

# Learning Partners Primary INSET

February 19th 2024

BETTER  
TOGETHER



Learning Partners

academy trust

# Welcome from Jack Mayhew, CEO

Dear Colleagues

It gives me great pleasure to address you today and to write a few words in our Trust INSET brochure. Learning is not only an activity we support our children with, it is a core activity for all of us across the organisation. Our conference is a centrepiece of this work and I hope that you will all use today to recharge, refresh and reconsider all aspects of our practice to ensure we continue to provide the best for the children we serve.



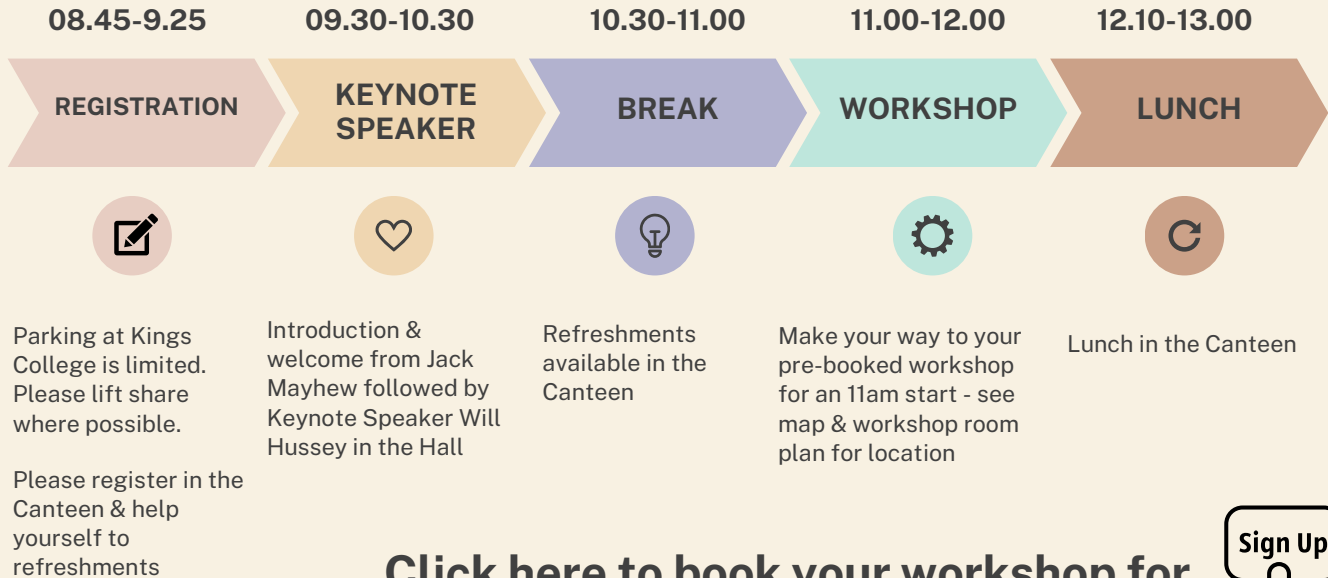
Jack Mayhew  
CEO

As last year, we gather across three locations: primary, secondary and support staff. Due to our size and professional learning demands this makes sense. I know you will find much to stimulate your minds and impact upon your work in the coming weeks and months. My thanks to the many colleagues who have assisted in making today a worthwhile and memorable experience. Our presenters, colleagues from the central team and a myriad of work has taken place at each of our three sites. As we mark this halfway point in the school year, it is beneficial to connect to one another and explore the collaboration opportunities to make a greater difference to our children and the communities we serve.

We acknowledge that society is leaning on schools to a greater extent than ever before. Our work faces more pressures, and it is pleasing to be part of a trust that supports each other at these times. We all need to constantly examine how we can be better. Better informed, better supported and better balanced in our work to deliver effectively for the students. We are after all 'better together'.

Enjoy the day. Believe in better and believe in each other.

# Programme for Boxgrove, Moss Lane, Pirbright, Pyrford, Sandfield & Tillingbourne



**Click here to book your workshop for  
the above schools only**



# Programme for Burpham, Guildford Grove, Loseley Fields, Northmead, Shalford, Stoughton



Parking at Kings College is limited. Please lift share where possible.

Please register in the Drama Studio & help yourself to refreshments

Make your way to your pre-booked workshop for a 09.30am start - see map & workshop room plan for location

Refreshments available in the Drama Studio

Introduction from Jack Mayhew followed by Keynote Speaker Will Hussey in the Hall

Lunch to be collected in the Drama Studio & eaten either in the Hall or gym

**Click here to book onto your workshop -  
for the above schools only**



# Room Plan

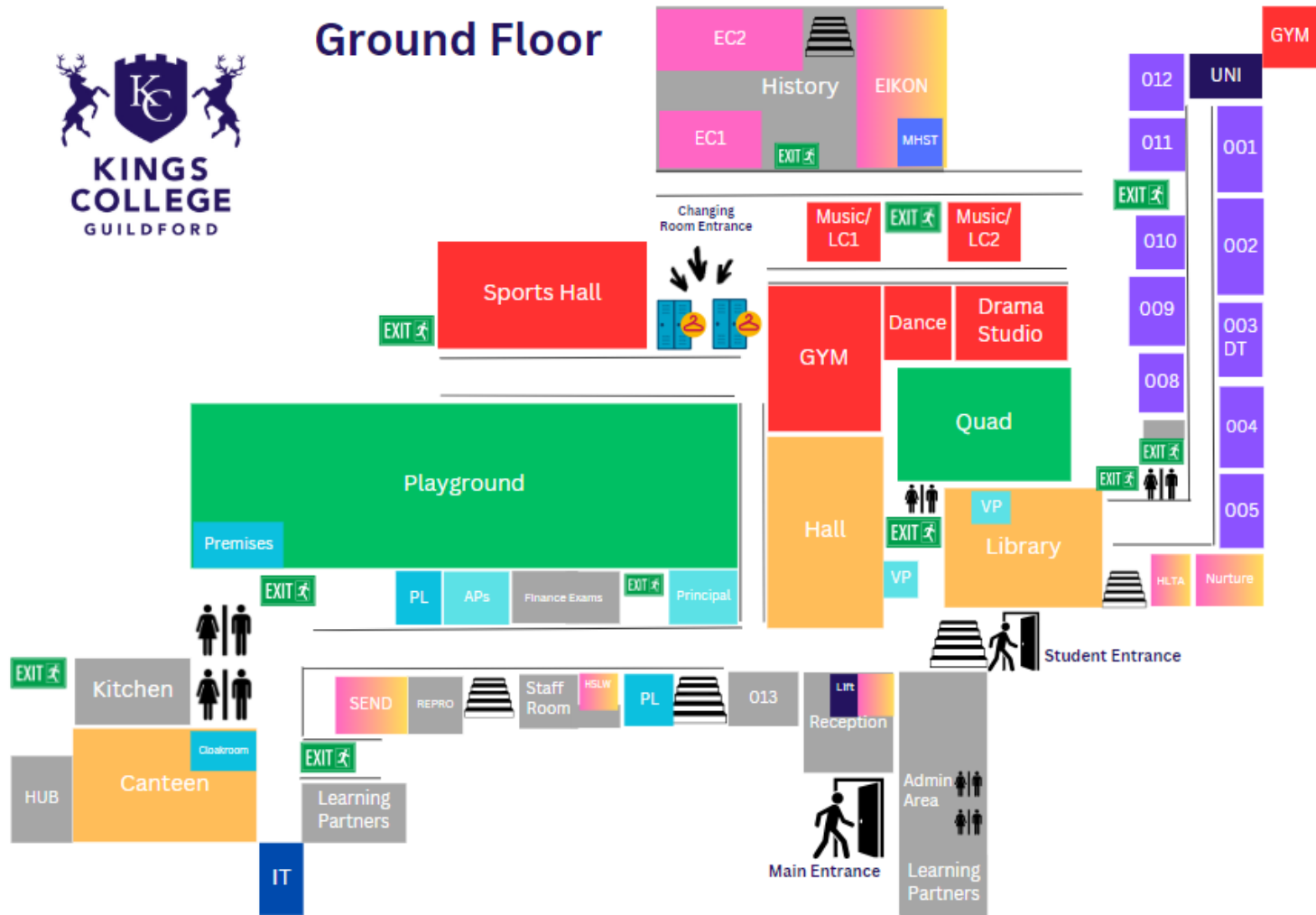
Room	Facilitator	Workshop
101	Holly Bloom	Teaching & support session in childrens' mental health & wellbeing
102	Emma Woodward	How to best support the lowest 20% with phonics & early reading intervention
103	Becky Kelly & Mili Daly	Maths for all: exploring differentiation in the classroom
104	Phil Hutson	Using mathematical vocabulary to develop deep conceptual understanding
108	Sarah Bourne & Shane Vickery	Widgit training
110	Dr Marcelle Crinean	Reducing stress & building resilience
201	Jonny Franks	How to support all children when you are the only adult in the room
202	Gaby Jones & Sophie Murray	Supporting communication & language within an early years setting
203	Louise Edwards	How to embrace an outdoor learning approach across the curriculum

# Room Plan

Room	Facilitator	Workshop
008	Vanessa Clark	Classroom strategies for autism
009	Emma Leach	Classroom strategies for demand avoidance
010	Helen Brooks	Supporting pupils with speech sound difficulties
011	Jane Brown	Dyslexia demystified
012	Zara Wright	Understanding ADHD
Library	Jane Richings	Working Memory - supporting children with knowing more & remembering more
222	Tom Holloway	How to teach exciting & engaging primary science lessons
Hall	Will Hussey	KEYNOTE SESSION - The Art of Being Brilliant

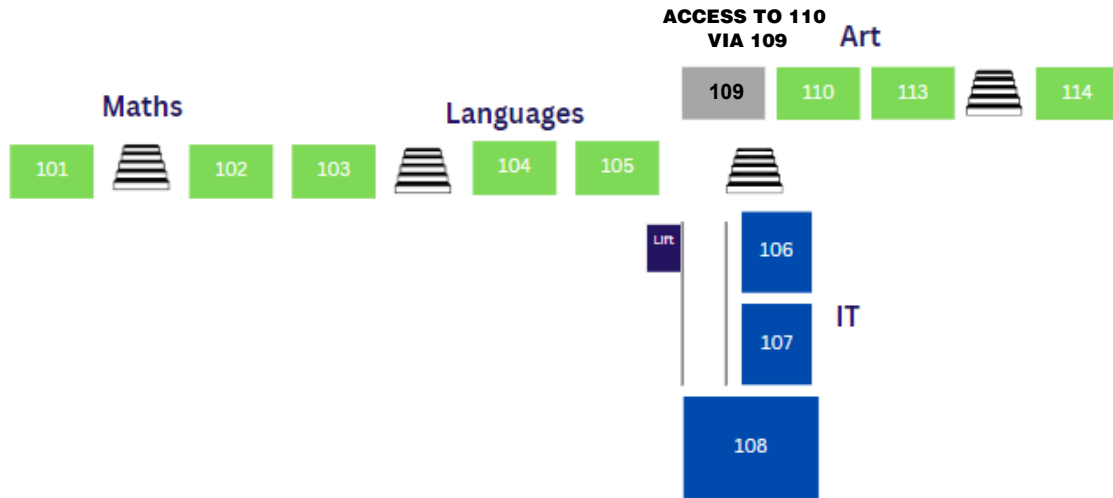
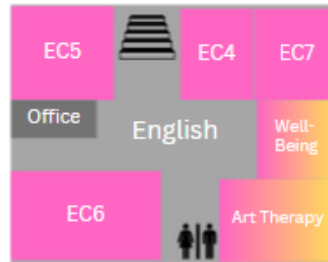


# Ground Floor





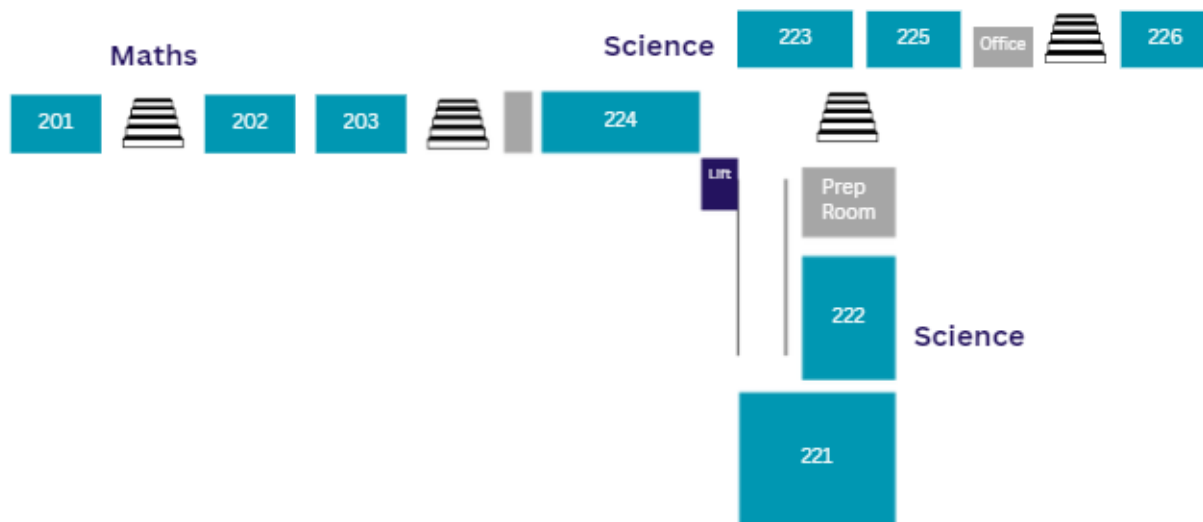
# First Floor







## Second Floor





## The Art of Being Brilliant - Will Hussey

It's a bold statement even at the best of times. Staying brilliant is even bolder. Education is full-on. The things on the to-do list have surpassed 101. Of course, we're not human doings, we're human beings. Reminding ourselves of the sort of person we want to be is the first step in getting back to our best. But that doesn't mean it's easy. It takes resilience.

Will introduces the Science of Flourishing; exploring the key behaviours that elevate us from surviving to thriving. The session is thought-provoking, illuminating, and great fun. It's also contagious: you cannot not have an impact on every single person you meet, every single day. Best choose wisely. The positive ripple effect starts here.

Will is an award-winning best-selling author and key-note speaker, who specialises in making a difference. He encourages people to think, think again and think differently; there is another way.

Will has a degree in Physical and Adventure Education, which is pretty much how he thinks all education should be. He has enjoyed working with numerous businesses and schools around the world to deliver positive, sustainable change for the better.

Please read through the following workshop information, identify one workshop that you wish to attend.

If you work at Boxgrove, Moss Lane, Pirbright, Pyrford, Sandfield, Tillingbourne, return to page three to book.

If you work at Burpham, Guildford Grove, Loseley Fields, Northmead, Shalford or Stoughton, return to page four to book.



### **Teaching and support session in children's mental health and wellbeing**

Holly Bloom will be discussing anxiety and mental wellbeing in young people. This will include how schools can recognise and support young people who might be struggling with their mental wellbeing. The presentation will cover basic mental health and wellbeing, with additional advice and guidance on anxiety in children.



### **How to best support the lowest 20% with phonics and early reading interventions**

Emma Woodward from Whiteknights English Hub specialises in supporting schools with phonics and early reading of the Lowest 20% in EYFS and KS1. Find out how to best support the lowest 20% with phonics and early reading interventions. Whiteknights English Hub will be sharing data to discuss then model generic aspects of phonics tutoring, that in turn you can use in your own schools. Please bring along your schools SSPs tutoring/intervention handbook.



## **Maths for all: exploring differentiation in the classroom**

Becky Kelly & Mili Daly will explore how you can differentiate to cater for children working below the expected standard, whilst also covering the maths curriculum. It will also include how you can successfully extend children working at greater depth within your classroom setting.



## **How to teach exciting and engaging primary science lessons**

Tom Holloway will provide a session that will include:-

- How to make science lessons exciting and engaging while keeping the focus on the learning.
- How to make science lessons more practical, hands-on and child-led.
- Effective strategies for recording children's knowledge and understanding.



## **Working memory - supporting children with knowing more and remembering more**

Jane Richings will provide some theory and some strategies to understand and support working memory deficit. Working memory is one of the brain's executive functions. It's a skill that allows us to work with information without losing track of what we're doing. As educators we need to understand how this complex function works and why it can go wrong, in order to support students with these weaknesses.

## Reducing stress & building resilience - Looking after ourselves

- The 'Stress Bucket' (how our brains create stress, anxiety, depression, and so on)
  - Spotting the symptoms of stress (psychological, physical, emotional, behavioural, cognitive)
  - The relationship between stress & emotional resilience
  - 3 simple strategies for reducing stress
  - The #1 strategy for building resilience
  - Bonus - 1 minute stress-buster that works - even when you're too busy or distracted to take minute!
- Session will be facilitated by Dr Marcelle Crinean

## How to support all children when you are the only adult in the room

One of the hardest jobs a teacher has, is to consistently meet the needs of the children in their class whilst often being outnumbered 30 to 1. So how can a teacher support the needs in their classroom whilst being the only adult? There is no magic wand, no one-size-fits-all answer, but there are ways to meet the needs of the children, and it starts well before the lesson.

Jonny Franks explores tips, tricks and strategies to support the teacher, support the children.

## Supporting communication and language within an early years setting

This session run by Gaby Jones & Sophie Murray will unpick what communication and language looks like in an early years setting, with a focus on key research informed approaches. They aim to provide practitioners with opportunities for reflection on their current practice and practical strategies that can be implemented in their settings.



## How to embrace an outdoor learning approach across the curriculum

Louise Edwards will explore the benefits, purpose and value of using the outdoors more across the curriculum. She will discuss how this can be done including: using school grounds more creatively for learning, access to outdoor learning teaching resources, having a healthy approach to managing risk and how to create a staff team who are confident to teach outdoors whatever the weather. The workshop will work towards each delegate returning to school with a clear action plan. This will assist in developing an outdoor learning approach as well as signpost to further support, training and advice.



## Classroom strategies for autism

Vanessa Clark will look at the ways that autism can present in young people. This will assist in raising awareness of why you may see the difficulties and differences that you encounter. Learn more about strategies that can be used to support young people with autism in the classroom.



## Classroom strategies for demand avoidance

Why does your child say No?

This session facilitated by Emma Leach provides:-

- the opportunity to discover underlying reasons for avoidance
- to understand the educational impact and gain solutions
- to explore strategies and gain advice.

This is intended for professionals working with children who present demand avoidant behaviours.



## **Dyslexia demystified**

In this session, you will be introduced to what dyslexia is - and isn't. You will learn about the incredible, creative minds of dyslexic learners and discover some quick wins to help them in the classroom. Jane Brown will provide you with practical, handy hints and tips to help all of your learners thrive and succeed every day.



## **Supporting pupils with speech sound difficulties**

Do you have pupils in your school whose speech is difficult to understand? Would you like to know how to access support and implement practical strategies? Then this is the workshop for you!

Helen Brooks will assist you in finding out:

- How to carry out a screen to identify areas of need with speech and phonological awareness
- Ways to respond to speech sound errors and what to do if you do not understand them
- How to support phonological awareness skills, which will impact on both speech production and phonics



## **Understanding ADHD**

Zara Wright will explore what ADHD really is and dispel some of the myth surrounding it. She will develop an awareness of what it might feel like for a young person who has ADHD and what strategies could support them in the classroom.



## Introduction to Widgit Online

Session facilitated by Shane Vickery & Sarah Bourne

Widgit Online is a browser-based platform that allows teachers to create custom visual, communication, and learning resources by utilising pre-existing templates and symbols. We will demonstrate how it works and explain how it can be used effectively in classroom practice during this workshop. We will look at the platform and the resources that can be created, such as worksheets, social stories, flashcards, and wordmats, as well as resources to help SEND and EAL students. Following an initial tutorial, you will have time to access Widgit in order to become acquainted with it and create your own resources.

**If your school has NOT got a Widgit account**, this will require one person from each school to initially set the account up (known as the administrator)

- Use the code LEARNINGPARTNERS24 The code is for 30 days (so can be set up a week or so in advance)
- The administrator will need to enter the email addresses of those attending the session
- The administrator generates a temporary password and informs each delegate (we usually suggest the same password for each person, as then a generic email can be sent – your username is your email address, and the password is . . . .)
- It is preferable to set up the proper school email addresses as if a full account is purchased further on, all the hard work of setting up is already done.
- To add staff (as Managers) the administrator can follow the steps here:- [CLICK HERE](#)

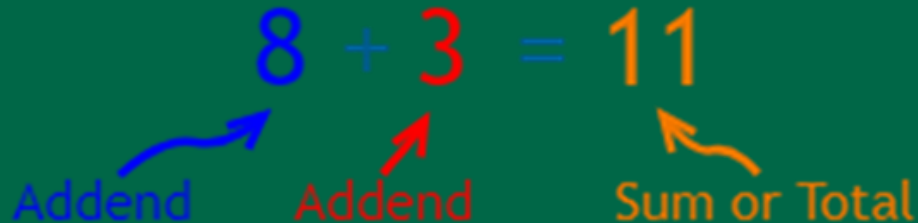


**USING MATHEMATICAL VOCABULARY TO DEVELOP DEEP CONCEPTUAL UNDERSTANDING.**  
(target audience: maths leads, teachers of maths, TAs)

Addition:

$$8 + 3 = 11$$

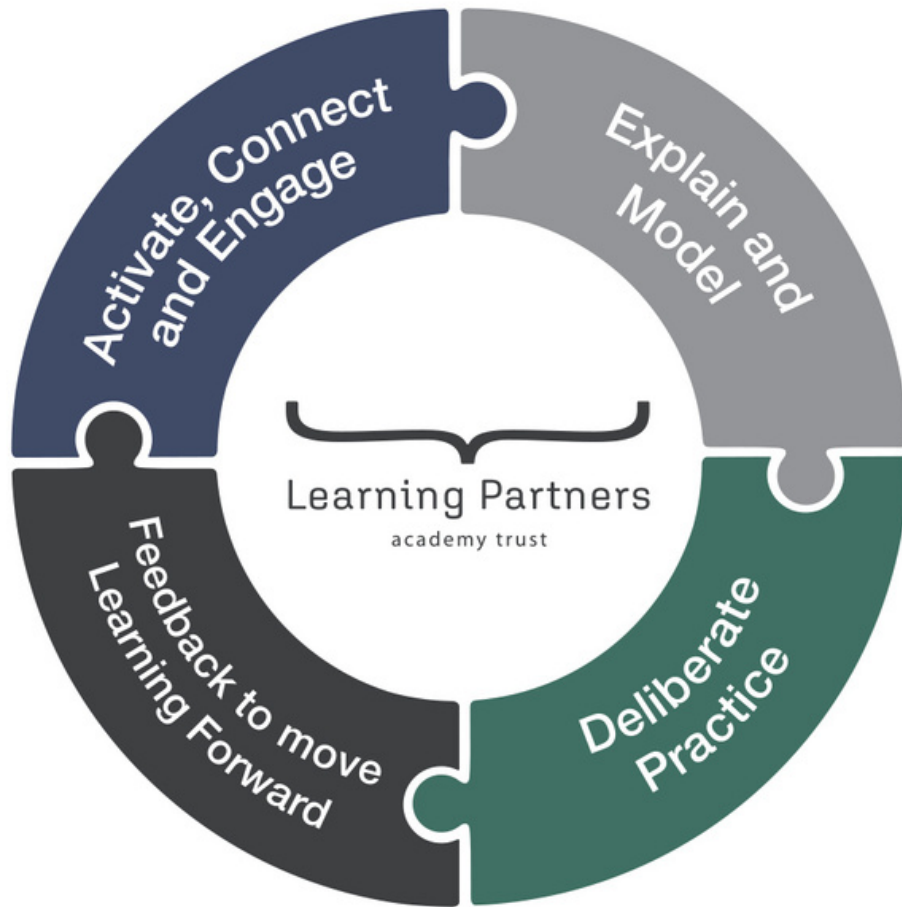
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Phil Hutson asks do you know your addend from your minuend? Do children really need to know and use this vocabulary?

Teachers know that children need to understand and use the correct mathematical vocabulary to be mathematically proficient. In primary school, children learn vocabulary such as more, less, odd, compare, order and so on, in order to calculate and decipher word problems. In this session we will go further and look at how precise mathematical vocabulary is an essential tool in helping children to gain a deep understanding of mathematical structures – for example the inverse relationship in additive reasoning. This in turn supports the development of reasoning skills and the ability to manipulate equations.



Please click on the link below to complete our feedback form, we would greatly appreciate your comments.



# First Aid & Fire Evacuation Procedure

## **FIRST AID**

Should you require first aid, please contact Rachel Hughlock on 07506503565 & try & make your way to the reception area, if it is safe to do so.

## **FIRE EVACUATION PROCEDURE**

Should the alarm sound please make your way to the playground & congregate at your allocated area - see map on following page. Key SLT members will be responsible for ensuring the registration document is completed and will carry it with them at all times. SLT responsible:-

Boxgrove - Alison Fitch

Burpham - Jo White

Guildford Grove - Rona Mackie

For staff in the Lighthouse at Guildford Grove - Mel Harrington is responsible

Loseley Fields - Amanda Pedder

Moss Lane - Victoria Abbot

Northmead - Denise Lewis

Pirbright - Gavin Dutton

Pyrford - Pete Wright

Sandfield - Kate Collins

Shalford - Michelle Dutton

Stoughton - Rachael Pollard

Tillingbourne - Ben Stevenson

Central Team - Kathryn Krynicki

**Please see map below of where to congregate in the event of the fire bell sounding.**

# Playground evacuation map





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