

MAKE A

DIFFERENCE

# LEADERSHIP Training & Support 2023/24

Vicky Crane

ICTWand  
*Independent consultancy & training*





Dear Headteacher,

I am delighted to share with a range of high impact training courses, from single day events to year-long programmes. All the courses are very practical with a wealth of resources. Participation in the courses has proved to be very beneficial to participants and their schools.

My work centres around supporting schools to achieve excellence and as such I pledge to:

- explore subjects deeply,
- tackle complex issues with rigour and,
- support colleagues to achieve more than they thought was possible.

My courses are a fantastic mix of theory and practical application. Colleagues value the sessions because they know they can use the content and the approaches immediately.

Evaluations from previous courses highlight the excellent quality, the depth of knowledge achieved, the range of ideas, the opportunities to engage in high quality professional dialogue, the positive atmosphere in which colleagues feel comfortable to contribute and the research base on which the courses are founded. School feedback has confirmed that courses have significant impact.

*“Thank you for being so generous in your support. I have been inspired and energised to keep going. Truly a well timed and informative session that I can practically put into practice for IMPACT.” DHT.*

*“The training was brilliantly constructed. One of the best courses I have attended in years. I wanted to be challenged and provoked, but also given some new ideas to work with and the day achieved all of this.” Headteacher*

*“Every session has been immensely useful.” “A very thought provoking and useful day.” “Vicky is a fantastic trainer – very inspirational and knowledgeable.” “Excellent. Completely engaged throughout.” “I know staff are finding the training incredibly useful.”*

Leaders can choose from ‘open courses’ in which colleagues from across different schools come together to study in small cohorts. The numbers are kept low to ensure high levels of participation and aid relationship building. As well as central courses, schools can design their own bespoke courses. All courses are supported with useful resources to support implementation of course coverage. Additionally, courses can be supplemented with 1:1 coaching and professional dialogue sessions.

Please do not hesitate to get in touch to discuss your requirements.

**Vicky Crane, Independent Consultant and Trainer**

# DHT (new to post)

*5 days across the academic year*

This course is designed for DHTs who are new to post or have been in post for less than two years. The course has a distinct focus on LEADERSHIP and is designed to supplement other types of DHT training. The course supports colleagues to make the changes to their leadership that are necessary to function successfully at this level. Each day has a distinct focus and includes activities which are designed to stimulate leadership thinking, problem solving, and reflection. At the end of each day, colleagues leave with clarity regarding next steps.

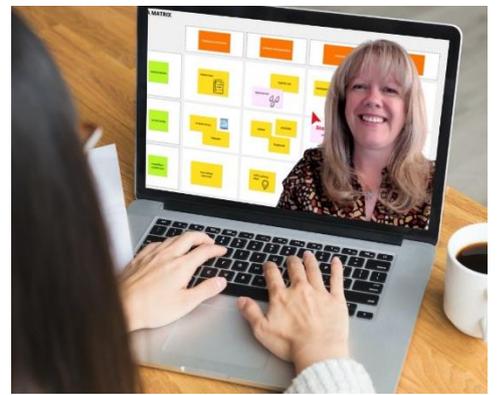
The course covers the following:

- Communication at a DHT level. Effective interactions, and developing relationships with different stakeholders. Working effectively with the Headteacher.
- The DHTs role in school improvement, including consideration for utilisation of data, school self-evaluation activities, and change management.
- Leading whole school developments; consideration for your remit as a DHT; maximising the impact of others; harnessing motivational theory.
- Personal effectiveness, e.g. delegation, time management, prioritisation, leadership style, day-to-day working practices, leading and being part of teams; emotional intelligence to support self-management; self-care and well-being.
- Setting and achieving high standards: different types of standards, e.g. internal, external; setting and communicating standards across different areas of school life; the development, role and implementation of policies; raising expectations; challenging conversations; accountability.



Vicky Crane  
Consultant & trainer

*“Working with Deputy Headteachers is an honour. To be part of their professional journey is extremely rewarding. For a course to have impact at this level, it is not just about the topics that are covered, it is about the quality of professional dialogue, the level of thinking, and the practical tools that leaders take away with them. It is the honest exchange of ideas on complex issues and it is creating a safe space to talk openly. This is a challenging course for people who want to make a difference.”*



*“This has been one of the most informative, interesting and useful courses I have been on.”*

*“Excellent ideas and suggestions, especially when dealing with tricky issues. I would recommend this training to others.”*

*“Lots of research, ideas, information giving food for thought and challenging current practice - backed up with practical resources.”*

*“The journey I have been on is amazing. Thanks for everything. I would highly recommend this course to others.”*

*“Research, quality of activities, engagement, reflection. This has been a confidence-building, superb course.”*

9.00am-3.30pm

Thursday 5<sup>th</sup> October 2023

Tuesday 14<sup>th</sup> November 2023

Thursday 29<sup>th</sup> February 2024

Tuesday 23<sup>rd</sup> April 2024

Thursday 20<sup>th</sup> June 2024

Delivered in small groups via zoom.

Plus, 1:1 session in September and January 90 minutes.

£1395 + VAT

# CATALYST - leadership programme

## For experienced Deputy Headteachers

The current cohort of DHTs have found this course invaluable. It is a rigorous, but rewarding programme, and their enjoyment demonstrates the importance of continued professional development for experienced senior leaders. This programme provides a **FACILITATED THINKING ENVIRONMENT** to promote the **study of leadership**, encourage **personal reflection** and provide **strategies for utilising theory**. The days provide a safe space for professional dialogue and nourishment for the mind.



**Discussion:** Tackle challenging questions with other experienced DHTs. Great 'think pieces' to stimulate debate.



**Collaborate:** Practical activities allowing participants to analyse key issues and explore leadership theory.



**Well-being:** support for mental resilience, an opportunity to pause and refocus, share challenges, peer support and gain energy.



**Discovery:** Generate and develop ideas together, take away useful resources, expand leadership knowledge.



**Reflection:** Activities designed to support leadership reflection and improve personal effectiveness.

Each day on the CATALYST PROGRAMME has a different LEADERSHIP THEORY CENTRE PIECE around which DHTs consider their own practice.

CULTURE

- curse or cure

LEADING LEADERS -  
multiplier effect

STRATEGY & MOTION

APPROACHES TO  
LEADERSHIP

RELATIONSHIPS &  
PEOPLE MANAGEMENT

COMPLEXITY, PLURALITY  
& SIMPLICITY

*Evaluations from previous courses:*

“Excellent ideas and suggestions, especially when dealing with tricky issues.”

“Vicky created a safe environment to discuss some challenging issues openly and in a reflective manner.”

“Every session has been immensely useful.”

“Vicky is a fantastic trainer – very inspirational and knowledgeable.”

“Very thought provoking and useful.”

“Time to think strategically and to discuss with contemporaries. Each session is having a positive impact.”

**DATES:**

1:1 sessions in September  
Wednesday 11<sup>th</sup> October 2023  
Tuesday 28<sup>th</sup> November 2023  
1:1 coaching January 2024  
Tue 20<sup>th</sup> February 2024  
Tuesday 16<sup>th</sup> April 2024  
Tuesday 21<sup>st</sup> May 2024  
Tuesday 2<sup>nd</sup> July 2024

The programme provides an opportunity for participants to consider the leadership skills, leadership thinking and leadership behaviours they are drawing on today, sometimes, every day and those they wish to draw on in the future. There is a focus on 9 areas of leadership that are specific to the ICTWAND CATALYST programme.



Integrity



Multiplier



Zone



Solution focused



Growth

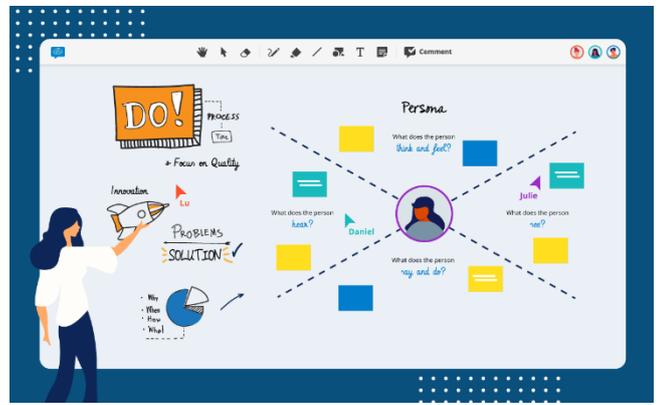


Bravery

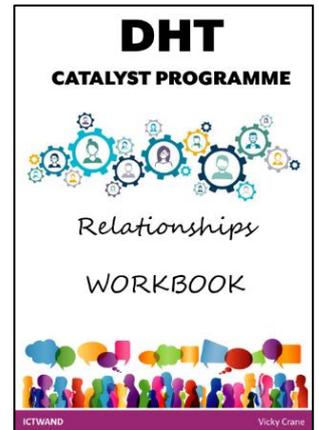


Inspiring

- Participants engage in a range of online and offline tasks. When working online, Conceptboard software is a great tool for capturing thinking and collaborating on tasks. The diagrams, results of collaboration, and online notes can be saved and printed for use after the sessions.
- Workbooks are provided to support colleagues during sessions and between sessions: think pieces, practical advice, proformas, thinking tools. Many of these are ideal for use with colleagues back in school.



- A mix of online and offline activities ensure colleagues energy and engagement levels remain high and time is utilised effectively.
- A mix of whole group and small group sessions ensure everyone has the opportunity to fully participate.
- Theory mixed with practical application and thinking time - ensuring colleagues enhance their leadership skills and knowledge.



The programme is six full days spread across the academic year. In addition, colleagues are provided with two 1:1 coaching / professional dialogue sessions 90 minutes in duration. Cohorts are small in order to personalise the course.



Vicky Crane  
Consultant & trainer

“The DHT role is rewarding, exciting, and complex, and whilst it has common elements, each leader faces their own unique challenges. Leadership is a continuous journey - leaders can always learn more, increase their personal effectiveness, be better at channelling their energies. This programme is exciting because it is a blend: theory, practical, mental well-being, personal reflection, and peer support. It provides a ‘pause’ in the business of day-to-day school life so that leaders can engage in essential thinking, reflection and dialogue. Time out for this type of thinking increases personal effectiveness, increases efficiency, boosts productivity and provides much needed mental nourishment. It is designed to both feed the soul and enable participants to leave the session with tools they can utilise in their quest to be an excellent, effective leader. My aim is to add value, encourage, challenge, inspire, support and help DHTs to thrive and love being a leader.”

#### Example structure:

9.00am-	9.25am	Welcome & initial discussion activity
9.25am-	10.30am	Leadership centre piece
10.30am-	11.00am	Coffee break & personal reflection activity
11.00am-	11.45am	Catalyst task
11.45am-	12.30pm	Group session & practical activity
12.30pm-	1.15pm	Lunch & personal reflection activity
1.15pm-	2.30pm	Group session & discussion catalyst
2.30pm-	3.00pm	Small group structured discussions
3.00pm-	3.30pm	Questions, round up and thinking forward activity

Sessions are delivered remotely via Zoom and Conceptboard. Participants may find it useful to print some resources prior to each session. An online platform provides access to electronic resources.

**LOCAL OFFER:** Some schools have put their own spin on this course by having the DHTs meet in a different school each session with a 30 minute presentation from the headteacher, a 30 minute school showcase and a short tour of the school. **If you have 8 DHTs in a geographical area, get in touch to discuss how you can design your own local offer.**

# Phase Leadership

*Five half-days across the academic year*

This course focuses on leaders having impact beyond their own classroom and influencing the teaching of others. It supports colleagues to grow and develop their leadership, increase their effectiveness and efficiency, and have the means to evaluate both the quality of their phase and their own leadership. The course provides leaders with a deeper understanding of the issues for their particular key stage and practical solutions to challenging problems.



*"Really informative and engaging sessions. The tasks helped me to focus my thinking in terms of phase and school wide issues. Great discussions with Vicky and leaders from other schools which have helped me to plan exact actions going forward."*

*"The chance to plan a focused line of enquiry for monitoring and improving the phase was excellent."*

*"Excellent guidance. Very interesting and informative. As always I'm leaving buzzing with ideas and a plan of action."*

**Five half-days 9.00-12.00pm across the year:**

Wednesday 4<sup>th</sup> October 2023  
Tuesday 7<sup>th</sup> November 2023  
Tuesday 16<sup>th</sup> January 2024  
Tuesday 12<sup>th</sup> March 2024  
Tuesday 18<sup>th</sup> June 2024

Full course (exc.VAT):  
Single delegate £750  
School price for 4 leaders £2450

Additional 1:1 sessions (90 minutes) can be added in at £175 per session.

*Instructor lead via zoom.*



Covered across the course are a number of themes:

- understanding phase leadership, including the demands of the role;
- influencing teaching and the effective implementation of the curriculum at phase level;
- undertaking school self-evaluation from a phase perspective;
- building and sustaining positive, effective teams;
- dealing with challenges including holding others to account and having difficult conversations;
- Personal efficiency and effectiveness;

- Logistics, planning and managing resources;
- Working co-operatively with other leaders;
- Understanding yourself as a leader.



Vicky Crane  
Consultant & trainer

*"Effective Phase Leaders help the school to run smoothly. In addition, they are well placed to support school improvement and ensure high-standards are achieved across a wide range of school measures. They also play a vital part in creating team spirit and ensuring colleagues in their phase enjoy working at the school. Invest in them and help your leaders to thrive in this important role."*

# Leading Reading Programme

There are three course themes: Become a fantastic leader; become an expert in teaching reading; make a difference in your school. The course mixes educational knowledge with leadership development. It also provides an abundance of resources that leaders can use in school with teachers and Teaching Assistants.

- *Four live tutorial days spread across the year.*
- *Participants also complete a parallel online learning course to enable the reading leader to personalise their study. Reading leaders will need to be allocated 4 'self-study days' to link in with the tutorial days.*
- *Access to materials that can be used by reading leaders in leading CPD sessions in school;*
- *Login accounts for all teachers and TAs in the school to online learning materials that allows colleagues to develop their expertise under the direction of the reading leader*

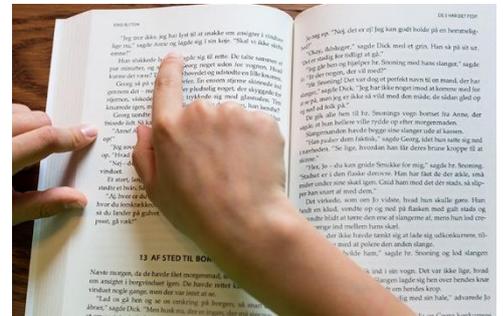
## What is covered in the live sessions?

- **Leading reading:** How can you make a difference? What is the role of the reading leader? What does it take to create and implement a successful school approach to reading? How can you harness the research on reading? What are the challenges of leading reading and how can these be overcome? Building own expertise.
- **Consideration for the school's approach to assessing pupils' word reading speeds, accuracy levels and prosody.** Classroom strategies for improving fluency. Developing knowledge of best practice in delivering reading interventions. Considering the needs of pupils who are struggling to access texts. Utilisation of reading fluency data.
- **Leading on teaching reading comprehension:** Understanding the factors associated with pupils making progress in reading comprehension; deepening teacher and TA knowledge of reading comprehension skills; considering typical difficulties pupils experience and how teachers can address these issues; supporting teachers to plan lessons.



- **Utilisation of texts:** Reading to learn; maximising the impact of non-fiction texts; using texts to improve writing outcomes; reading for pleasure; development of vocabulary; text selection.

Vicky Crane  
Consultant & trainer



## Evaluations from previous courses:

"I feel totally inspired and determined to improve reading."

"Wow! Superb – brilliant ideas that I can use straight away in class. So many new resources which I know will engage the children."

"Everything! It has given me a real boost to think more about how reading is taught and what the children need. Thank you for all the brilliant resources."

"I have bopped around school all day beaming, at the outstanding reading teaching I have seen, and the progress some of our most vulnerable learners were making both long term, but in front of my eyes."

"Excellent ideas for stimulating reading. Superb tips and techniques for teaching inference / asking questions / inspiring."

**Programme: £1550 + VAT**

**4 live tutorial days in SMALL groups spread across the year. 9.00-3.30pm.**

**Tuesday 26<sup>th</sup> September 2023**

**Tuesday 21<sup>st</sup> November 2023**

**Tuesday 30<sup>th</sup> January 2024**

**Tuesday 30<sup>th</sup> April 2024**

**1:1 support for the reading leader. School wide access to online learning materials is included in the cost.**

# People-centric Leadership & Schools

*2-day course for senior leaders. Ideal for SLT.  
Schools may also wish to invite the Chair of Governors.*



People are schools most important resource. As an employer, school leaders need to be intentional on how they ensure all colleagues can thrive and enjoy work. Statistics as to the number of people who leave the teaching profession is staggering. At a school level, there is a great deal that leaders can do to ensure job satisfaction, thus improving retention rates, attracting better quality candidates into the school and, at the same time, increasing school success.

Participants are introduced to a fantastic, and unique PEOPLE MANAGEMENT WHEEL system that provides a structure for analysing and exploring people management. The wheel can be applied to the whole school or used to analyse particular teams, e.g. senior leadership team, phase leadership team, site staff team. The system enables leaders to create effective, personalised action plans.

Evaluations from previous courses:

*"Vicky is a fantastic trainer – very inspirational and knowledgeable."*

*"Thank you for the excellent resources."*

*"Very thought provoking and useful."*

*"Time to think strategically and to discuss with contemporaries."*

*"Thank you for Thursday. The day was immensely helpful."*

*"Lovely atmosphere. Superb trainer. Exceeded expectations. I feel enthused and empowered to make a difference."*



The 10 sections:

- Underpinning infrastructure
- Know with clarity
- Move in one direction
- Maintain focus
- Mobilising energy
- Empowering people
- Equip and grow
- Interpersonal harmony
- Emotional Intelligence
- Whole person approach

*"Leaders need a tool that is robust, research based and practical to help them think strategically about people management. The wheel serves that function. Each section marries together research from the field of people management and team development with the practicalities of working in a school. Coupled with training, the wheel is a unique and powerful tool."*

2-day course in the autumn term, 9.00-3.30pm

Wednesday 8<sup>th</sup> November 2023

Tuesday 9<sup>th</sup> January 2024

Full course (exc. VAT):

Single delegate £550

Additional delegates: £295

Printed copy of the book is sent to participants as well as electronic version.

Small cohorts to ensure a personalised experience.

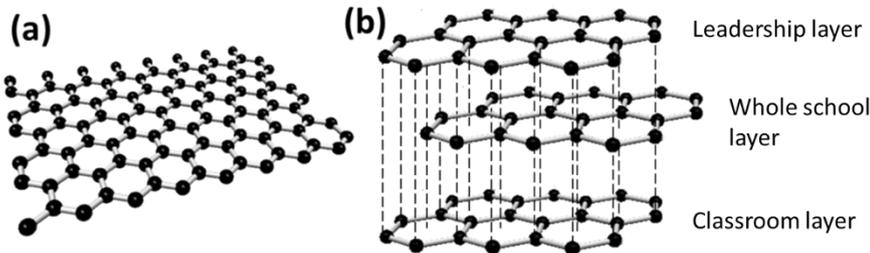
# Leading with a focus on disadvantaged pupils

A COURSE PROGRAMME FOR SENIOR LEADERS



Vicky Crane

“Enabling disadvantaged pupils to thrive and be successful in education is complex. There is no simple fix or overnight solution. Instead, schools must be brave enough to invest time in developing a multi-layered approach. Only a system where everyone sees themselves as part of the solution will manage to close progress and attainment gaps. We have amassed a great deal of knowledge in the education sector about what works for disadvantaged pupils, but implementing the research is not straight forward nor quick to achieve.”



Each layer has to be strong, flexible, cohesive, comprehensive and interconnected. Each layer is vital. Colleagues at every level need to be knowledgeable about how to harness the power of research related to disadvantaged pupils.

- Leadership focus: The course will aid the leader in understanding what makes an effective leader for this specific role and help the leader put in place the right systems and underpinning structures for success.
- Research focus: The course will help colleagues to increase their understanding of national and international research to help inform whole school strategy.
- Evaluation and Planning: The course will help the leader to create high-impact plans that are right for the school that take into account a range of factors.
- Classroom drivers: The course will enable leaders to galvanise the actions of teachers in every classroom.
- Working alongside different leaders, e.g. English leader, subject leaders, phase leaders. Maximising impact through collaborative working.
- Practical tools and resources for use in school.



*“Being challenged in life is inevitable, being defeated is optional.”* Roger Crawford

Evaluations from previous pupil premium courses:

“The whole course was outstanding.”

“A good mixture of activities, reflection, theory and time to develop plans.”

“Thank you for all the support Vicky! All day you have been extremely knowledgeable in answering all my questions.”

“A brilliant course. Lots of ideas and resources to use back in school. Very thought provoking. Thank you Vicky!”

“Excellent resources and information that can/will impact on performance at school and achievement of pupil premium funded children.”

“A fantastic course.”

Programme: £1200 + VAT  
4 live tutorial days (9.00-3.30pm) delivered via zoom in small groups spread across the year.

Monday 9<sup>th</sup> October 2023  
Tuesday 23<sup>rd</sup> January 2024  
Tuesday 19<sup>th</sup> March 2024  
Tuesday 11<sup>th</sup> June 2024

Access to a range of electronic supporting materials. 1:1 support included.

# Self-paced online courses

Online courses for individuals, teams and schools

## Self-contained training programmes

for individuals or schools

- Video tutorials
- Think pieces
- Workbooks
- Resources
- Ideas
- Advice
- Printables
- Adults & checklists



Menu driven courses - allowing you to direct your own professional development. Train as an individual. Or, as a whole school you can intersperse individual study with group sessions.

ICTWAND

Self-paced learning for teachers and leaders

Online courses are a great way for teachers to develop **deep and broad expertise** on a topic. Teachers and leaders can choose from short courses (such as the EYFS boosting language course) to larger, multi-module programmes (such as developing reading comprehension). These **course combine theory and practice** to ensure teacher CPD and leadership development has significant impact on pupil outcomes. The courses offer a **flexible way to study**: *alone, with others, or with an instructional coach.*

**Menu**

All self-paced courses are modular and menu driven.

Choose your path. Select the modules and tutorials that match your needs.  
Or work sequentially through the whole course.  
Return to sections as often as needed. No time limit on study.

An online training platform provides the opportunity for personalised study. Colleagues can choose the modules that match their needs and study at a time that is right for them. Colleagues can train individually or together as a team. Course materials can be returned to again and again. There is an excellent mixture of theory and practice. Tutorials, advice booklets, printables, think pieces and teaching resources all in one place.

With a heightened emphasis on phased training and a growing number of schools allocating resources to instructional coaching, online resources have emerged as an ideal complement. They serve to aid educational leaders in delivering customized training and support to both teams and individuals within the school setting. These leaders can effectively incorporate thought-provoking articles into discussion groups, collaboratively assess available resources, encourage colleagues to engage with educational videos that spark professional conversations, and employ audits and checklists to evaluate best

# Reading Comprehension

## SELF-PACED, GROUP OR SCHOOL ONLINE MATERIALS

This **substantial online training package** has been developed over several years. It contains **core modules** that all participants should complete and a range of **additional modules** to choose from, ensuring that colleagues can select a pathway for professional development that matches their current strengths and level of experience. As well as completing CPD individually and at their own pace, colleagues can also train together and engage in professional dialogue by displaying materials and video a large screen in a classroom (e.g. phase or interest groups). The coverage and depth of the course means that teachers can develop their skills over the course of a year (or more) and keep coming back to resources. **EYFS to Year 6 examples** are provided throughout the course. Participants can have access to a wide range of teaching resources.

CHECK LISTS - AUDITS - GUIDANCE BOOKLETS - CLASSROOM RESOURCES - THINK PIECES - THEORY & PRACTICE



### *Awareness:*

Introductory units designed to increase participants knowledge of both theory and practice: importance of comprehension; decoding v comprehension; Dr Scarborough's reading rope; Cummin's quadrant; identifying good / poor comprehension; planning lessons; case studies for different types of text; methods of teaching; different approaches to reading a text with a class (including approaches to reading aloud).



### *'Big 10' comprehension strategies in-depth:*

Explanations of each of the 'Big 10' comprehension strategies plus classroom resources and teaching ideas.



### *Practice and classroom issues:*

Exploring pupil difficulties, e.g. pronoun and alternative noun tracking; working memory; background knowledge; word reading speeds; conjunctions; text structures and genre. Using non-fiction texts. Planning lessons and methods of teaching. Reading assessment.



### *Teacher bonus materials:*

A wide range of teaching materials, printables and display materials to aid book talk and support lesson activities.



### *Leader bonus materials:*

Audits, checklists and guidance materials.

*Evaluations from previous courses:*

*"Wow! Brilliant ideas that I can use straight away in class."*

*"The balance of classroom examples, instructions and research documents makes the course interesting and kept my attention."*

*"It has given me a real boost to think more about how reading is taught and what the children need. Thank you."*

Individual user = £300

To enable whole school training, we are offering fantastic multi-account deals.

Small group account (up to 8 users in the same school £600 for 8 users)

Do you need more than 8 users? Simply multiply the number of accounts by £40. If you purchase a small group account, you can add in extra colleagues at any time. (Price is excluding VAT)



# Handwriting

## Whole school online training package

The importance of developing handwriting, stamina and fine motor skills cannot be overemphasised. The transcription skills (handwriting and spelling) do not have to be a limiting factor for pupils. Teachers can work systematically and utilise research to ensure all pupils can write fluently!

This classroom programme enables teachers to easily implement 15-minute daily handwriting sessions.

For older pupils, the programme can be used as an in-school intervention, an opportunity to practice for the whole class, or target pupils in Years 5 and 6 can be issued with passwords to a separate site for home use (included in the price).

- Videos demonstrating the formation of all letters.
- Videos of short words containing the target letter.
- Extra videos for difficult letter formations and joins.
- Videos for the 100 most common words.
- Additional printable resources to support development.

Based on research evidence about effective practice.

Focus: stamina, freeing up working memory / automaticity, presentation, confidence, improving writing outcomes.

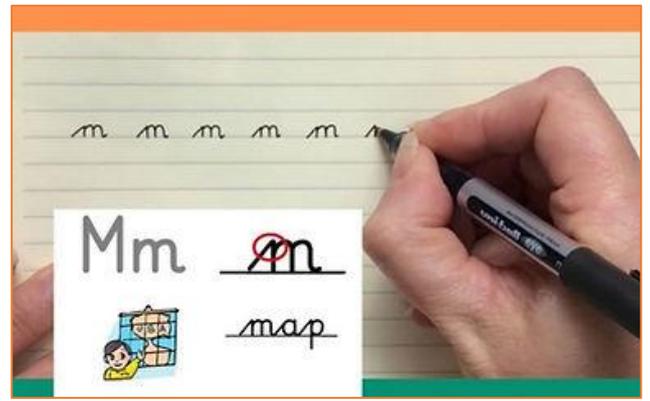
As the videos play on a loop, teachers are able to concentrate their efforts on supporting individuals and providing feedback. There is no need to purchase any expensive workbooks - a simple exercise book or sheets of paper can be used.

You can see more information on handwriting and example video clips on the blog: <https://www.ictwand.online/blog>

Please note that the programme is based on the Debbie Hepplewhite handwriting style.



Year 5 and 6 independent practice at home: "I've had a queue of children at my door this week so proud of their progress!" DHT



"The handwriting is still going from strength to strength and it's even noticeable on display boards around school. What a difference the programme has made!" AHT

"After only a few short weeks we have seen the impact. At parents evening, one of the parents commented that the work looked like it was written by two different pupils there had been so much improvement!" Year 5 teacher

*School licence £700+VAT  
(continuous use single fee)*

*Included in this cost is a 1-hour zoom meeting with one or more senior leaders. An additional twilight for staff can be added at £300+VAT. The license is perpetual – no need to renew each year.*



# Non-fiction (phase specific)

Information texts; non-chronological reports; explanation texts.

Do you want to ensure that the nonchronological reports and information texts pupils produce are increasingly more sophisticated and show clear progression? Do you want to make sure that teachers are knowledgeable and skilled in teaching writing in every phase?

It is hard to deliver CPD for writing development for the whole school at the same time. The content of a writing training session for EYFS colleagues is extremely different to a training session that tackles the issues Year 6 teachers want to focus on. Online CPD offers the perfect solution.

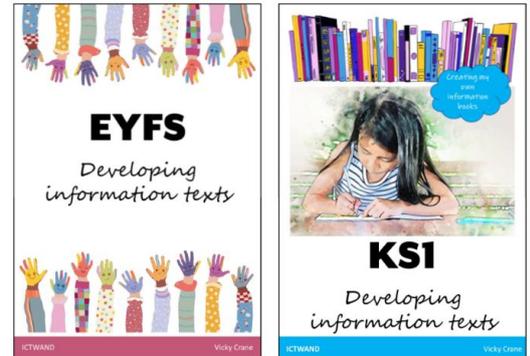
The course provides CPD for teachers in every phase. There is a common introduction followed by a section of the course for EYFS, KS1, LKS2, UKS2. Colleagues can access materials from any phase, but the course is split into sections to help colleagues access training that is relevant to their needs.

- Sentence structure progression;
- Deepening pupils' understanding of genre across phases;
- The role topic knowledge plays in creating texts;
- Different ways of planning information texts;
- Typical difficulties and how to address these;
- Teaching strategies and classroom activities for each phase designed to secure progression;
- Frameworks to aid professional dialogue.

There are video tutorials for teachers, advice and guidance, booklets that can be downloaded and supporting classroom resources. The course is designed to provide materials that will stimulate professional discussion and help colleagues plan schemes of work. Ideally, colleagues will discuss the content and work together - and as such the price includes access for up to 10 colleagues (each being able to create their own account). Materials can also be displayed on a classroom screen to enable colleagues in the same year group to work together.

*How long does it take to complete the training? Schools should allocate at least 3-hours for colleagues to complete the training (either individually or as a phase group) in chunks of 1 hour. Teachers can then dip in and out of the course at relevant points in the year. Booklets can be printed to enable a mix of online and offline study. The course can be accessed as many times as needed. There is no need to renew each year. Colleagues across the school could access the materials all at the same time, or the training can be undertaken by phases at a time when information text writing is particularly relevant.*

**VIDEO TUTORIALS - PROGRESSION BOOKLETS - CHECKLISTS - CLASSROOM RESOURCES - EXEMPLIFICATION MATERIALS**



Progression booklets for every phase



Exemplification materials



Video tutorials



Supporting resources

An account for up to 10 colleagues in the same school is £100+VAT  
Please get in touch for a quote if you need more accounts.



“Excellent guidance. Very interesting and informative. As always I am leaving buzzing with ideas and a plan of action.”

*Deputy Headteacher*

“A wonderful and extremely useful day. Brilliant ideas easily put into practice.”

*Reading leader*

“Lovely atmosphere. Superb trainer. Great subject knowledge. A really worthwhile day.”

*Deputy Headteacher*

“Really informative and engaging sessions. The tasks helped me to focus my thinking in terms of phase and school wide issues. Great discussions with Vicky and leaders from other schools which has helped me to plan exact actions going forward.” Phase leader

“Superb resources. Action plan to go away with. Thank you for a brilliant day!”

*Assistant Headteacher*

“Excellent ideas and suggestions, especially when dealing with tricky issues. I would recommend this training to others.”

*Deputy Headteacher*

“I just wanted to thank you so much for the inspiring the whole staff! Lots of staff have commented that it was exactly what we needed to give the year a real kick start.” *Headteacher*