



# L.E.A.D. Equate



'Working together to  
L.E.A.D. the highest  
outcomes for all'

TRUST NEWS No.37  
**November 2025**

## NOVEMBER NEWS...

There's been so much CPD going on across L.E.A.D. Academy Trust this autumn.

Thank you so much to all of you for your continued engagement, feedback, and support.



### Recent CPD across the Trust



Bespoke CPD for history at Uplands Junior L.E.A.D. Academy, delivered by Leader of Excellence, **Ben Buxton**

Bespoke CPD for computing at Uplands Junior L.E.A.D. Academy, delivered by Leader of Excellence, **Vinod Jagatia**



"Really hit the brief - so well-tailored to our school needs and priorities"; "extremely competent and knowledgeable and also very friendly and approachable"

"Really great and very enthusiastic"; "Very knowledgeable and provided some good apps and ideas"



Review in Action: Leading Culture and Climate at Huntingdon Academy, delivered by **Becky Riley** and **Hazel Vaughan**

"Inspiring experience. Facilitators were exceptional and it was useful to see the climate and culture in action as well as hear about in theory"



Review in Action: Leading an Inclusive Culture at Charnock Hall Primary Academy, delivered by **Louise Fotheringham** and **Claire Hickman**



There are a range of inclusive spaces on offer for children at CHPA.



A range of inspiring leadership texts and tools that the leadership team at Huntingdon Academy put into practice.



Left to right: Patrick Betts, Deputy Headteacher at St Ann's Well Academy; Hazel Vaughan, Deputy Headteacher at Huntingdon Academy; Emily Smithurst, Headteacher at St Ann's Well Academy

...and much more! Thank you so much to all facilitators and participants for your time, effort, and engagement.

## ECT Sessions

Thank you so much to new ECTP facilitators, Safeena Higgins (Da Vinci Academy) and Clare Dunn (Millfield L.E.A.D.) Academy, who co-facilitated on the brand new L.E.A.D. ECTP mentor training session at Charnock Hall Hub in October with Corinne Flett (Quality of Education Strategic Lead – Secondary) and Brittany Wright (Trust CPD Lead).

"The providers were lively, friendly and welcoming and made the day enjoyable as well as educational."

"The women who led this were very knowledgeable and engaging and helped with specific scenarios well."

## UPCOMING SESSIONS

**Year 1 ECTs can join us later this month on:**

**Thursday 20th November 2025, 9am-4pm** – Charnock Hall Hub, Sheffield

**Tuesday 25th November 2025, 9am-4pm** – Charnock Hall Hub, Sheffield

This first session will provide practical strategies for managing behaviour, evidence deep dives into oracy and assessment, and guidance on working with colleagues and parents in partnership. Expert colleagues from L.E.A.D. schools will be delivering alongside Corinne and Brittany. For the autumn sessions, they'll be joined by:

- Vinny Jagatia (SLT, Computing lead, KS1 teacher at Forest Lodge Academy and Leader of Excellence for L.E.A.D. Equate)
- Simran Sembi (SLT, R&D, History Lead, KS2 teacher at Millfield L.E.A.D. Academy).

Ensure your ECT is logged in to their ECTP account before clicking this link to book:



If you want to get dates in your diary for the rest of the year, then your ECT can already book our spring and summer term events too!

### Spring:

**Tuesday 17th March 2026, 9am-4pm** – Charnock Hall Hub, Sheffield

**Tuesday 24th March 2026, 9am-4pm** – Charnock Hall Hub, Sheffield

When logged in to their ECTP accounts, ECTs can book here:



### Summer:

**Thursday 7th May 2026, 9am-4pm** – Charnock Hall Hub, Sheffield

**Thursday 21st May 2026, 9am-4pm** – Charnock Hall Hub, Sheffield

When logged in to their ECTP accounts, ECTs can book here:



## Year 2 ECTs

Year 2 ECTs and mentors can view available dates here:



They can book their places through the previous version of the EDT portal:



# Review in Action: Book Your Tickets Before They Sell Out!

## LEADING KS2 HISTORY AT CLOUDSIDE ACADEMY

Tuesday 11th November / 10am – 2pm / £99

Join Leader of Excellence, Ben Buxton, and Cloudside's History Lead, Caroline Quigg, for this interactive and thought-provoking day which will give participants the opportunity to collaborate with other existing or aspiring history leads, as well as seeing great practice at Cloudside.



BOOK  
HERE

## CPD for Teaching Assistants

We have a number of exciting CPD opportunities for HLTAs and TAs this month, helping colleagues to develop their confidence in supporting children with additional needs:

### The Graduated Approach to Supporting Children with Sensory and Physical Needs

Thursday 6th November / 1.30pm – 3pm / Online

This course offers practical strategies for adapting the learning environment and using assistive technology for pupils with sensory processing difficulties or physical disabilities.

Just £15 per person. Book here:

BOOK  
HERE

### The Graduated Approach to Supporting Children with Social, Emotional, and Mental Health Needs

Thursday 27th November / 1.30pm – 3pm / Online

This course will explore a range of approaches for supporting pupils with ADHD, anxiety, and emotional challenges, including behaviour regulation and resilience-building.

Just £15 per person. Book here:

BOOK  
HERE

### Primary PE, Sport and Physical Activity Conference

Monday 24th November  
8.30am – 3.30pm  
Nottingham

This conference, designed for primary school teachers, primary PE coordinators, headteachers, governors and others working to improve the lives of young people through physical activity and sport in an education setting, will share a range of practical strategies for empowering young people to be active in a way that works for them.

The opening keynote session will be delivered by Lisa West from Women in Sport. Workshops will be delivered by a range of national and local partners. Find out more and book your place here:

BOOK  
HERE

## University of Nottingham - Free Online Event

### Capturing learning in lessons through board work and modelling



The University of  
Nottingham

The Primary Education Network (PEN) is a termly opportunity for school-based colleagues to attend free events which offer both professional learning and local networking. The format of the PEN is a one-hour virtual webinar featuring some expert input and then the opportunity to ask questions and discuss implications with colleagues from other schools. Recent events have focused on topics such as representative classroom environments, developing science capital and the role of digital technology in the teaching of writing.

This term's session will focus on the crafting of carefully designed learning journeys for children and the importance of the structure of board work and modelling for capturing the essence of those learning journeys. Children are key participants in the development of these learning journeys, with live modelling that draws on student's responses seen as an essential way to actively include the children in the crafting and recording of these journeys.

Dr Marc North will draw on his international experience, including examples of board work from Japanese classrooms, to illustrate these ideas.

This webinar will take place online, through MS Teams on Thursday 6 November, from 4pm - 5pm.

Please confirm your attendance by email to [uonschoolpartnership@nottingham.ac.uk](mailto:uonschoolpartnership@nottingham.ac.uk).

Please note the date and time in your diary and a link to the webinar will be sent nearer the time.

### Future Dates

The other webinars that have been set for this academic year are:

- Wednesday 25 February 2026, 4pm to 5pm
- Thursday 4 June 2026, 4pm to 5pm


# Opportunities for Research Engagement

## Research into primary school teachers' experiences of wellbeing and wellbeing interventions at work

Ceri Westcott, PhD Research Candidate at the University of East London is researching primary school teachers' experiences of wellbeing and wellbeing interventions at work in order to develop better training and support for teachers in primary schools.

Ceri is committed to ensuring that training and interventions are based on what teachers really want and need - participating in this research means that teachers' voices are at the heart of everything that is developed. Participating in this research involves taking part in an online interview.

For further details, please click on the information poster.

Anyone interested in participating is welcome to email Ceri at [u1333317@uel.ac.uk](mailto:u1333317@uel.ac.uk) or complete a brief online form using this link: 





## Early Years: Do you have the latest updates?

### Have you watched the latest DfE Webinars in relation to expectations in the Early Years?

Sign up to the latest DfE events listed below:

<b>Strategic Leadership of the early years in school: EEF shares the evidence</b> Julian Grenier, Senior Content & Engagement Manager
<b>Key messages from Ofsted's research on Strong Foundations</b> Kirsty Godfrey, Senior HMI, Ofsted
<b>Embedding a language rich environment and supporting early writing in the reception curriculum</b> Adam Harris, Head of Great Heights English Hub, and Joshua Callaghan, Hub Lead for the Arch English Hub
<b>Promoting good attendance routines in reception</b> Molly Devlin, Director of Early Years at Ark Start, and Swabra Lloyd, Executive Headteacher at Forest Academy
<b>The Importance of Early Maths</b> , Debbie Morgan, Primary Director at NCETM

Click here to sign up or watch these (please note: click on the upcoming events to watch them live or 'past' webinars to replay previous events.) 

View further videos here: 

## Reception Year Improvement Offer

The Department for Education (DfE) offers a range of online and in-person school support and professional development for improving teaching and leadership of reception. 

## INCLUSION

Ambitious leadership and governance

High-quality teaching

Accessible and enriching provision beyond the classroom

Safe and respectful culture

Evidence-based targeted support

Strong partnerships with families and wider services in the community

Inclusive environments

Tom Rees is the Chair of the DfE's Expert Advisory Group for Inclusion. He states 'while there are many challenges within the SEND system, schools and teachers across the country work every day to create environments where all children can succeed.'

He has worked with Ambition Institute, CST, and other system partners, with the aim of strengthening the system by sharing real examples, proven strategies, and the enabling conditions that make inclusion possible.

This site has a number of case studies to unpick with teachers and leaders around successful inclusive practice: 

Visit the full site here





## DfE Webpage for mainstream Inclusion

The DfE have launched a website with a range of tools to support inclusive Mainstream practice. Please find the link here:



## Cognitive Science to Transform Learning

A You Tube Video discussing cognitive science, the difference between shallow and deep knowledge, the power of practice, and much more....



## Maximising Pupils Premium Impact: Whole School Approaches that Work

Read this blog which unpicks Wilbury Primary School's approach to Pupil Premium.



## Adaptive Teaching

Read Alex Quigley's blog on 'adaptive teaching'. Adaptive teaching describes the moment-to-moment responsiveness that is orchestrated continuously in the classroom by expert teachers.



## New EEF podcast: Sustaining your Pupil Premium strategy

On 14th October, the EEF has published the latest episode of their podcast, 'Evidence into Action', focusing on sustaining a Pupil Premium strategy.



Education  
Endowment  
Foundation

In this episode, co-hosts Alex Quigley and Kirsten Mould talk to EEF's Senior Policy Manager, Natalie Ohene, about the findings of a research project investigating how schools in the UK allocate spending on their Pupil Premium statements. They then discuss approaches to sustaining your Pupil Premium strategy with school leaders.

Featuring:

- Natalie Ohene (EEF Senior Policy Manager)
- Lisa Wise (Headteacher of Wilbury Primary School and Executive Lead for School Improvement at Children First Academy Trust)
- Stuart Mayle (Headteacher of Brambles Primary Academy)

To access,  
click the  
link here:



## Live Marking - Why it Matters? A Quick Read

Feedback is only as effective as its timing and relevance.

According to the Education Endowment Foundation (EEF), feedback is one of the most impactful interventions for improving pupil progress- especially when it is timely and specific. Live marking offers exactly that.

Read the article to find out more:



Education  
Endowment  
Foundation

## Improving Attendance

Do not miss the latest guidance for schools, academy trusts, governing bodies and local authorities on maintaining high levels of school attendance, including roles and responsibilities.

There are a lot of tools and resources here:

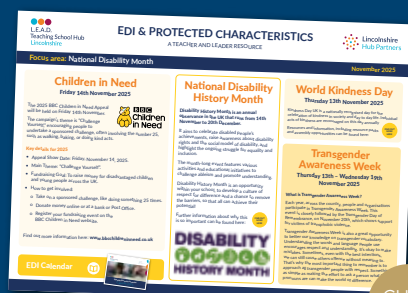


## EQUALITY, DIVERSITY AND INCLUSION

L.E.A.D. Teaching School Hub remains committed to supporting schools in developing their approach to Equality, Diversity, Inclusion and Protected Characteristics.



CLICK  
HERE




November EDI newsletter


CLICK  
HERE



# Funding: initial teacher training (ITT), academic year 2026 to 2027


In October, the Department for Education announced the funding for ITT courses for the 2026 to 2027 academic year. The DfE is responsible for managing grant funding associated with school initial teacher training (ITT) courses. For this academic year funding information, please follow this link: 

## Postgraduate bursaries and scholarships

Bursaries and scholarships are available to trainees on tuition-fee-based teacher training courses in England that lead to the award of **qualified teacher status (QTS)**. 

Receiving a bursary or scholarship depends on the trainee's: 

- highest relevant academic award
- ITT subject

In languages and physics, trainees starting courses in the 2026 to 2027 academic year will not need to be eligible for student finance to be eligible for a bursary or scholarship. In all other subjects, trainees are only eligible for a bursary or scholarship if they are entitled to support under the **student finance criteria**. 

Non-UK trainees should read [Train to teach in England as a non-UK citizen](#). Applicants with a degree from outside the UK should use [Teach in England if you trained outside the UK](#).

For 2026 to 2027, the DfE are offering bursaries of:

- £29,000 in chemistry, computing, mathematics and physics
- £20,000 in design and technology and languages (including ancient languages)
- £5,000 in biology and geography

Applicants may be eligible for a bursary if they have a 1st, 2:1, 2:2 or master's degree or a PhD.


The DfE are offering scholarships of:


- £31,000 for chemistry, computing and physics
- £22,000 for French, German and Spanish (no other languages)

Scholarships are usually available to applicants with a 1st, 2:1 or master's degree or a PhD, though, in exceptional circumstances, they may be awarded to a graduate with a 2:2 and significant relevant experience.

Scholarships also come with a package of additional benefits from the relevant scholarship body:

- a tax-free scholarship
- membership to the professional body
- online and face-to-face workshops across the country
- subject-specialist mentors and coaching
- access to classroom resources
- subject-specialist events and webinars held by professional bodies
- a community of scholars (ex-scholars, teachers, subject leaders)
- continuing professional development (CPD) and networking events during the ITT year and as alumni

Scholarships are applied for separately to ITT and only awarded to high-calibre students who pass a robust application and interview process in one of the specialist subject areas. Scholarships are awarded instead of a bursary. Scholarship applicants should apply to the relevant scholarship body. Details are available on the [Get into teaching](#) page. 


Further guidance on postgraduate bursaries and scholarships is available in the [Initial Teacher Training \(ITT\) bursary: funding manual](#). 

## Undergraduate bursary

Undergraduates may be eligible for a bursary of £9,000 if:

- they're studying on a QTS course in secondary mathematics or physics
- they're studying on an opt-in QTS course in secondary undergraduate mathematics, physics, computing or languages
- their course starts in the 2026 to 2027 academic year

They'll receive the bursary in the final year of their course. If an eligible trainee is on a 4-year undergraduate course that leads to QTS and a master's degree, they will receive a £9,000 bursary in both the third and fourth years of their course.

Further guidance on undergraduate bursaries is available in the [Initial Teacher Training \(ITT\) bursary: funding manual](#). 

## School Direct (salaried) route

For trainees on a School Direct (salaried) training route, we give grants to ITT providers to contribute to the trainee's salary and training costs.

ITT providers are responsible for ensuring that all grant funding designated to support salary costs reaches the employing school, so it can be used for its intended purpose.

Grants are paid on a per trainee basis. For 2026 to 2027, we're offering grants of:

- £29,000 for chemistry, computing, mathematics and physics
- £20,000 for design and technology and languages (including ancient languages)
- £5,000 for biology and geography

School Direct (salaried) trainees are not eligible for bursaries or scholarships.

Further guidance about School Direct (salaried) funding is available in the [School Direct \(salaried\) funding manual](#).



## Postgraduate teaching apprenticeships

For the postgraduate teaching apprenticeship training route, the DfE give grants to ITT providers to contribute to the trainee's salary and training costs. ITT providers are responsible for ensuring that all grant funding designated to support salary costs reaches the employing school, so it can be used for its intended purpose.

This grant is in addition to apprenticeship funding, which is for training and assessment costs only.

For 2026 to 2027, postgraduate teaching apprenticeship grants are the same value as the bursary.

The additional apprenticeship funding is available in all subjects.

Grants are paid on a per trainee basis. For 2026 to 2027, we're offering grants of:

- £29,000 for chemistry, computing, mathematics and physics
- £20,000 for design and technology and languages (including ancient languages)
- £5,000 for biology and geography

Further guidance about postgraduate teaching apprenticeship funding is available in the [postgraduate teaching apprenticeships funding manual](#).



## Teacher degree apprenticeship pilot

The DfE are continuing to offer grants for up to 150 secondary mathematics trainees who start the teacher degree apprenticeship in the 2026 to 2027 academic year. The grants will be paid to ITT providers to contribute to the trainee's salary and training costs.

ITT providers are responsible for ensuring that all grant funding designated to support salary costs reaches the employing school so that it can be used for its intended purpose.

This grant is in addition to apprenticeship funding, which is for training and assessment costs only.

The grants cover the proportion of time trainees will spend studying towards their qualification, which we expect to be an average of 40% across the whole of the 4-year course.

## Grant funding agreements

The grant funding agreement is between the ITT provider and DfE. It sets out how you should treat the grant funding, along with the relevant funding manuals and [DfE grant funding agreement: terms and conditions](#).



ITT providers will need to complete and return the relevant grant funding agreement if:

- they're a new ITT provider in the 2026 to 2027 academic year
- they did not receive grant funding in the 2025 to 2026 academic year such as a training bursary or a School Direct (salaried) or postgraduate teaching apprenticeship

The DfE will contact the relevant ITT providers before the start of the 2026 to 2027 academic year.

The DfE will need to receive and accept the grant funding agreement before we release any grant funding. If you need more information, email [GFA.ITTFunding@education.gov.uk](mailto:GFA.ITTFunding@education.gov.uk).



# ECTE

## Access to your account/Log in details

Due to national changes to the Early Career programme for the 2025-26 academic year, EDT have launched a new portal for new mentors and ECTs. The quality of this portal has had incredibly positive feedback from the sector. We are however highly aware that this has caused challenges and frustration for some colleagues who are experiencing challenges around their 'log in details' and access to the portal.

We are wanting to make you aware that we are working incredibly hard on your behalf with both EDT and the DfE to resolve the current portal issues. To support us with this, please contact us as soon as possible if you are experiencing this and we will ensure that this is resolved and escalated as a matter of urgency.

Please contact Rachael: [rachael@leadtshub.co.uk](mailto:rachael@leadtshub.co.uk) or Sophie: [sophielougher@leadtshub.co.uk](mailto:sophielougher@leadtshub.co.uk) or call 01522 214459 so that we support you with this.

## What does it really mean to be classroom-ready? Professional agency, autonomy and confidence in beginner teachers

As we settle into the next half term, our new Early Career Teachers will be developing a sense of autonomy and confidence in their classrooms. The above study explores the development of our beginner teachers and how to enhance their classroom readiness in a way that fosters clear professional identity – an important factor in job satisfaction and retention.

The full findings of this study can be found here:



## Mentor training funding

Grant funding for mentor training is available to schools and establishments that use DfE-funded training providers to deliver training as part of the ECTE.

Mentors will be given up to 20 hours to carry out mentor training for one year. Schools will be funded to support the mentor to undertake the training.




This funding will be paid in arrears at the end of each academic year. Payments will be based on evidence that the mentor took part in the training, as confirmed by the lead provider.

Mentors can only do this training once. They can continue their training even if their ECT transfers school or withdraws partway through their ECTE.

More information regarding 2025 funding can be found here. 

## Change of Mentor

If you have had a change of mentor in your school, please follow the steps below:

1. First add the mentor on DfE Manage Training for Early Career Teachers. 
2. Whilst on DfE Manage Training for Early Career Teachers. Link the new mentor to the ECT. 
3. Log onto ECT Manager to update mentor details. 



# Questions and Answers Provided by the DfE around ECTE Provision

## How much will I be paid for ECTE?

Guidance on ECF and ECTE grant funding, including the funding amounts across all academic years, is published online: 

Grant funding for early career teacher entitlement (ECTE) year 2 time off timetable and mentor support: 

## How do I claim ECTE grant funding?

Settings do not need to apply for ECF or ECTE grant funding directly. The DfE collects evidence via the Manage Training for Early Career Teachers service and induction data from your appropriate body, helping to reduce administrative burden.


## Grant funding amounts for 2025/26 are lower than previous years – why is this?

DfE is committed to supporting high quality professional development for ECTs. Grant funding per participant is lower than in previous years to ensure that funding remains sustainable but continues to reflect that mentors come to the role with a number of years teaching experience and ECTs are new to the profession. The DfE recognise the vital role schools play in supporting new teachers and have committed to review the ECTE in 2027 to ensure it continues to provide the best possible support. As part of this review, DfE will continue to work closely with the sector to ensure the programme remains impactful and sustainable.

## How did the DfE notify schools about the change in grant funding amounts?

The conditions of grant, which include the funding amounts, were published online in July:

- Grant funding for early career training programme for mentors (ECTPM) - GOV.UK
- Grant funding for early career teacher entitlement (ECTE) year 2 time off timetable and mentor support - GOV.UK

The links to these pages were also shared directly with schools via the DfE Update: 16 July 2025 - GOV.UK and with TSHs via email. If schools have further enquiries relating to their ECF or ECTE grant funding, please direct them to the department helpdesk: 



AB

## Dates for your Diary

**Friday 28th November –  
Progress Reviews/Assessments due.**

To further support you, we have completed guidance for completing a progress review or assessment.



## ECT School/Academy Policy

On ECT Manager, under the 'Resources' tab, 'Paperwork Templates' folder, we have an editable ECT policy that can be used to support any changes that need to be made to any existing early career teacher / induction policies. The policy can also be accessed on our website.

We hope that you find this useful when updating or creating your own school policy.

Access ECT Manager here:



## Statutory Induction Information

If you were unable to attend our Statutory Induction Information Events in Autumn 1, the recordings and slides are available under the Resources tab on ECT Manager here. There are separate events for Headteachers and Induction Tutors, and ECTs and Mentors. They contain important information to all those involved in the statutory induction process

For  
Headteachers  
and Induction  
Tutors

For  
Mentors  
and ECTs

Access the Statutory Induction Recordings for Headteachers & Induction Tutors and Mentors & ECTs here.

## Additional Support Guidance

Our Additional Support Package Booklet which provides further information about what to do if the ECT you are working with is in need of further support can be found on ECT manager under the 'resources' section.

If you would like further information regarding this, please do contact Matt Davidson  
[matthewdavidson@leadtshub.co.uk](mailto:matthewdavidson@leadtshub.co.uk).

## ECTs and Appraisal

The guidelines for ECTs clearly states that they are not subject to performance review. Appraisal applies to all teachers and school leaders employed by the school, trust or local authority, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to capability procedures. The policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, school leaders and governing bodies.



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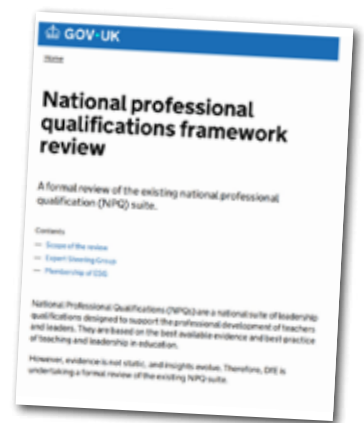
**Rachael Viscomi**  
ECF and AB Administrator  
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## NPQ Review

In January, The Department for Education formally announced the review of NPQs to the sector in January 2025. They are reviewing the NPQ content frameworks to consider new evidence and best-practice, and address any issues that have arisen since delivery began. The DfE want to ensure NPQs work for teachers and leaders of all education settings.

The review includes, but is not limited to, consideration of the following key areas:



further best-practice for teaching pupils with **Special Education Needs and Disabilities (SEND)**



ensuring that areas that are repeated across the different NPQ frameworks genuinely **support progression** through different levels of leadership



addressing how leadership practices can support **workload reduction**



further best-practice, particularly at executive leadership level, in **operational aspects of leadership**, such as how to manage a budget and deploy a workforce effectively



### Congrats!

Well done to our cohort 7 Specialist NPQ Participants!

We hope the assessment went well and look forward to celebrating your successes.

### Get involved

The DfE would like to engage further on the specialist NPQs as well as aspects of NPQ delivery. They are holding roundtable discussions and planning a NPQ Review webinar for teachers and leaders in November.

You can sign up via Eventbrite: 

The DfE aim to launch the second call for evidence in Winter 2025 for the remaining NPQs. This will be published on gov.uk and we will update you in our upcoming newsletters.

### Autumn Cohort: APPLY NOW

As we have had such an excellent response to NPQ opportunities, Teach First have provided additional funding. Therefore please continue to apply via the links below. We will be offering the full suite of NPQs and cannot wait to welcome you onto the course!



**Deadline fast approaching – Do not miss out!**

Please check your eligibility for funding here: 

### Meet the Team

**Colette Duggan** is the Lead for NPQs at L.E.A.D. Teaching School Hub, but also has the honour of facilitating on the NPQSL programme with Teach First.

A Secondary English Teacher at heart, Colette has had experience of a wide range of responsibilities in Senior Leadership, ranging from attendance and inclusion, to reading and literacy. As Strategic Lead for the English Hub and Deputy Director of L.E.A.D. Teaching School Hub, she has a strong grasp of the national education landscape, and also the local context needs.

As a huge advocate for closing the disadvantage gap through quality teaching and learning, and ensuring that colleagues from all phases learn and grow through effective collaborative networks, she understands the responsibility and privilege of leading the NPQ programmes, and the impact this can have on the young people we serve.

She looks forward to welcoming you onto the programmes and will always be on hand to answer any queries and support you to make the most of the opportunity.







## Active English and Active Spelling – How do these approaches align to the Writing Framework?

With the publication of 'The Writing Framework' (DfE: July 2025) and subsequent online sessions with the DfE and English Hubs, L.E.A.D. Professional Development is delighted that the key findings align with the research and principles of both the Active English and Active Spelling approaches. Here are some examples:

*'Teaching well-formed sentences needs to be done **step by step**. Although English has a vast vocabulary and writers have many words from which to choose to express their ideas, a sentence consists of a subject (such as a noun or pronoun) and a verb (action, occurrence or state of being). **A subject and a verb lie at the heart of any sentence. All the other word classes add additional information.**'* (The Writing Framework. DfE: p48-9).

Both the Active English and Active Spelling approach have a consistent, clear set structure. Word and sentence level teaching is key, with each grammar feature having it's own dual-coded teaching card, to aid memory and cognition. The gradual-release of responsibility ensures children are well-supported as they become independent, confident and able writers.

*'Grammar instruction is most effective when **taught in the context of a writing task but with an explicit focus on the rules being learned** so that pupils can make informed choices about their writing. Having a **shared understanding of grammatical terminology is useful for this to be effective**. It is also helpful to increase pupils' awareness of grammar through speaking and reading.'* (The Writing Framework. DfE: p50).

The final section of an Active English lesson is the 'Apply' section, during which children will use the grammar taught in context. The sentence or group of sentences become part of the written composition in the English lesson. This is grammar in context, with children able to understand not only the 'what', but the 'how' and 'why' of their writing. Within the 'Check' and 'Apply' sections of Active Spelling, the children also have the opportunity to use grammar knowledge in context as the teacher can set the expectation that the children should use specific grammatical devices or structures.

*'Most children need **systematic teaching**, with opportunities to practise and reinforce their spelling knowledge. As with handwriting, spelling teaching should be **explicit, cumulative and engaging**. It should be **regular and consistent**, taught in small steps, with **lots of opportunity for practice**.'* (The Writing Framework. DfE: p41)

This statement describes the Active Spelling approach perfectly. The consistency and clarity of lesson structure, which is followed for fifteen minutes a day, builds children's understanding of spelling patterns, and how to independently use and apply five key spelling strategies. Three of these, **orthography, morphology and etymology** (The Writing Framework. DfE: p42 -43) are cited as supportive of children's spelling acquisition. Just as with the Active English approach, Active Spelling has teaching cards, which are dual-coded, to aid retention and support learning. The spelling strategy teaching cards include cards for orthography, morphology and etymology.

## New L.E.A.D. Active Website

[www.leadactive.co.uk](http://www.leadactive.co.uk)

L.E.A.D. Professional Development is proud of the positive feedback and engagement from schools about the new approaches website.

As shared in the summer term newsletter, Active users no longer have access to the IRIS Connect platform, with all resources, lesson videos, subject knowledge development resources and subject leader documentation which can all be found in one place.

If you or your school are yet to access this website, please email [laura@leadtshub.co.uk](mailto:laura@leadtshub.co.uk) and Laura will be able to support you with this. Information about upcoming open mornings and case studies can also be found via the website.

## Active English – Teacher Voice

We would love to hear your feedback about the Active English approach.

Please share this link with colleagues in school who teach Active English lessons as part of our impact review process:



L.E.A.D. Active



# Active English Open Mornings



This is aimed at schools who are currently not using the Active English approach.  
Headteachers and English Subject Leaders are invited to attend.

## Intended impact of the programme

Active English is an approach for teaching grammatical understanding to primary-aged pupils. It uses principles of mnemonics to embed learning in an active and engaging manner, providing pupils with a deeper grasp of language and its application within writing that serves as a foundation for their future.

We warmly welcome you to the open morning where you will learn more about the approach and how it could benefit your school.

**Session 1** Tuesday 30th September 2025

**Session 2** Tuesday 11th November 2025

**Session 3** Tuesday 20th January 2026

**Session 4** Tuesday 10th March 2026

**Session 5** Tuesday 28th April 2026

**Session 6** Tuesday 9th June 2026



**9.15am – 11am**

**Venue:** Welton St Mary's Academy,  
School Drive, Welton,  
Lincoln, LN2 3LA

**Cost:** FREE



# Active Spelling Open Mornings



This is aimed at schools who are currently not using the Active Spelling approach.  
Headteachers and English Subject Leaders are invited to attend.

## Intended impact of the programme

Active Spelling embeds learning in an active and engaging way, providing pupils from Year 2 to Year 6 with a deeper grasp of spelling and vocabulary that serves as a foundation for their future.

As the children progress through the school, they will be taught how to self-select which approach they will employ to aid them with their learning of spelling, creating independent and confident spellers.

We warmly welcome you to our open morning, where you will learn more about this approach and how it could benefit your school.



**Session 1** Tuesday 7th October 2025

**Session 2** Tuesday 18th November 2025, 1.15pm-3pm  
(Please note new times)

**Session 3** Tuesday 27th January 2026

**Session 4** Tuesday 17th March 2026

**Session 5** Tuesday 19th May 2026

**Session 6** Tuesday 16th June 2026

9.15am – 11am

Venue: St Peter at Gowts Primary School  
Pennell Street, Lincoln LN5 7TA

Cost: FREE

Click  
here







## Upcoming CPD



Click on your chosen programme  
below to book



**Wednesday 5th  
November**

**Emergency Paediatric  
First Aid** Sheffield



**Thursday 6th November**

**The Graduated  
Approach to  
Supporting Children  
with Sensory and  
Physical Needs**



**Thursday 6th November**

**Subject Leader Network:  
Primary DT**



**Thursday 6th  
November**

**Managing Difficult  
Conversations**



**Thursday 6th November**

**Pupil Premium  
Network**



**Thursday 6th  
November**

**Emergency First Aid  
at Work** Lincoln



**Friday 7th November**

**Ofsted Report Card  
Spotlight: Building  
Positive Behaviour for  
Learning**



**Friday 7th November**

**Emergency First Aid  
at Work** Nottingham



**Tuesday 11th November**

**Subject Leader Network:  
Primary Languages**



**Tuesday 11th  
November**

**Active English  
Open Morning**



**Tuesday 11th November**

**Understanding child  
development to  
support all children's  
personalised learning**



**Tuesday 11th  
November**

**Review in Action:  
History - Cloudside  
Academy**



**Wednesday 12th  
November**

**Emergency Paediatric  
First Aid** Sheffield



**Thur 13th November**

**Leading SEND  
Excellence: Navigating  
OFSTED Inspections  
Effectively**



**Friday 14th November**

**Understanding and  
Reducing Challenging  
Behaviour & L2  
Positive Handling**



**Friday 14th November**

**Catering Managers  
Network**



**Tuesday 18th Nov**

**Unlock The Power  
of Handwriting  
Instruction in your  
Classroom**



**Wednesday 19th  
November**

**Emergency Paediatric  
First Aid **Leicester****



**Thursday 20th  
November**

**Early Years  
Leadership Network**



**Thursday 20th  
November**

**Emergency First Aid  
at Work **Nottingham****



**Friday 21st  
November**

**Deputy Headteacher  
Network**



**Monday 24th  
November**

**Maternity and Family  
Friendly Policy**



**Wednesday 26th  
November**

**Emergency First Aid  
at Work **Lincoln****



**Thursday 27th  
November**

**Emergency Paediatric  
First Aid **Lincoln****



**Thurs 27th November**

**The Graduated  
Approach to Supporting  
Children with Social,  
Emotional, and Mental**

Click on your chosen programme above to book



[www.leadequatetsa.co.uk](http://www.leadequatetsa.co.uk)