop secure and confident calculation methods through carefully staged progression.
- To develop teacher and teaching assistants' mathematical subject knowledge.

Description

Success@Arithmetic Calculation is a small group calculation-based intervention (up to 3 pupils per group) developed by Every Child Counts through Edge Hill University. It is for children, usually in years 5 to 8, who need support to understand the number system and develop fluency with number facts. It helps them to make faster progress and to catch up with their peers through a mastery approach.

Success@Arithmetic trains a lead teacher and a teaching assistant together. A diagnostic assessment supports the Success@Arithmetic steps to form a tailored programme with detailed session guidance and resources and is delivered by a trained teaching assistant, usually over a term, in addition to normal maths lessons.

The sessions use number rods, bar modelling and written methods to build a complete mathematical picture, developing pupils' arithmetical fluency.

The teaching assistant starts working with their group of pupils straight after the first training day. Then the training runs alongside the implementation of the teaching programme as the teaching assistant is trained topic by topic.

Impact on achievement

Nationally, over 13,000 pupils in years 3 to 11 have been supported by Success@Arithmetic in 2,000 schools.

- They made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress.
- 91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic.

Outline

The course includes interactive and easily adaptable session plans, extensive ready-made resources, including number rods, that are organised topic by topic, online guidance and downloadable resources.

Session 1 – half day: (TA and LT): Introduction to Success@Arithmetic and diagnostic assessment

Session 2 – full day: (TA and LT): Addition and subtraction calculation methods

Session 3 – full day: (TA and LT): Multiplication and division calculation methods

Venue	Session	Date	Time
Stanton House Huntingdon, PE29 6XL	1	26/09/2024	1.30–4pm
	2	07/10/2024	9.30am–4pm
	3	21/11/2024	9.30am–4pm

Please contact maths.team@cambridgeshire.gov.uk if you wish to discuss training on alternative dates within the year.

Book



Cost details

Includes two places at all three sessions, for example one lead teacher (who will oversee and support the intervention) and one teaching assistant (who will deliver the intervention), and one intervention resource pack.

£775 per school for Cambridgeshire LA maintained schools

£850 per school for out of county, Cambridgeshire academy and independent schools

Lunch not provided

Please contact maths.team@cambridgeshire.gov.uk to discuss additional training places for more than one link teacher or teaching assistant on the course, in-school training for larger groups (school clusters, multi-academy trusts etc.) or reductions in costs for multiple intervention training.

Adult Mental Health First Aid and Suicide First Aid

Audience

Any member of staff (including headteachers, senior leaders, DSMHLs, governors, SENDCos, family workers, teachers and TAs) wishing to actively support all adults' mental health and wellbeing.

Description

Mental Health First Aid (MHFAEngland) training courses are based on research and evidence with all Instructors accredited by The Royal Society of Public Health. Suicide First Aid (SFA) training courses are evidence based with training products owned by the National Centre for Suicide Prevention Education and Training (NCSPET).

AGAIN in 2024–25 are enhanced packages of training, combining updated MHFA and SFA courses.

FREE in 2024–25 are networking and support sessions * [see details at foot]

Juliet Adlouné has validated experience of delivering both open and closed courses to delegates within the education sector and in a wide range of other workplaces. If a school or cluster wishes to book a 'closed course' this can be arranged in negotiation and with additional discount.

MHFA course aims (face-to-face)

The flagship MHFA course (with added benefits of ongoing support and App) qualifies you over two days as a Mental Health First Aider with:

- An in-depth understanding of mental health and the factors that can affect wellbeing.
- Practical skills to spot the triggers and signs of mental health issues.
- Confidence to step in, reassure and support a person in distress.
- Enhanced interpersonal skills such as non-judgemental listening.
- Knowledge to help someone recover their health by guiding them to further support – whether that's self-help resources, through their employer, the NHS, or a mix.

There is now an option to undertake a post-course qualification RSPH level 3.

One day Adult MHFA Champion course aims – Online

The one day mental health awareness and skills course qualifies you as an Adult Mental Health First Aid Champion. By virtue of it being only one day, there is the coverage but less depth than the two day course.

MHFA Champions have:

- An understanding of common mental health issues.
- Knowledge and confidence to advocate for mental health awareness.
- Ability to spot signs of mental ill health and skills to support positive wellbeing.

Half day Adult MHFA Awareness course aims – Online

The half day course is an introductory four hour session to raise awareness of mental health.

It is designed to give you:

- An understanding of what mental health is and how to challenge stigma.
- A basic knowledge of some common mental health issues.
- An introduction to looking after your own mental health and maintaining wellbeing.
- Confidence to support someone in distress or who may be experiencing a mental health issue.

Refresher Adult Mental Health First Aid course aims – Online

It is recommended that a Refresher course (with added benefits of ongoing support and App) is attended at least every three years. The redeveloped MHFA Refresher is only for people who have completed an Adult MHFA Two Day course in order to empower you to:

- Keep your awareness of mental health supports current.
- Update your knowledge of mental health and what influences it.
- Practice applying the Mental Health First Aid action plan.

Suicide First Aid Lite (Adult) – Online

This is an awareness based course. The Adult SFA half day course outcomes include:

- Suicide thoughts and suicide behaviour; impact and the 'ripple effect'.
- Improving questioning/listening skills and gaining the confidence to discuss intentions/options openly.
- Learning to recognise the signs that someone may be at risk of suicide and knowing what steps to take to keep someone safe.

MHFA (two day Adult course) PLUS Adult SFA lite (half day) Enhanced Training Package

Venue	Session	Date	Time
MHFA Stanton House, Huntingdon	1	14/11/2024	9am–5pm
	2	15/11/2024	9am–5pm
SFAlite Online	3	12/02/2025	9am–12.30pm
MHFA Sunley House, Papworth Everard	1	22/05/2025	9am–5pm
	2	23/05/2025	9am–5pm
SFAlite Online	3	12/02/2025	9am–12.30pm

Cost details

£375 per place for LA maintained schools/settings and academies (incl all resources and access to ongoing benefits and newly developed app).

Adult MHFA Champion (one day) PLUS Adult SFA lite (half day) Enhanced Training Package

Venue	Session	Date	Time
MHFA Online	1	23/01/2025	9am–5pm
SFA Online	2	12/02/2025	9am–12.30pm

Cost details

£255 per place for LA maintained schools/settings and academies (incl all resources).

Half day Adult MHFA Awareness course aims – Online

Venue	Date	Time
Online: World Mental Health Awareness Day	10/10/2024	9am–1pm

Cost details

£125 per place for LA maintained schools/settings and academies (incl resources).

Refresher Adult Mental Health First Aid course aims – Online

Venue	Date	Time
Online	03/12/2024	9am–1pm

Cost details

£150 per place for LA maintained schools/settings and academies (incl resources and access to ongoing benefits and newly developed app).

FREE Adult Mental Health First Aid/ Champion Network and Support Group

In order to provide ongoing support and networking opportunities for Adult Mental Health First Aiders and Adult Mental Health Champions these biannual online sessions are being offered free of charge for delegates previously trained by Juliet Adlouné. This is to supplement opportunities for support from MHFA.

Attendees will be able to gain support from and ask questions of the instructor, discuss their role with colleagues and learn about further ideas for signposting. Booking is required in order to receive Zoom link.

Venue	Date	Time
Online	03/12/2024	4pm–5pm
	22/04/2025	4pm–5pm

Particular terms and conditions for courses

For enhanced training packages: the staff member who attends the MHFA course can be the same or different to the staff member who attends the SFA course.

Full attendance on any of the courses is required for a certificate to be issued.

Participants will be asked to self-reflect and empathise with others but there is no expectation to share personal experiences.

Contact details from booking (name of delegate; their email address as a preferred method of contact; confirmation of age 16+) will also be used to register with MHFA England, to receive the MHFA newsletter and to allow for access to certificate/evaluation documentation.

Courses are non-refundable or transferable. Charges include compulsory purchase of resources from MHFA and SFA. Lunch is not provided.



Making sense of assessment in Physical Education

Audience

This course is ideal for primary, special and secondary school teachers who teach PE.

Aims

The goals of the workshop are for participants to:

- Review the intent of the NCPE.
- Relate assessment for learning practices to student learning in PE.
- Examine assessment strategies and materials, and consider criteria, identify opportunities to access ongoing support and resources.

Description

This course is in place to help teachers understand and share good practice for the assessment of children's progress in PE and how this can be used to inform teaching and learning.

Venue	Session	Date	Time
Online by Zoom	1	06/03/2025	1.30–3.30pm

Cost details

£49 for Cambridgeshire LA maintained schools

£54 for out of county, Cambridgeshire academy and independent schools


 Book

Outdoor adventurous activities – bringing adventure to Physical Education

Audience

This course is for all teachers who wish to learn more about how teaching and learning can be enhanced through LOTC and OAA.

Aims

By the end of the workshop delegates will:

- Understand how to deliver OAA in line with the new curriculum.
- Gain ideas to deliver OAA within the school setting.
- Feel more confident and better equipped to deliver OAA.

Description

This workshop is designed to give teachers and teaching assistants creative ideas for how to deliver OAA sessions in a fun and safe environment for KS1 and KS2 pupils. The workshop will provide new cost-effective ideas for how to run OAA activities that develop a range of skills such as communication, cooperation, navigation and teamwork.

Venue	Session	Date	Time
To be confirmed	1	tbc	9.15am–4pm

Cost details

£140 for Cambridgeshire LA maintained schools

£162 for out of county, Cambridgeshire academy and independent schools


 Book

Physical activity in EYFS and KS1 – Every child a mover

Audience

This workshop is aimed at any teacher, coach or assistant in KS1 and KS2.

Aims

By the end of this course, participants will:

- understand the importance of physical activity in the early years.
- learn about the physical activity and sedentary guidelines for early years.
- adapt their delivery to plan and cater for the needs, interests and developmental stage within groups of children they care for.

Description

This course is ideal for anyone working in an early years setting and KS1. The largely practical course is especially suited to those who would like to learn more about the importance of physical activity in the early years and how to engage young children in more physically active and semi-structured play.

Venue	Date	Time
To be confirmed	tbc	9.30am–4.30pm

Cost details

£140 for Cambridgeshire LA maintained schools

£162 for out of county, Cambridgeshire academy and independent schools


 Book

Physical Education for ECTs and inexperienced teachers

Audience

This course is for ECTs and those teachers returning to the profession in the primary phase who want to develop their understanding of the National Curriculum of Physical Education, health and safety implications and how to deliver high quality PE.

Aims

- Look at good practice for the delivery of High Quality PE in KS1 and KS2.
- It will offer guidance about teaching and learning, assessment and some innovative materials for ensuring lessons are inclusive.

- There will also be guidance on safe practice in this setting.
- A significant part of the workshop will be practical, addressing differentiation and high quality PE through games.

Description

This course is for ECTs and those teachers who have not taught PE for a while in the primary phase who want to develop their understanding of the National Curriculum of Physical Education, health and safety implications and how to deliver high quality PE.

Venue	Date	Time
Papworth Village Hall, Papworth Everard	01/05/2025	9.30am–4.30pm

Cost details

£140 for Cambridgeshire LA maintained schools

£162 for out of county, Cambridgeshire academy and independent schools


 Book

Primary Physical Education subject leaders network meetings

Audience

Primary phase PE coordinators

Aims

During these network meetings, colleagues will be able to:

- reflect on the current quality of teaching and learning in their school.
- review Ofsted criteria for High Quality teaching in PE and analyse lessons.
- understand the strengths in teaching and identify areas for improvement.
- develop their leadership and management of PE and SS with clear goals and actions identified.

Description

These two workshops will enable PE Curriculum leaders to be up to date with the most recent changes in all aspects of PE and school sport, and enable colleagues to consider strategies to be advocates for the subject. Ideally PE coordinators would attend both sessions because content will not be the same. (You will need to book onto each session separately).

Venue	Session	Date	Time
Online by Zoom	1	19/11/2024	1.30–3.30pm
	2	18/03/2025	1.30–3.30pm

Cost details

£49 for Cambridgeshire LA maintained schools

£54 for out of county, Cambridgeshire academy and independent schools

Book



Safe practice in Physical Education

Audience

This course is for any teacher, coach or assistant in the primary, special and secondary phase.

Description

This course is in place to help teachers understand and share good practice for ensuring that PE and School Sport is safe.

Aims

By the end of this workshop, delegates will:

- know how to access the relevant national and local guidance provided by their local authority for all areas of PE.
- know what should be included in a schools PE policy in relation to safe practice.
- know how to risk assess particular activities and teaching areas.

Venue	Session	Date	Time
Online by Zoom	1	27/02/2025	1.30–3.30pm

Cost details

£49 for Cambridgeshire LA maintained schools

£54 for out of county, Cambridgeshire academy and independent schools


 Book

AFPE/Sports Leaders Level 5 Primary School PE Specialism Aware/ Level 6 PE Leadership Certificate

Audience

This course is ideal for PE coordinators, and all teachers of primary school PE. It is also ideal for HLTAs, TAs and sports coaches employed in schools

Aims

- To upskill primary school teachers to enable them to lead on the delivery of the primary school physical education curriculum.
- Designed for teachers who are currently leading physical education in their schools or aspiring to do so.
- Level 5 must be completed prior to starting Level 6.

NB: You need to have qualified teacher status (QTS) to undertake the Level 6 award.

- As part of this course, all delegates will have the opportunity to achieve the 'Swim England Teacher of school swimming award'.

Description

These are DfE/OFQUAL recognised qualifications that were developed to enable primary school teachers to improve and lead the PE curriculum within their schools. These qualifications are acknowledged by OFSTED as an effective use of the PE premium funding and are a recognised part of the Government's ambition to have a PE specialist in every primary school. This course is delivered through a combination of classroom and practical workshops.

Level 5	6 dates to be confirmed starting Spring 2025
Level 6	8 dates to be confirmed starting Spring 2025

Cost details

Level 5 £1200

Level 6 £1450 to include Level 5

Book



Supporting Physical Education for TAs and adults supporting learning

Audience

This workshop is aimed at adults other than teachers who support learners in PE lessons. For example TAs, HLTAs, coaches, instructors and apprentices.

Aims

- Delegates will explore what high quality PE lessons look like.
- Delegates will gain an overview and understanding of the Ofsted criteria for good and outstanding teaching.

Description

This course will give colleagues an opportunity to appreciate the content of the Primary PE National Curriculum and what this means in terms of how and what children should be taught.

Venue	Session	Date	Time
Online by Zoom	1	10/03/2025	1.30–3.30pm

Cost details

£49 for Cambridgeshire LA maintained schools

£54 for out of county, Cambridgeshire academy and independent schools


[Book](#)

Training for new or inexperienced Physical Education subject leaders in primary schools

Audience

This workshop is aimed at teachers and coaches who have been given responsibility for the leadership of PE in Primary schools and settings.

Aims

During these workshops, colleagues will address

- Issues of PE subject leadership.
- Pupils' progress and attainment.
- Assessment of pupil performance.
- Accountability and funding.
- Quality first teaching.

- Progression in PE and attitudes within PE.
- Strategies to improve the overall quality and attainment within PE.
- Whole school connections with PE.
- Safe practice in PE.

Description

This package of two half-day courses will support teachers in developing confidence and understanding of what is involved in PE subject leadership, and provide opportunities to share practice for the improvement PE in a primary school. You can attend one, two or three events. (You will need to book on each course individually).

Venue	Session	Date	Time
Online by Zoom	1	12/11/2024	1.30–3.30pm
	2	13/02/2025	1.30–3.30pm

Cost details

£49 for Cambridgeshire LA maintained schools

£54 for out of county, Cambridgeshire academy and independent schools


 Book

What does outstanding Physical Education look like in Primary schools?

Audience

This course is for any teacher, coach or assistant in the primary phase.

Aims

The goals of the workshop are for participants to:

- reflect on current quality for teaching and learning in school.
- consider how to take PE lessons from Good to Outstanding, making them highly successful and engaging for all students.
- review Ofsted criteria for well taught PE.

Description

This workshop will enable teachers to share ideas about the differences between good and outstanding teaching of PE, and will provide strategies to take back to schools that will enable the best possible experience of PE for all.

Venue	Session	Date	Time
Online by Zoom	1	05/11/2024	1.30–3.30pm

Cost details

£49 for Cambridgeshire LA maintained schools

£54 for out of county, Cambridgeshire academy and independent schools


 Book

What Ofsted expects of Physical Education. What Physical Education can expect of Ofsted

Audience

This course is ideal for PE teachers, subject leaders, SLT for all schools and settings

Aims

By the end of the workshop, teachers will gain an understanding of how the new inspection framework will consider PE, School Sport and Physical Activity, and how we can ensure that schools are able to showcase good practice by considering:

- The curriculum offer and the quality of education.
- what is meant by a broad and balanced curriculum.
- The 3 I's – INTENT, IMPLEMENTATION and IMPACT, and what this means for the PE curriculum.

- The deep dive and what questions will inspectors ask.
- The contribution that PE makes to whole school outcomes, and how we can evidence this.

Description

The 2019 framework from Ofsted is good news for PE and school sport, and their place in a broad and balanced curriculum. It represents a welcome step to recognising the essential role that PE, sport and physical activity play in a good and well-rounded education.

Venue	Date	Time
Sunley House, Papworth Everard	28/11/2024	1.30–4.30pm

Cost details

£93 for Cambridgeshire LA maintained schools

£111 for out of county, Cambridgeshire academy and independent schools


 Book

Body image

Audience

Senior leaders, PSHE leaders and KS2 teachers in primary and special schools

Aims

- To address ways of enabling children to engage with the challenges they currently face, and may face in the future, with regard to body image.
- To enable participants to develop their confidence in addressing current influences and issues affecting children's body image.

- To explore ways of enabling children to develop strategies for addressing their own body image positively.
- To explore teaching methodologies which can support children to develop their skills in media literacy.

Description

This course is for PSHE leaders and KS2 teachers in primary schools. It will address challenges, issues and influences children face, and how schools can help enable them to feel more confident about themselves and their bodies.

Venue	Date	Time
Online by Zoom	20/11/2024	9.30am–11.30pm
	11/02/2025	1.30pm–3.30pm

Cost details

Online training

£40 per person for Primary PD Programme subscribers/licence holders

£50 per person for all other schools


 Book

PSHE and personal development: preparing for Ofsted

Audience

PSHE leaders and senior leaders

Aims

- To develop an understanding of what participants might expect from an inspection, including meeting with the inspector/s, lesson observations, pupil voice, and discussions with other staff members.
- To provide the opportunity to reflect on curriculum intent, implementation and impact.
- To support participants in developing a coherent whole school narrative in terms of personal development.

Description

This course aims to support PSHE subject leaders and/or senior leaders at primary, infant or junior schools to prepare for an Ofsted inspection. We are mindful of the fact that every inspection is different, and we can't necessarily pre-empt everything that might be asked. However, many subject leaders felt some guidance and prompts of questions to consider in advance would help them to feel more prepared.

Venue	Date	Time
Online by Zoom	24/10/2024	1.30pm–3.30pm
Armstrong House, Huntingdon	18/03/2025	1.30pm–4.30pm

Cost details

Face to face training

£70 per person for Primary PD Programme subscribers/licence holders

£80 per person for all other schools

Online training

£40 per person for Primary PD Programme subscribers/licence holders

£50 per person for all other schools



Delivering statutory safeguarding requirements in the PSHE curriculum

Audience

Senior leaders and/or PSHE leaders in primary and special schools

School based CPD

You are able to book a tailored version of this course for your whole staff group.

Aims

- To build awareness of the ways PSHE can enable schools to meet safeguarding duties.
- To build awareness of curriculum requirements in Relationships Education and Health Education, particularly the 'Being Safe' strand of Relationships Education.
- To develop an understanding of the methodologies that inform the approaches to teaching this aspect of the PSHE Curriculum.
- To explore a range of teaching activities, recommended books and approaches

which support children to recognise when they are feeling unsafe, develop the vocabulary and confidence to report abuse and know how they can access help and support.

- To reflect on specific considerations for teaching children these topics when abuse is known or suspected, or where teaching leads to a disclosure.

Description

This course offers the opportunity to take a look at aspects of Personal Safety work across the school. There will be opportunities to explore curriculum content and progression, and consider how this aspect of the curriculum and broader PSHE helps schools with their safeguarding duties.

Relationships and Health Education is statutory in Primary Schools. This course will address ways of fulfilling the requirements for those aspects of Relationships Education (Being Safe).

Venue	Date	Time
Online by Zoom	02/10/2024	1.30–3pm
	21/05/2025	1.30–3pm

Cost details

£40 per person for Primary PD Programme subscribers/licence holders

£50 per person for all other schools

Book



Developing Relationships and Sex Education (RSE)

Audience

Senior leaders, PSHE leaders, all teachers in primary and special schools

School based CPD

You are able to book a tailored version of this course for your whole staff group.

Aims

- To reflect on the local and national impetus to develop RSE in primary and special schools.
- To develop awareness of Relationships Education Policy and how to customise it in school.

- To develop awareness of supportive materials for developing RSE across the school community.
- To reflect on current practice and plan priorities for action in developing RSE.

Description

Relationships and Health Education are statutory in all schools. This course explores RSE as part of these subjects. This course supports staff in developing RSE across primary and special schools. The course will address the current context, statutory duties, policy development, and communicating with parents and members of the wider school community.

Venue	Date	Time
Online by Zoom	12/11/2024	1.30–3.30pm
	14/05/2025	3.30–5.30pm

Cost details

£40 per person for Primary PD Programme subscribers/licence holders
£50 per person for all other schools


[Book](#)

Digital lifestyles

Audience

Senior leaders, PSHE leaders and computing leaders in primary and special schools

Aims

- To build awareness of curriculum requirements in Computing, Relationships Education and Health Education.
- To explore the current national and local trends, and own school context, that might help to inform the curriculum offer and further enhancements.
- To explore ways of enabling children to develop strategies for making the use of technology a positive aspect of their lives.
- To address ways of enabling children to engage with digital lifestyle challenges.

Description

This course will enable participants to develop a consistent approach to teaching about Digital Lifestyles across PSHE and Computing. It will take a holistic approach, balancing the positive benefits of the use of technologies, the skills they will need to maintain positive relationships online and the risks they will need to manage along the way.

Relationships and Health Education is now statutory in primary schools. This course will address ways of fulfilling the requirements for Online Relationships and Internet Safety and Harms.

Venue	Date	Time
Online by Zoom	06/05/2025	9.30–11.30am

Cost details

£40 per person for Primary PD Programme subscribers/licence holders
£50 per person for all other schools

[Book](#)


Drug and alcohol education in primary and special schools

Audience

Senior leaders and PSHE leaders in primary and special schools

School Based CPD

You are able to book a tailored version of this course for your whole staff group.

Aims

- To develop awareness of the nature and effects of medical, recreational, legal and illegal drugs.
- To develop awareness of current patterns of drug use amongst young people.
- To build confidence in developing a whole school drug policy.

- To develop understanding of the drug-related awareness levels of children in primary school.
- To develop confidence in working with primary children in drug education and drug related situations.

Description

This course supports staff in reviewing drug policy and drug education in primary and special schools. We will consider drug education in the wider context of statutory Health Education, safeguarding and PSHE and look at robust procedures for responding to situations and incidents.

Venue	Date	Time
Online by Zoom	12/02/2025	3.30–5.30pm

Cost details

£40 per person for Primary PD Programme subscribers/licence holders
£50 per person for all other schools


 Book

Equality, Diversity and Inclusion

Audience

Primary, special and secondary leaders, PSHE leaders, classroom teachers, support staff or governors

School Based CPD

You are able to book a tailored version of this course for your whole staff group.

Aims

- To develop understanding of the benefits for individuals and schools of inclusive, respectful approaches to diversity, challenging stereotypes and building inclusive environments.
- To consider the statutory requirements to consider stereotypes, respect and diversity, through statutory Relationships Education (Primary) and RSE (Secondary) with a focus on anti-racist practice.

- To develop confidence in creating and developing inclusive school environments.
- To reflect on curriculum content and resources.

Description

This course supports staff in developing understanding of diversity and equality, relating in particular to race and ethnicity, but including reference to the protected characteristics (Equalities Act 2010) in primary, secondary and special schools. It includes approaches to reviewing policy and practice, a review of the national picture, consideration of the school environment and developing awareness of inclusivity across the whole school.

Relationships Education and Health Education are now statutory in all maintained schools. This course will help coordinators to ensure their provision is in line with statutory requirements.

Venue	Date	Time
Online by Zoom	28/11/2024	1.30–3.30pm
	11/06/2025	3.30–5.30pm

Cost details

£40 per person for Primary PD Programme subscribers/licence holders

£50 per person for all other schools


[Book](#)

Exploring gender

Audience

Senior leaders and PSHE leaders in primary and secondary schools

School based CPD

You are able to book a tailored version of this course for your whole staff group.

Aims

- To develop understanding of the benefits for individuals of inclusive, respectful approaches to challenging gender stereotypes and understanding gender identity.
- To consider the statutory requirements to consider stereotypes and gender, building respect through Relationships Education and RSE.
- To develop confidence in creating inclusive school environments.
- To reflect on current practice and resources.

Description

This course supports staff in developing understanding of gender, stereotyping, sexism and identity in primary, secondary and special schools. It includes approaches to reviewing policy and practice, a review of the national picture, consideration of the school environment and developing awareness of inclusivity across the whole school. Participants will consider implications for mental health.

Relationships Education (primary), RSE (secondary) and Health Education are now statutory in all maintained schools. This course will help leaders to ensure their provision is in line with statutory and legal requirements.

Venue	Date	Time
Online by Zoom	25/02/2025	3.30–5pm
	04/06/2025	2–3.30pm

Cost details

£40 per person for Primary PD Programme subscribers/licence holders

£50 per person for all other schools


 Book

Practical approaches to teaching PSHE

Audience

PSHE leaders and teachers in primary and special schools

Aims

- To develop confidence in delivering interactive approaches to learning in PSHE.
- To provide strategies for building positive climates and relationships.
- To enable teachers to understand the context of programme for PSHE and citizenship.
- To learn more about programmes and approaches such as Circle Time, the use of drama and puppets and discussion techniques.

Description

This course includes practical approaches, methods, resources, activities and ideas for engaging children in their learning in PSHE and Citizenship. These can also be used to enhance teaching and learning in other subject areas. It is suitable for those new to leading or teaching PSHE.

Venue	Date	Time
Armstrong House, Huntingdon	12/03/2025	9.30am–12.30pm

Cost details

£70 per person for Primary PD Programme subscribers/licence holders
£80 per person for all other schools


 Book

PSHE network meeting

Audience

PSHE leaders in primary and special schools

Aims

- To learn about national and local updates for PSHE, including statutory Relationships and Health Education.
- To review curriculum planning, and to introduce updates to the Primary PD Programme.
- To enable leaders to network and ask questions.
- To explore current priorities for your school.

Description

Network meetings, as part of the Wellbeing Subscription, include national and local updates on PSHE and opportunities to share practice. Non-subscribing schools or those from schools beyond Cambridgeshire are welcome to attend, but please note the content will be focussed around the Cambridgeshire materials and local support.

Venue	Date	Time
Online by Zoom	13/11/2024	2.30–4.30pm
	21/11/2024	2.30–4.30pm
Cambs FA, Impington	07/05/2025	2.30–4.30pm
Armstrong House, Huntingdon	20/05/2025	2.30–4.30pm

Cost details

Free for subscribers to Cambridgeshire Wellbeing Subscription
(Cambridgeshire schools only)

£45 per person for all other schools including schools who hold a licence to Primary Personal Development Programme


[Book](#)

New to leading PSHE

Audience

New PSHE leaders in primary and special schools

Aims

- To reflect on the role of the PSHE leader and to consider strengths and areas for development.
- To review/plan the school's curriculum for PSHE and Citizenship in the light of statutory Relationships Education and Health Education.
- To learn about the Primary Personal Development Programme and how to implement it in school.
- To develop practical approaches to teaching and learning in PSHE.

- To understand how to develop a whole school approach to promoting health and wellbeing.
- To learn about the current national and local context for PSHE in schools.

Description

The course includes exploring and developing the role of the PSHE leader, whole school approaches to promoting health and wellbeing, and practical approaches and tools

for planning, delivering and assessing PSHE – including statutory Relationships and Health Education, as well as non-statutory content.

Venue	Date	Time
Armstrong House, Huntingdon	06/11/2024	9.30am–4.30pm
Online by Zoom	17/06/2025	1.30–3.30pm

Cost details

Face to face training

£ 115 per person for Primary PD Programme subscribers/licence holders

£ 135 per person for all other schools

Online training

£40 per person for Primary PD Programme subscribers/licence holders

£50 per person for all other schools


[Book](#)

RSE short webinar series

Audience

Primary, special and secondary leaders, PSHE leaders, classroom teachers, support staff or governors

Aims

- To build resilience in schools to manage developments in RSE and confidently move forward in providing high quality provision in key topics.

Description

These three short briefings are funded by Cambridgeshire Public Health. They are designed to address areas of potential concern, to raise awareness and build confidence for teaching staff and school

leaders, including governors. Colleagues booking places will be asked to contribute to the evaluation of the programme through online forms. Colleagues may sign up for one or more of the courses. Multiple attendees from each school are welcome. Recordings of the briefings will be available.

Relationships Education (primary), RSE (secondary) and Health Education are statutory in all maintained schools. These briefings will help all members of the school community build confidence in addressing different aspects of Relationships Education and RSE provision.

Venue	Session	Date	Time
Briefing 1 – The DfE review of the Statutory Guidance for RSHE			
Online by Zoom	Primary	15/10/2024	3.45–4.45pm
	Secondary/Special	17/10/2024	3.45–4.45pm
Briefing 2 – Teaching about puberty			
Online by Zoom	Primary	27/11/2024	3.45–4.45pm
	Secondary/Special	03/12/2024	3.45–4.45pm
Briefing 3 – Developing skills to prevent sexism, sexual harassment & sexual assault			
Online by Zoom	Primary	30/01/2025	3.45–4.45pm
	Secondary/Special	05/02/2025	3.45–4.45pm

Book online using the google form on this link:
(not via the Learn Together Booking System)



Cost details

All briefings are free to attend but you must book a place to receive the zoom link or recording. Please use the form above and select the relevant option.

PSHE Conference – PSHE for the world we live in

Audience

PSHE Leaders in Primary, Special and Secondary Schools

Description

The conference programme is designed to support and inspire school and PSHE leaders from primary, secondary and special schools.

We are excited to welcome a range of national and local speakers, including Jonathan Baggaley, CEO of the PSHE Association. Participants will be able to choose from a range of tailored workshops as well as listening to engaging keynote speakers.

Venue	Date	Time
Delta Marriott Hotel, Huntingdon	09/10/2024	9.30am–4.30pm

Cost details

Face to face training

£175 per person for Primary PD Programme subscribers/licence holders

£195 per person for all other schools


[Book](#)

We are pleased to confirm that if a school sends two members of staff, each staff member will be charged the reduced price of £150.

The Cambridgeshire and Peterborough Agreed Syllabus

Description

This course will look at the changes in the new agreed syllabus and how they can be implemented in your schools.

Venue	Date	Time
Online by Teams	19/09/2024	3.30–5pm

Cost details

£29 pp/ps for Cambridgeshire LA maintained schools

£39 pp/ps for out of county, Cambridgeshire academy and independent schools

[Book](#)


What should a Religious Education curriculum look like

Description

This session will consider what is best practice in an RE curriculum across a primary school setting.

Venue	Date	Time
Online by Teams	15/10/2024	3.30–5pm

[Book](#)


Religious Education and Ofsted

Description

This session will consider the requirements for Ofsted and RE and the deep dive process.

Venue	Date	Time
Online by Teams	13/11/2024	3.30–5pm

Cost details

£29 pp/ps for Cambridgeshire LA maintained schools
£39 pp/ps for out of county, Cambridgeshire academy and independent schools

[Book](#)


Assessment and progression in Religious Education

Description

This course will look at what assessment and progression looks like in RE across a primary school.

Venue	Date	Time
Online by Teams	22/01/2025	3.30–5pm

Cost details

£29 pp/ps for Cambridgeshire LA maintained schools
£39 pp/ps for out of county, Cambridgeshire academy and independent schools

[Book](#)


Using story in your curriculum

Description

This session will explore how to use story in your RE curriculum to enhance the learning opportunities for all pupils.

Venue	Date	Time
Online by Teams	06/05/2025	3.30–5pm

Cost details

£29 pp/ps for Cambridgeshire LA maintained schools

£39 pp/ps for out of county, Cambridgeshire academy and independent schools

[Book](#)


Leading Religious Education

Description

This course is targeted at both new and current RE coordinators who need support and advice on how to lead RE. The aim is to provide practical advice and ideas to ensure that RE is taught and monitored effectively. There will also be an emphasis on how to raise the profile of RE in your school and how RE can be linked to other curriculum areas.

Venue	Date	Time
Online by Teams	08/07/2025	3.30–5pm

Cost details

£69 pp/ps for Cambridgeshire LA maintained schools

£79 pp/ps for out of county, Cambridgeshire academy and independent schools

[Book](#)


Religious Education network meetings 2024–2025

Description

These sessions allow teacher to meet together, explore current ideas in RE and share good practice. The topic for each session will vary and will be notified nearer the date.

Venue	Date	Time
Online by Teams	27/11/2024	3.30–5pm
	25/02/2025	3.30–5pm
	19/06/2025	3.30–5pm

Cost details

£18 pp/ps

Book

