



# L.E.A.D. Equate



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

TRUST NEWS No.30  
January 2025

## JANUARY NEWS...

As we step into 2025, we're thrilled to continue supporting the incredible work happening across our 27 schools in L.E.A.D. Academy Trust.

This year brings fresh opportunities to grow, learn, and inspire one another through our carefully curated CPD offer. From innovative teaching strategies to leadership development, we want to energise and empower every member of your school community.

Together, let's make this year one of collaboration, progress, and excellence.



## REMINDER!

### L.E.A.D. Equate CPD Survey: We Need Your Feedback!

We've trialled some new approaches to CPD this year and would love to hear from you on how things are going so far. We're seeking reflections on:

- Our expanded on-demand, recorded CPD offer
- Review in Action days
- The Bright Sparks Subject Leadership Programme
- The breadth and depth of our usual CPD offer
- Your schools' emerging CPD needs

Please do share the link with senior leaders across your teams.

We'd love to triangulate feedback from colleagues across all 27 of the L.E.A.D. Academy Trust schools.

Fill in the  
survey here

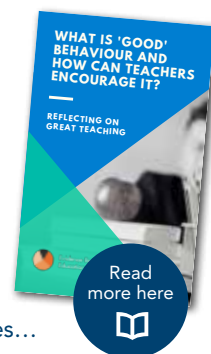


## What is Good Behaviour?

Students are complex beings with a range of needs, priorities, motivations and interests.

Classrooms are plagued with interruptions and distractions – both within and beyond our immediate control. Ignoring all these imperils the likelihood of learning taking place.

To find out more read this booklet for strategies...



Examples of negative good behaviour	Examples of positive good behaviour
Students don't talk while the teacher is talking.	Students' attention is active and focused on what the teacher is saying.
Students aren't late to class.	Students proactively make plans to arrive on time and prepared for the lesson.
Students don't call each other names.	Students respect each other and form positive peer relationships.
Students don't use foul language in class.	Students understand why words are offensive or not appropriate to use in class.
Students don't write on desks.	Students are good stewards of their environment and make sure classroom items are in good condition.

## Learning: what is it and how might we use it as a catalyst?

Learning is important. It is the mechanism that enables us to adapt to our environment, to survive and succeed in the world. All life learns in one form or another – what marks us out as humans is our capacity to learn cumulatively from our predecessors (Harari, 2014), to pass on knowledge vital for our survival and success as a species.

Over time, the amount of information we must pass on to the next generation has grown. Some of this is quick and easy to learn, but much is not (Howard-Jones, 2018). As a result, we have created processes and institutions dedicated to this endeavour. This is one of the main reasons that schools and teachers exist.

This paper attempts to provide a coherent, high-level overview of what learning is and how we might catalyse it – organised around nine insights, with a taste of what the implications are for our classrooms.

This was also mentioned by Diana Osagie at the leadership conference.



## DFE Blog: Pupil Premium

### Achieving Success for all Through the Pupil Premium

Managing a school with a larger than average pupil premium cohort means that embedding our pupil premium offer into our whole-school approach is crucial. We have developed our pupil premium strategy in-line with the DfE's 5 step approach and resources.



It focuses on 4 key elements:

- active assessment,
- research informed approaches,
- bespoke curriculum design,
- high expectations for every child and colleague.



#### A Consistent Approach to Pupil Premium



## Curriculum Assessment Review DfE

Here is a brief update in relation to the DfE Curriculum Review:



The review will span from Key Stage 1 to Key Stage 5

The review will look to deliver:

- An excellent foundation in the core subjects of reading, writing & maths.
- A broader curriculum, so that children and young people don't miss out on subjects such as music, art, sport and drama, as well as vocational subjects.
- A curriculum that ensures children and young people leave compulsory education ready for life and ready for work, building the knowledge, skills and attributes young people need to thrive.
- A curriculum that reflects the issues and diversities of our society, ensuring all children and young people are represented.
- An assessment system that captures the full strengths of every child and young person and the breadth of curriculum.

## Report Cards on the Horizon?

It is proposed that schools will receive 10 separate ratings for different areas of their provision, rated 'exemplary', 'strong practice', 'secure', 'attention needed' and 'causing concern', as reported by the Financial Times.



The 10 proposed judgments would be:

Curriculum	Teaching	Achievement	Leadership
Behaviour and values	Attendance	Preparation for next steps	Opportunities to thrive
Inclusion and belonging	Safeguarding		

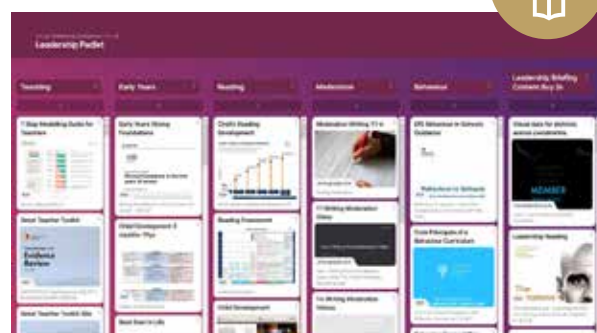
The plans are still in development, and will also be subject to a consultation with the sector in January. In preparation for the future, how would you self-evaluate current standards and practice against these areas?

## Leadership Conference powerpoints



Thank you to those who came along to the Lincolnshire Leadership conference.

We have added all slides to the leadership padlet for you to use within your setting.



## Modelling: A 7 Step Guide

Although this was released in 2022, this 7 step guide to modelling is still a powerful tool to remind teachers and support staff of the gradual release of responsibility for learning from the teacher to the pupil. Here is a copy in case you have not accessed this before.



## Podcast: Leading Mindfully with Aurora Reid

'Aurora is an author, school leader and educational consultant, who made a significant contribution to the shared secondary school INSET day in December. She has worked in several schools in areas of high disadvantage, across London and the South West leading inclusion, safeguarding, SEND and curriculum. Her podcast outlines the leadership for healthy and successful schools by leading mindfully.'

## Podcast: Unlocking academic outcomes through improved oracy skills

Oracy is a field that matters across every single subject, and the benefits to school students are not only academic but extend to strengthening identity and self-actualisation. Despite this, defining oracy and assessing it in schools is therefore critical. Listen to the podcast to find out more.

## Writing Moderation Updated Videos for Y1,3,4,5

Paul Singleton, the Moderation Manager for Lincolnshire, has created a series of videos and powerpoints, exemplifying how to moderate writing in the non standard year groups Years 1,3,4 and 5. Please join the portal to watch these for each year group.

View here

## Non-Core Assessment

Mary Myatt has produced a blog around non-core assessment. She states that 'One of the most helpful ways I've found to get some clarity on this, is to go back to what Tim Oates has to say on assessment.'

At the heart of making to some judgements about whether our pupils have learnt what was intended, we can look at the things they 'produce'.

The next question is **'What are some of the things that pupils might produce to show what they know, understand and can do?'**

Mary Myatt will be exploring the opportunities for rich assessment of pupils' learning of the foundation subjects in a short course starting in January. It will be live and recorded, light touch, interactive and hopefully enjoyable.

## Online Course for Non Core Assessment

BOOK 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.



Equality Diversity Inclusion  
Calendar 2025

CLICK HERE

The EDI Calendar



CLICK HERE

The latest EDI newsletter for January



# CELEBRATING RECENT CPD

## Shared Secondary INSET day – Friday 6th December 2024

Last term, staff from our secondary academies got together for a remarkable INSET day hosted at The Birley Academy. The event focused on enhancing SEND provision, with a clear goal of equipping staff with the tools and strategies to support every pupil's success. With over 250 staff in attendance, the day was expertly led by Corinne Flett, whose meticulous planning ensured that everyone felt inspired and energized. A highlight of the day was the keynote presentation by Gary Aubin, author of *The Lone SENDCO*. His session celebrated the incredible work already taking place in our schools while exploring how quality-first teaching, grounded in deep knowledge of both pupils and pedagogy, can further advance inclusive practices.



Participants also had the privilege of attending workshops facilitated by SEND and Inclusion Consultant Aurora Reid (see page 3 for a link to a podcast Aurora contributed to on mindful leadership) and other experienced colleagues. From fostering purposeful talk in the classroom to developing effective planning strategies, the sessions were both practical and thought-provoking. Feedback has been overwhelmingly positive, with one attendee sharing, "It's reassuring to know we're already doing so much while gaining fresh ideas to build on."

The day underscored our Trust-wide commitment to inclusivity and collaboration, and we look forward to seeing these impactful strategies take root in classrooms across Birley, Da Vinci, and Noel-Baker academies.

**Thank you to all who contributed to making this event a true celebration of professional growth!**

## Shared Sheffield Primary INSET day – Monday 9th December 2024

We recently had the pleasure of bringing staff from our four Sheffield primary schools together for a dynamic day of professional development focused on ICT, hosted by the wonderful team at Charnock Hall Academy. With 'ICT with Mr. P' leading the way, the sessions highlighted the incredible accessibility features available through classroom technology, empowering teachers to better support all pupils.

Staff had the opportunity to explore practical tools and experiment with devices from across the schools, creating a hands-on, collaborative environment that sparked creativity and innovation.



Teaching assistants also benefitted from a full day of bespoke CPD from L.E.A.D. Equate facilitator and experienced primary headteacher, Paul Longden, exploring:

- Effective classroom support strategies
- Enhancing learning through engagement
- Supporting pupils' social and emotional development
- Prioritising professional development and self-care

**Thank you so much to Paul, Roberta, Dawn, Cathy, and Melany, as well as their wonderful staff teams, for their commitment to this incredible collaboration.**

**Would you be interested in working with L.E.A.D. Equate to arrange an INSET day in your school or within your regional hub?**

**We love it when we get bespoke requests from schools!**

Fill in our bespoke CPD request form and throw down the gauntlet for us and our team of Leaders of Excellence and facilitators:



## UPCOMING CPD

### Bright Sparks



**Thursday 16th January 2025**

**Dr Nic Crossley and Professor Des Hewitt on inclusion**



Book your subject leaders' places on the Bright Sparks programme using the links below:

English

Maths

History

Science

Languages

Computing

Cost per person: just £100 to access the upcoming four sessions on inclusion and assessment for learning!

### Managing your Single Central Record

**Thursday 9th January 2025**  
9am-10am / Online / Free

BOOK HERE

### How to Promote Your Academy

**Tuesday 14th January 2025**  
3.45pm-4.45pm / Online / Free

BOOK HERE

### Paediatric First Aid – Millfield L.E.A.D. Academy, Leicester

**Wednesday 15th January – Thursday 16th January 2025**  
9am-4pm / Free

BOOK HERE

### Actionable Feedback with Kate Jones

**Friday 17th January 2025**  
9.30am-3pm / £99

L.E.A.D. Teaching School Hub, Lincoln, LN6 3QR

BOOK HERE



Don't miss out on this opportunity to meet highly-rated author, Kate Jones, of retrieval practice fame! Kate has turned her attention to feedback for her latest book, *Actionable Feedback*. Harnessing the latest research evidence and practical strategies, this face-to-face session is suitable for all teachers who want to maximise the impact of verbal, written, teacher, peer, and self-assessment feedback on student progress.

## NATIONAL COLLEGE

### How do you teach writing in your school?

Chris Witney summarises the key findings from the EEF's 'Writing Practice Review' (2024), providing useful reflection points for senior leaders and writing leads based on up-to-date research.



The National College®

### National College – leavers and new staff

Please remember to remove dormant National College accounts when staff leave your school, as well as setting up accounts for new staff by logging an IT ticket with L.E.A.D. IT services. You can email a full list of leavers/new staff to [ictsupport@leaditservices.co.uk](mailto:ictsupport@leaditservices.co.uk)

### REMINDER: Recorded, on-demand offer

If covering staff to facilitate CPD engagement is a significant challenge at the moment, please do see pages 64-67 of the L.E.A.D. Equate CPD brochure for TA and HLTA on-demand CPD and pages 166-167 for on-demand CPD for leaders.

You can order recorded, on-demand CPD sessions here:

Teaching assistants and HLTAs



School leaders, subject leaders, and teachers



### Effectively attracting, developing and deploying your people resources

This training will reference and help to meet the knowledge descriptors from the ISBL Professional Standards across the Lead Practitioner Level of the Human Resource Discipline.

**Monday 17th March 2025 / 1pm - 3.30pm / FREE**  
The Pavilion Training Centre, Nottingham NG3 6JG

Read more here







## Support New Entrants by offering School Experience

The Department for Education's 'Get School Experience' website is a free service which allows individuals the opportunity to gain valuable classroom experience ahead of applying for initial teacher training.

As a school, this is a free service to register where you can:

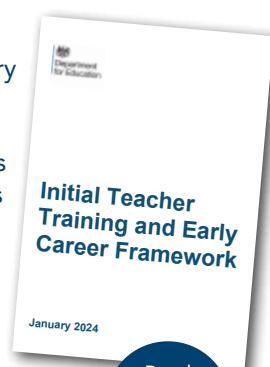
- advertise experience at your school
- allow candidates to request experience dates
- accept or reject candidates requests for experience
- add other members from your school



## The Combined ITT/ECF Framework

As you are already aware, the combined ITT/ECF Framework was released in January 2024. This document underpins both the ITT and ECF content with the ambition of enhancing provision across the early stages of the 'Golden Thread,' at the initial stages of a teacher's career. Within this provision, there is an increased focus on SEND and subject specificity, removing duplication of content and progression from one year to the next.

A number of settings have identified how useful this document is when working with ALL staff members and developing their approaches to the professional standards for teachers.





## ECF Event Update

Our Year 2 ECT Regional events have concluded. A huge thank you to all that attended for your contributions within the sessions.

Please book onto your Spring Term training sessions as soon as possible to avoid disappointment:

BOOK  
HERE

"It was great to constantly link the topics to my everyday lessons and teaching."



"Making learning stick and learning about the importance of retrieval practice."

## ECT Year 2 Regional

### 2023/2024 Cohort

Total 156 delegates

Good+  
**100%**  
Very Good  
**59%**

"I found the session on challenge and high aspirations the most useful as this is an area of development at my school."

"It was great to network with secondary and other primary colleagues in different key stages."

"I found the information around intrinsic and extrinsic motivation informative and the resources shared very helpful. It made me rethink my practice and see the transition from extrinsic to intrinsic as a process, in which the children may need support to help them develop an intrinsic mindset."

"I enjoyed learning about how we can regulate student behaviour in the classroom and keep students motivated to facilitate learning."

## Induction Tutor Training

We have created a short training video for Induction Tutors.



This should help to clarify key messages, roles and responsibilities.

## ECT and Mentor Block Completion Survey

Please note that when you are completing your online learning, it is important that you complete the block completion surveys. The findings of these help to ensure continued improvements are made to the platform.

### UPDATES TO ECT SELF-DIRECTED STUDY:

For January 2025 there will be a short update to the ECT self-directed study materials for Blocks 3 and 9. The addition is to support important messaging around safeguarding, Prevent, e-safety and British values. There will be a short reminder to ECTs about these important areas and some reflection questions for them to consider. Please also remind them to signpost ECTs to the subject specific examples that are woven throughout their self-directed study materials.

## Department for Education – Update to Mentor Backfill Payments

Please be aware that on **25th November 2024**, the guidance for schools on mentor backfill payments was updated for 2023/24 for time off timetable for ECF mentors. Schools using one of the Department for Education (DfE)-funded training providers to deliver early career framework (ECF) mentor training will receive backfill payments to cover 36 hours of mentor time off timetable for training per mentor, over 2 years. Year 1 and year 2 refer respectively to the first year and second year of ECF induction training for a mentor. Please follow the link below to find out more:

Any further questions, please do not hesitate to contact Sophie Hirst on 01522 214459 or email [sophiehirst@leadtshub.co.uk](mailto:sophiehirst@leadtshub.co.uk)

DfE-funded  
training  
providers



Backfill  
payments for  
ECT mentor



## Progress Reviews

The L.E.A.D. Teaching School Hub AB Team would like to thank schools for the Autumn term progress review and assessment submissions. All that were submitted prior to the deadline have been reviewed and written feedback should have been received. We thank schools who referred to the 'Progress and Assessment Review Guidance' to support this process.

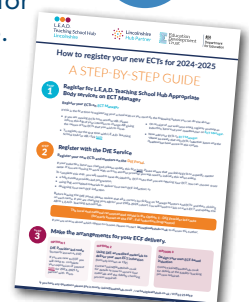
It was apparent from the reviews that the Early Careers Professional Development Programme is continuing to have a positive impact upon our early career teachers' development and progress towards the Teachers' Standards. Thank you to everyone involved for your ongoing commitment and support to teachers in the early stages of their career.

## Registration – January Starters

If you have an ECT starting at your school in January 2025, steps for registration can be found here.

It is important that all ECTs are registered by mid-January to ensure they are completing induction at the right time – please contact the AB team if you have any queries about registration.

CLICK  
HERE TO  
VIEW



## Statutory Induction Information Events

We are hosting statutory induction information events. We recommend attending these events every academic year in order to ensure that Headteachers, Induction Tutors, ECTs and Mentors are up to date with the latest statutory DfE guidance and entitlement for ECTs.

### Statutory Induction Information Event for Induction Tutors and Headteachers

**Thursday 23rd January 2025**  
**3.45pm – 4.30pm**

These sessions are most appropriate for Induction Tutors, who are responsible for overseeing the Induction process, and ECTs. To book onto this session please log onto ECT Manager and look under 'booked courses'.

### Statutory Induction Information Event for Mentors and ECTs

**Thursday 30th January 2025**  
**3.45pm – 4.30pm**

These sessions are most appropriate for Mentors and ECTs to understand more about the Statutory Information during induction. If you are an ECT please log onto ECT manager and look under 'booked courses' to book on. If you are a mentor please book onto this session using the link here.

CLICK  
HERE TO  
BOOK



## NPO 2025

We are delighted to share the news that Teach First will be the lead provider for L.E.A.D. Teaching School Hub from Spring 2025 for all NPO programmes excluding NPQLPM which we will continue to offer in partnership with Redhill Teaching School Hub and the Church of England as lead provider.



As you know we began working with Teach First during the summer of 2024 as we began the NPQSENCO journey. We have been pleased with Teach First as lead provider for NPQSENCO and have had good feedback from schools and participants engaging with this programme.

Teach First offer a blended model of online and face to face sessions. One of the exciting features about the Teach First model is that it also embeds conferences and school visits into the programme. This gives participants the opportunity to see the learning in practice, visit schools and speak to practitioners about the work they have done as well as engage in a conference/s with keynote speakers and workshops set up to match the needs and interests of each cohort.

A **typical leadership plan** for delivery would look as follows across 18 months:

**Specialist NPQ frameworks** would be as follows:

LEARNING ACTIVITY	TOTAL HOURS
Introduction module	1
Introduction call	0.5
Online learning modules	40
Seminars	11.5
Practical implementation cycle (level-appropriate focus)	5
Conference 1	6
Trust/school or setting visits	7
Conference 2	6
	<b>77</b>
Summative assessment: written case study	Fixed 8-day window at the end of the programme

LEARNING ACTIVITY	TOTAL HOURS
Introduction module	1
Introduction call	0.5
Online learning modules	28
Seminars	9
Practical implementation cycle	5
Conference 1	6
Conference 2	5.5
	<b>55</b>
Summative assessment: written case study	Fixed 8-day window at the end of the programme

Key:  Asynchronous  Synchronous

Key:  Asynchronous  Synchronous

## Spring 2025 cohort

We have been made aware that the DfE intend to fund NPQ programmes for Spring 2025. We expect the DfE communication to refer to there being a finite number of places, @10,000 NPQ places as per Autumn 2024.

- NPQH (Headship), NPQLPM (Leading Primary Maths) and NPQSENCO (Special Educational Needs) will have **funded places available to ALL schools**.
- Funded places for the Leading Primary Maths programme are open to applicants who are or have previously worked with the Maths Hub or an equivalent.
- Schools can still choose to fund an NPQ programme where the programme does not have places funded by the DfE.

The spring 2025 cohort will begin their learning in April / May 2025. **We have made the decision to run NPQH, NPQSL, NPQLPM and NPQSENCO only in spring 2025 if we get an adequate number signing up to make each programme viable.** We appreciate that the summer term is a busy one for schools where it is more difficult to release staff. Equally by running one specialist programme a year we will be able to ensure viable cohort numbers ensuring that all participants get the most from the learning and overall experience. We believe that the one cohort a year model is likely to be the model that the DfE will move from 2025/26. Our decision to wait and offer specialist programmes from November 2025 will bring us in line with this approach.

As before there is **NO GUARANTEE** that an application for a funded place on an NPQ programme will be allocated due to the small number of funded places available.

We have been made aware that the DfE registration will be open from mid-February 2025, and will notify all schools when we have the specific date for this.

In the meantime, **please continue to send through your EOIs via the Teaching School Hub website using the links:**



*All those that have submitted an EOI will be notified first that the DfE registration is open.*







# Upcoming CPD

Click on your chosen programme below to book



**Wed 8th Jan**  
Designing and  
Delivering  
Professional  
Development



**Thur 9th Jan**  
SCR Training



**Mon 13th Jan**  
A Digital Platform  
Improving  
Learning



**Tues 14th Jan**  
How to Promote  
Your Academy



**Wed 15th -  
Thur 16th Jan**  
Paediatric  
First Aid  
(Leicester)



**Thur 16th Jan**  
Exploring the  
"Great Teaching  
Toolkit"



**Thur 16th Jan**  
Bright Sparks:  
History



**Thur 16th Jan**  
Bright Sparks:  
Computing



**Thur 16th Jan**  
Bright Sparks:  
Science



**Thur 16th Jan**  
Bright Sparks:  
MFL



**Thur 16th Jan**  
Bright Sparks:  
Maths



**Thur 16th Jan**  
Bright Sparks:  
English



**Fri 17th Jan**  
Oracy-rich  
classrooms:  
time to talk



**Fri 17th Jan**  
Actionable  
Feedback: Strategies  
to support pupil  
progress and teacher  
workload



**Mon 20th Jan**  
Leadership  
Development  
Group: SENDCo  
(Primary)



**Tues 21st Jan**  
Active English  
Open Morning



**Tues 21st Jan**  
P.E. Leadership  
Development  
Group



**Wed 22nd Jan**  
Music Leadership  
Development  
Group



**Thur 23rd Jan**  
Primary EAL  
Subject Leader  
Group



**Thur 23rd Jan**  
Emergency First  
Aid at Work  
(Lincoln)



**Fri 24th Jan**  
Emergency First  
Aid at Work  
(Nottingham)



**Fri 24th Jan**  
HR for Line  
Managers



**Tues 28th Jan**  
Active Spelling  
Open Morning



**Tues 28th Jan**  
Art Leadership  
Development  
Group



**Wed 29th Jan**  
Review in Action:  
Maths - Birley  
Primary Academy



**Fri 30th Jan**  
Being a writer-  
teacher



**Fri 30th Jan**  
Curriculum  
Network



**Mon 3rd Feb**  
Leadership  
Development  
Group: SENDCo  
(Secondary)



**Mon 3rd Feb**  
Recruitment  
Training



**Mon 3rd Feb**  
Site Managers  
Network  
Meetings  
(Nottingham)



**Tues 4th Feb**  
Review in Action:  
Reading -  
Warren Academy



**Tues 4th Feb**  
Site Managers  
Network Meetings  
- Sheffield



**Thur 6th Feb**  
Primary PSHE  
Subject Leader  
Group



**Thur 6th Feb**  
TA: Supporting  
social and  
emotional  
learning



**Thur 6th Feb**  
Emergency  
Paediatric  
First Aid  
(Nottingham)



**Thur 6th Feb**  
Site Managers  
Network  
Meetings  
(Lincoln)



**Fri 7th Feb**  
Social and  
Emotional  
Learning - Why  
it Matters!



**Fri 7th Feb**  
Emergency  
Paediatric  
First Aid  
(Lincoln)



**Mon 10th Feb**  
Why Oracy  
Matters -  
Learning  
through Talk



**Tues 11th Feb**  
Understanding  
and Reducing  
Challenging  
Behaviour & L2  
Positive Handling



**Wed 12th Feb**  
Emergency  
Paediatric  
First Aid  
(Leicester)



**Wed 12th Feb**  
Diversity and  
Inclusion



**Thur 13th Feb**  
Emergency  
Paediatric  
First Aid  
(Sheffield)



**Tues 25th Feb**  
DSL Network  
Meeting



**Wed 26th Feb**  
Emergency  
First Aid at Work  
(Leicester)



**Thur 27th Feb**  
Supporting  
Children with  
Dyslexia



**Fri 28th Feb**  
Understanding  
and dealing with  
Emotionally Based  
School Avoidance



**Mon 17th March**  
Effectively  
attracting,  
developing and  
deploying your  
people resources

Click on your chosen programme above to book