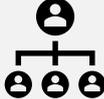
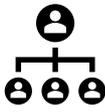
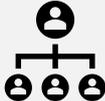


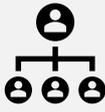
	SESSION I	9.30am – 10.25am		Room	Info
I.1	KEYNOTE SPEAKER: Racial Equity: A Walk in My Shoes	<i>Sufian Sadiq</i>	Sufian Sadiq is the Director of Teaching School at Chiltern Learning Trust, with responsibility for overseeing two regional hubs areas in the South East of England. He is a passionate activist within the educational landscape around race, equity and inclusion. He is a Fellow and Board Member of the Chartered College of Teaching, as well as a Fellow for the Chartered Institute of Educational Assessors. Sufian plays an active role in numerous charitable organisations as a Trustee and also holds key governance roles within educational organisations.	Main Hall (TGS)	
I.2	Creating the Right Environment for High Expectations	<i>Jason Wanner</i>	In this session, we will look at setting the right tone and environment in lessons so that all students are ready to meet your high expectations. Based around Rosenshine's principles of instruction and Sherrington's Teaching WalkThrus, we will focus on teaching and learning.	210 (TGS)	
I.3	How to Help Year 13 Physics Students Score Maximum Marks on Paper 3 Related to Practicals	<i>Sunita Mishra</i>	This session will look at how we can help pupils to develop the skills necessary to successfully answer paper 3. We recognise that through practicals, pupils gain the skills to meet the CPAC criteria and can achieve pass certificates for these practicals. However, when it comes to answering paper 3, they may not always have the skills necessary to maximise their scores. Join us to find out how we can help our pupils to increase their scores by teaching them the required skills, and provide them with some useful hints and tips along the way.	G4 (G Block)	
I.4	Archery	<i>Jake Newick</i>	Treat yourself to a wellbeing session of archery - whether you are beginner, intermediate or a natural born Robin Hood, hone your skills and take time out to focus on a wellbeing activity for you.	Field	
I.5	Still Smiling: How to Survive 30 Years and More in Teaching	<i>Mary Nicholls</i>	Tips and hopefully some words of wisdom to enable colleagues to be successful and happy in the teaching profession.	312 (TGS)	
I.6	Developing Singing in the KS2 Classroom	<i>Fran Hart</i>	Not confident in your singing? Not sure how to teach a song or improve it for performance? This is an opportunity to develop your own singing and build your confidence to sing with your KS2 class. We will do vocal warm-ups, learn songs, develop part-singing and look at ideas to prepare a song for performance. We will also discuss creating a more musical classroom using song.	112 (TGS)	
I.7	Timetabled Enrichment: A Right, Not a Privilege	<i>Kerrie Cavilla Perkins/Andy Hunter</i>	Enrichment broadens horizons, develops new skills and contributes to students' personal and social development. In this session, you will find out how we include enrichment for all during the secondary school day and what benefits this brings to our learners.	305 (TGS)	
I.8	****CANCELLED**** Governance: At the Heart of What We Do	<i>Becky Poynter</i>	This session is designed to give colleagues at all levels an understanding of the importance of governance to the Trust. This includes, but goes beyond, the Trust Board and Local Governing Bodies. Find out how you play your part in great governance!		
I.9	Professional Growth Session: 1:1 Workshop with HR to Develop Interview Technique, CV Writing and Applications	<i>Angela Bull/ Anne-marie Shropshire</i>	An opportunity for 1:1 sessions with a member of the HR team to explore interview skills, CV writing and application letters. Limited spaces.	307 (TGS)	

I.10.	The Commando Joe Experience	<i>Kieran Lawler/ Josh Smith</i>	The Commando Joe Experience is an inclusive, school-led programme to develop life skills, improve attendance, develop a growth mindset and build resilience. In this session you can learn how to effectively use Commando Joe's within your school, to look at the different equipment within the Commando Joe's package, and to have a go yourself!	Wells Hall Hall & Field	
I.11	Using iPads in the Classroom: Influence and Impact	<i>Chris Handley</i>	This session explores the educational research underpinning the use of iPads in the classroom and how this links with some of the simple, yet tangible, practical and effective ways that iPads can be used to enhance learning and teaching in the classroom. This session will give examples of best practice for those already using iPads and will also offer inspiration for those who are interested in beginning to use iPads in their classrooms.	211 (TGS)	
I.12	School Office/Reception Network Session	<i>Lisa Taylor</i>	A chance for our front office staff to meet each other, discuss common issues, build relationships and set up help groups for the future.	301 (TGS)	
I.13	CPR/Recovery Position Refresher	<i>Tujan Sari</i>	Research by the British Heart Foundation reveals that only four in ten bystanders performed CPR and that 62% of British adults admitted to being worried about what to do if someone collapsed in front of them after suffering cardiac arrest. The aim of this session is to help you to gain confidence on performing CPR and the Recovery position, and to give you a chance to ask questions.	SH18 Leisure Centre 1st floor (Above library)	
I.14	Safeguarding First: Learning from Child Q	<i>Steve Watts</i>	It's vital we take a safeguarding first approach. Learning from the review of the case of Child Q, we'll think about how we do this, including topics such as victim blaming, adultification and working with the police.	JCR (G Block)	
I.15	Sign Language for Beginners: an Introduction to MAKATON	<i>Amanda Hance/ Delia Mitchell/ Wendy Prime</i>	Together, we will explore the basic signs that will enable you and your students to greet each other, ask questions and to give and follow simple in-school instructions. You will also find out how to discuss the weather, our feelings and our likes/dislikes.	212 (TGS)	
I.16	Wellbeing Session: Creative Sugar-crafting	<i>Stephen Orbell</i>	Come and discover your inner sugar-craft skills! Using a stencil, brush and dusting colours you will create a colourful piece of sugar art to take away with you. No experience necessary.	007 & 008 (TGS)	
I.17	Exams Invigilator Training	<i>Jacqueline Chamberlain</i>	This session is an opportunity for non-teaching staff to become trained on invigilating exams, and will also include 1:1 scribe and reader training as part of the session.	G5 (G Block)	
I.18	Three Year Disadvantage Strategy: Masterclass	<i>Marc Rowland</i>	How do you develop a long-term, evidence-informed strategy for addressing disadvantage? What are the active ingredients in schools where disadvantaged pupils are thriving? This session outlines best practice for writing your school's Disadvantage Strategy from leading expert and DfE advisor, Unity Schools Partnership's Pupil Premium and Vulnerable Learners Adviser, Marc Rowland.	101 (TGS)	
I.19	Metacognition in the Classroom: Growing Stronger Relationships to Learning	<i>Andy Samways</i>	Evidence suggests the use of 'metacognitive strategies' – which encourage pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils. This session will explore and extend two models in order to share practical strategies for the classroom.	Symphony Hall (TGS)	

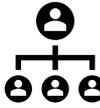
I.20.	Developing and Sustaining High Performing Teams	<i>Claire Havers</i>	The overarching theme of this session is one of leadership. We will talk about leaders who inspire teams through example, encourage accountability and foster a culture of openness and development, ensuring high performing teams.	108 (TGS)	
I.21	Checking for Understanding Made Easy	<i>Alison Johns</i>	Tom Sherrington regards mini whiteboards as the 'number 1 piece of classroom kit' and Dr Dylan Wiliam has acclaimed student whiteboards as the most important development in educational technology since the slate 200 years ago! Used well, they are highly effective at checking for understanding. This interactive session will explore their use across a range of subjects and the common pitfalls to avoid.	103 (TGS)	
I.22	Quality First Teaching for Learners with SEND	<i>Fran Brown</i>	Good teaching for learners with SEND is good teaching for all. In this session we will explore a range of Quality First Teaching Strategies to support all learners within the classroom but with a focus on the benefits of these for learners with SEND. In addition, we will look at some targeted scaffolding that can be implemented within the classroom to benefit learners with SEND.	201 (TGS)	
I.23	Pupil Book Study: Reading	<i>Lauren Meadows (Greenfields Education)</i>	Pupil Book Study: Reading provides evidence-led structures to shine a light on the true impact of a school's reading provision. This session will introduce the principles and practices behind Pupil Book Study: Reading and offer practical guidance for implementing this in schools.	Wells Hall Y5 Banksy	
I.24	Evidence-Led Planning and Teaching: are Your Pupils Thinking Hard?	<i>Alex Bedford</i>	Alex Bedford, the creator and co-author of CUSP, shares his insight into the 6 phases of a lesson with a focus on generative learning practice. Hear how the CUSP 6 phases of a lesson are used to bring about an evidence-led language of teaching and excellence in learning.	Wells Hall Y5 Dali	
I.25	How to Teach Art for a Non-Specialist Art Teacher	<i>Jane Ryder (Greenfields Education)</i>	Teaching art can be a daunting prospect as a non-specialist teacher! This session will look at the core elements of great art lessons and practical strategies for developing knowledge, skills and confidence for practitioners of all backgrounds.	316 (TGS)	
I.26	Using Numicon in the Classroom	<i>Carly Wood</i>	This session will be looking at how Numicon can be used to support mathematical understanding in the primary classroom.	G6 (G Block)	
I.27	BASIC Coaching: Using the BASIC Model to Structure Coaching Conversations in Schools	<i>Dave Perkins</i>	This session will focus on the effective implementation of Andy Buck's BASIC (Background, Aim, Strategy, Implementation, Commitment) coaching model in order to establish a coaching culture in your school, which will empower staff and give them greater ownership of their professional development, in turn improving outcomes for pupils.	G3 (G Block)	
I.28	Let's Talk About Sleep	<i>Annie O'Neill/ Sue Miller</i>	Sleep is vital for every aspect of life. In this session we think about the effects of lack of sleep and share practical strategies to help improve your sleep.	Drama Studio (G Block)	
I.29	ResultsPlus: Pearson Edexcel ResultsPlus Analysis Service	<i>Katie Light (Pearson)</i>	Have the opportunity to learn more about this service, direct from Pearson Education.	G10 (G Block)	
I.30	Digital Accessibility Through Microsoft	<i>Lara Sorrell (Microsoft)</i>	Explore the inclusive tools such as the navigator and magnifier to support students with colour blindness; those who may not be able to write; and those who need to hear their writing read to them.	219 - ICT (TGS)	

I.31	Keeping Students (and Teachers) Engaged when Using Booklets for Teaching	Chris Allen	Learning more about the research, pedagogy and practice of using booklets in teaching and how they can maximise focus and engagement for both students and staff!	I19 (TGS)	
I.32	A Fully Funded Degree Apprenticeship for Support Staff	Ben Barton	Considering a route into teaching? Have you considered a fully-funded Degree Apprenticeship, to enable you to 'earn as you learn'? Premier Pathways delivers a Degree Apprenticeship validated by the University of Roehampton for support staff. Learn more about this qualification and your route into teaching in this session.	311 (TGS)	
I.33	****CANCELLED**** Applying Agile Theory to School Improvement	Nick Heard	Has anyone ever finished a School Development or Improvement Plan? If the answer is an honest 'no' then, maybe, it's time to rethink your improvement strategy and use learning from outside of traditional school leadership. Agile offers a proven methodology behind getting 'stuff' done and the session will explore how you can utilise this people approach.		
I.34	KS3 Assessment Using Comparative Judgement: Reducing Workload, Raising Standards and Improving Subject Knowledge	Lizzie Eyre	An exploration of the benefits of using the 'No More Marking' comparative judgement tool to assess at KS3 this academic year and how collaborative 'marking' of whole cohorts has helped us develop teacher subject knowledge, sequencing of skills, peer assessment opportunities and Team CPD activities.	204 (TGS)	
I.35	Instructional Coaching - Reflecting on Our First Year and Considering Ways Forward	Sheree Reilly	In September 2021, I was appointed as Assistant Headteacher for Teaching and Learning at Castle Manor Academy. Part of my role is to embed Instructional Coaching across the school. I would like to present my reflections regarding how the year has gone and then open this out into a networking session so that we can share our experiences, ask questions and make IC connections across the Trust.	G8 (G Block)	
I.36	Navigating the Early Career Teacher Pathway	Karen Sheargold	Opportunity for early career teachers (ECTs) to reflect on the past year and share what has gone well and what have been the biggest challenges. To discuss the support schools that has been put in place and to share feedback they would give to their schools on supporting year 1 ECTs in the future. To discuss plans and new opportunities for ECT year 2.	303 (TGS)	
I.37	STEM Education: What Does it Really Mean?	Tom Corker	STEM has become a buzzword in educational settings but what does the acronym really mean? How does it affect your teaching practice? How can it benefit children in your own settings? An opportunity to look at and discuss some of the wider research findings fresh from Kings College London.	DT 002 (TGS)	
I.38	Pearson Maths: Common Questions and Intervention	Pearson Maths Specialist	Using data wisely is something that can reduce workload, target resources, have massive impact on student performance and improve your teaching. This session focuses on using such data (including ResultsPlus and Common Questions' data) as effectively as possible to help measure, inform and motivate your students. You will receive a useful set of intervention resources.	G9 (G Block)	
I.39	The National College Portal: Ensuring Consistently High-Quality Continuous Professional Development for All Staff in All Schools	Joe Stoney	The National College will explain how Unity Schools can utilise their membership to their online CPD platform to ensure all roles in their setting can have access to high quality, relevant professional development to meet both statutory training requirements in areas such as safeguarding, data protection etc and meet the school improvement requirements of their school through their CPD.	I10 (TGS)	

I.40	Health and Safety/Fire awareness Training INVITATION ONLY	Chris Brown	Mandatory Health and Safety/Fire Safety training coordinated by Chris Brown, Head of Operations for Unity Schools Partnership.	Conference Suite (G Block)	
I.41	HR and Payroll Drop-In Clinic	HR	An opportunity to meet with the Payroll team and Transactional HR Team and get your questions answered on all things HR, Reach and Apprenticeships.	109 (TGS)	
I.42	EYFS Networking Hub		An informal opportunity to meet and collaborate with other practitioners in your field from across the trust.	Wells Hall Reception Class	
I.43	****CANCELLED**** Primary Leaders Networking Hub		An informal opportunity to meet and collaborate with other practitioners in your field from across the trust.		
I.44	Secondary Leaders Networking Hub		An informal opportunity to meet and collaborate with other practitioners in your field from across the trust.		
I.45	Pastoral and Safeguarding Leaders Networking Hub		An informal opportunity to meet and collaborate with other practitioners in your field from across the trust.	309 (TGS)	
I.46	Maths Networking Hub		An informal opportunity to meet and collaborate with other practitioners in your field from across the trust.	105 (TGS)	
I.47	English Networking Hub		An informal opportunity to meet and collaborate with other practitioners in your field from across the trust.	G2 G Block	
I.48	Primary Teaching Assistants Hub		An informal opportunity to meet and collaborate with other practitioners in your field from across the trust.	310 (TGS)	
I.49	****CANCELLED**** Science Networking Hub Alternative: 4.31 lunchtime meet up		An informal opportunity to meet and collaborate with other practitioners in your field from across the trust.		
I.50	Networking: Time for Collaboration and Reflection		Time for collaboration with a colleague over a cup of tea and a biscuit. Head to a hub to do some networking with staff in other schools or departments that have a similar role to you. You might pre-plan a meet up for moderating and planning or make new connections in sessions on the day. Networking hubs will be clearly signposted to make it easy to find colleagues from similar sectors to share planning, ideas and support.		

	SESSION 2	10.35am - 11.30am		
2.1	KEYNOTE SPEAKER: Curating Positive Behaviour	<i>Sam Strickland</i>	Creating and curating a culture of positive behaviour in your schools. Hear from Sam Strickland, Principal of The Duston School. Author of Education Exposed 1 and 2 and newly released The Behaviour Manual.	Main Hall (TGS) 
2.2	Creating the Right Environment for High Expectations	<i>Jason Wanner</i>	In this session, we will look at setting the right tone and environment in lessons so that all students are ready to meet your high expectations. Based around Rosenshine's principles of instruction and Sherrington's Teaching Walkthrus, we will focus on teaching and learning.	210 (TGS) 
2.3	A Thousand Little Moments: Life through the Lens of Our Disadvantaged Pupils	<i>Marc Rowland</i>	Every staff member contributes to each school community and has an impact on how well pupils thrive in that community, particularly those from disadvantaged backgrounds. From breakfast club to the classroom, we are addressing educational disadvantage, every day. How can we ensure that our disadvantaged pupils feel they belong?	Drama Studio (G Block) 
2.4	Maths for Science Teachers	<i>Sunita Mishra</i>	Science teachers often raise concerns about the level of understanding of the mathematical aspects of science amongst students. Misunderstanding may be caused when mathematics and science teachers use different terminology or approaches. With a greater emphasis on mathematical skills in science GCSE examinations, this session aims to provide teachers with effective support to embed good quality assessment of mathematics in science and help students develop good practice in applying mathematical ideas in science.	G4 (G Block) 
2.5	Diversifying the English Curriculum and the Importance of Developing Critical Thought and Empathy	<i>Darren Meitiner-Harvey</i>	In this session we will explore the importance of developing an inclusive English curriculum that can help learners to develop their critical thinking and encourage their development of empathy.	205 (TGS) 
2.6	Front Office/Reception Network Session	<i>Lisa Taylor</i>	A chance for our front office staff to meet each other, discuss common issues, build relationships and set up help groups for the future.	301 (TGS) 
2.7	CPR/Recovery Position Refresher	<i>Tujan Sari</i>	Research by the British Heart Foundation reveals that only four in ten bystanders performed CPR and that 62% of British adults admitted to being worried about what to do if someone collapsed in front of them after suffering cardiac arrest. The aim of this session is to help you to gain confidence on performing CPR and the Recovery position, and to give you a chance to ask questions.	SH18 Leisure Centre First floor (Above library) 
2.8	Sign Language for Beginners: An Introduction to MAKATON	<i>Amanda Hance / Delia Mitchell / Wendy Prime</i>	Together, we will explore the basic signs that will enable you and your students to greet each other, ask questions and to give and follow simple in-school instructions. You will also find out how to discuss the weather, our feelings and our likes/dislikes.	212 (TGS) 
2.9	Wellbeing Session: Creative Sugar-crafting	<i>Stephen Orbell</i>	Come and discover your inner sugar craft skills! Using a stencil, brush and dusting colours you will create a colourful piece of sugar art to take away with you. No experience necessary.	007 & 008 (TGS) 

2.10	Exam Access Arrangements: Best Practice	Jacqueline Chamberlain	An opportunity for Exam Officers, SENDCos, SEN Admin Assistants and Heads of Year to get together to discuss best practice regarding exam access arrangements. The session will look at how pupils are referred; the documentation and assessments used; putting EAA in place and the withdrawal of EAA; and the necessary liaison with students and their families.	G5 (G Block)	
2.11	The Principles of Redaction in Data Protection	Holly Walker	This interactive session will demonstrate to those involved in the Data Protection process within our schools how to manage personal data, and the do's and don'ts of redaction and data suppression. This session will cover the principles which apply to redaction within Subject Access Requests, Freedom of Information Requests and other types of data.	G2 (G Block)	
2.12	International Think Tank (C-COP) Participation and Growth	Neil Field-Williams	Learn how to be part of an international creative and education networking group facilitated by BIC creativity community. Learn how the BIC network manifesto offers opportunities to collaborate with prominent universities and creative organisations from across the globe. Present members are working with over nine prominent universities and groups including HATCH and Ideas World Cup.	316 – Art (TGS)	
2.13	Why Coaching is the Best Form of CPD	Alex Blagona	As a school that has embraced and adopted a model of instructional coaching to evolve teaching in the classroom, this session will aim to explain the impact of such a practice, how it can help, and how you could engage with it moving forward.	106 (TGS)	
2.14	****CANCELLED**** Embedding the Inclusive Practice of SEND - Culture Change across a Mainstream Secondary School	Dawn Fenwick	****CANCELLED**** This session is for secondary SENDCos and leaders, and will look at strategies for embedding a culture of SEND support from a whole school perspective.		
2.15	The Power of Positive Relationships in Schools: High exclusions to Zero Exclusions	Vicky Hogg/ Vicky Jennings	We will be looking at our journey to becoming a 'Trauma Informed School'. This session will explore the whole-school culture change, the strategies we have in place for supporting pupils and the impact so far on outcomes for pupils.	312 (TGS)	
2.16	****CANCELLED**** Information to Support Writing a Valuable PEP	Alison Hunt	All looked after children and previously looked after children have a personal education plan (PEP). A PEP is a statutory requirement to ensure that a record is maintained regarding the child's educational progress and forms an integral part of the child's overall care plan. This session will highlight the requirements schools have with regards to these plans. It will also cover the 'how' and the 'why' of writing high-quality PEPs with the child's voice at the heart of the plan.		
2.17	How Can We Support Reluctant Writers?	Bethany Fairs	This session will outline reasons identified through research why some students can be reluctant to complete extended writing tasks and will offer some tips and tricks to support struggling and reluctant writers in lessons.	211 (TGS)	
2.18	A Demonstration of Coaching: Helping Others Make Remarkable Change Happen	Caroline Harris	An opportunity to take part in a live coaching demonstration and a discussion of the underlying principles, requisite skills and how these can be applied across your school. This session will be useful for both those with previous coaching experience, and those who are new to coaching.	G8 (G Block)	

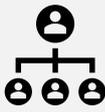
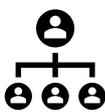
2.19	Wellbeing session: Needle Felting Single session or double session. (+3.37)	Melanie Moore	Do you need to focus on your wellbeing for a few moments? Would you like to spend some time in the relaxing art of needle felting - matting wool fibres together using a needle? If so, join this complete beginners' session of needle felting where no previous experience is necessary. Choose a single session for a beginners' project or a double session for a more in-depth project. Sessions 2.19 and 3.37	Wells Hall Library	
2.20	Varied Retrieval Practice in Primary Phase	Lisa Instance/ Carrie Kinsella	This session will be focusing on the benefits of regular, varied retrieval practice with some practical activities that can be used in the classroom alongside CUSP.	209 (TGS)	
2.21	Quality First Teaching: What Does This Look Like in the Classroom and What Can We Learn from the Research? - A SENDCO's view	Rachel Rossiter	This session will unpick what is intended by the term 'Quality First Teaching' and investigate what this looks like in the mainstream classroom. Looking at what can we learn from cognitive science principles (e.g. Rosenshine et al), this session aims to ensure that we can all be teachers of ALL children.	208 (TGS)	
2.22	Developing a Wellbeing Culture	Angela Bull	A wellbeing culture must be woven into the fabric of the organisation in order to support others to be healthier, happier and more productive. To develop a culture of wellbeing, it should be recognised that the responsibility lies with everyone and we can all contribute towards this. Come along to this session to take away top tips on making this a success.	307 (TGS)	
2.23	Utilising the Apprenticeship Levy Fund	Anne-marie Shropshire	The Apprenticeship Levy Fund, which Unity Schools Partnership is proud to support and contribute to, can be used to fund an amazing range of training for new employees or upskilling current employees. A short discussion on 'T-Levels' will also form part of this session. This is a short session on how schools and the central team can access the levy and an opportunity to ask questions.	309 (TGS)	
2.24	Changing Perspective on the Difficult Conversation	Jude Seward	This session will look at how to reframe a difficult conversation to enable an open and honest conversation to take place. This allows the opportunity for reflection and understanding, in order to move from unresolved conflict to a positive, solution-based outcome that supports professional growth.	G3 (G Block)	
2.25	Optimising Staff Learning and Development	David Chambers	Come to this session to learn the importance of laying the groundwork for increased staff retention, productivity and morale; unlocking HR and L&D programmes to maximise people potential; understanding the importance of taking the time to induct your staff correctly; utilising line management meetings; and professional growth to enhance the employment experience.	207 (TGS)	
2.26	Changes to the Early Years Foundation Stage (EYFS) Statutory Framework (2021) and It's Implications for Primary School Subject Leaders	Louise Cameron	The session will summarise the key changes to the Early Years Curriculum. Primary school leaders of foundation subjects such as art or science will be able to identify the links between the Early Years Curriculum and those taught in KS1 and 2. This session will not be relevant for those within Early Years already.	102 (TGS)	

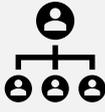
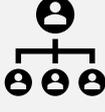
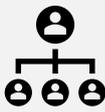
2.27	Pupil Book Study: Reading	<i>Lauren Meadows (Greenfields Education)</i>	Pupil Book Study: Reading provides evidence-led structures to shine a light on the true impact of a school's reading provision. This session will introduce the principles and practices behind Pupil Book Study: Reading and offer practical guidance for implementing this in schools.	Wells Hall Y5 Banksy	
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2.29	Excel Skills Surgery	<i>Isabel Mackay</i>	An introduction into the world of spreadsheets - unlocking some of the basic features, including some tips and tricks to enable you to get the most from this Microsoft product.	113 ICT (TGS)	
2.30	Attention Autism (Speech and Language Therapy)	<i>Jason Austin</i>	Attention Autism is an intervention model designed by Specialist SALT, Gina Davies, that aims to develop natural and spontaneous communication skills through the use of visually based and highly motivating activities. Not just beneficial for children with ASD, this session will provide a practical demonstration of the first two stages of Attention Autism, and would be particularly useful for staff working in EYFS and KSI.	311 (TGS)	
2.31	Maths in Nursery: Firm Foundations	<i>Michelle Wappett</i>	Maintaining high expectations in maths for 3-4 year olds. Providing quality maths teaching in nursery, including 'bumping into maths' in the environment, in-the-moment-maths and short, small-group maths sessions. Using the White Rose approach to create fun, hands-on maths opportunities using a range of tactile resources. Lots of simple, practical ideas.	Wells Hall Reception Class	
2.32	****CANCELLED**** Education Support: Support for Senior Leaders Alternative: Promo Stand	<i>Daren Chisom</i>	Education Support is a charity that supports those working in the education sector. Learn how Education Support is working specifically to support Senior Leaders in all schools and education settings.		
2.33	Accelerating Learning through Microsoft Teams and Class Notebook	<i>Lara Sorrell (Microsoft)</i>	Discover how Teams can accelerate learning with inbuilt reading assessment tools, apps to engage learning and how to use the MS Office Suite to tailor resources.	219 (TGS)	
2.34	Let's Talk About Menopause	<i>Annie O'Neill/ Sue Miller (OM Health and Wellbeing)</i>	A guide to the signs and symptoms, with practical advice and suggestions about how to cope with living through the menopause (men!) as well living with the menopause (women!).	JCR (G Block)	
2.35	Google Classroom: Creating Engaging Learning Opportunities	<i>Google: Apps Events</i>	Looking to get more out of Google Classroom? In this session we will explore wider learning opportunities to facilitate creative projects, group work and how to integrate other resources into the Google Classroom workflow. You will see a range of different ways to use Google Classroom to share work, gather learning and provide timely feedback and support to students.	203 (TGS)	
2.36	Maximising Your Tuition Funding in 2022/23	<i>SP Tutors</i>	Learn how to maximise use of funding for tutoring for 2022/23 and find out how you can use any remaining funds your school has before this school year ends. Learn about the changes to the National Tutoring Programme and the opportunities to accelerate progress for the most disadvantaged pupils.		

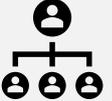
2.37	Declaring a Climate Emergency: Unity Schools Partnership's Journey to Achieve Net Zero	Emily Vigor	Unity Schools Partnership has recognised the significant challenges posed by the world's climate crisis and has therefore declared a climate emergency. As a Trust we are now working towards our ambitious net zero targets and are developing a strategy to achieve this. This will be an informative yet interactive session to share our targets, what our journey to net zero may look like and what you can do to support and drive this forward.	202 (TGS)	
2.38	****CANCELLED**** Unity Clinic: Book a Session with Stephen	Stephen Astley	Use this opportunity to meet the Executive Director of Education (Secondary), Stephen Astley, to share ideas, ask questions or seek advice on professional issues/careers pathways in primary or secondary.		
2.39	Working Together to Make Education Diverse and Inclusive	Katie Light (Pearson)	Find out about the work we are doing to champion a more inclusive education - curriculum and examinations.	G10 (G Block)	
2.40	Enhancing on-call Incident Management in a Compliant Way (TeamSOS)	Lawrence Royston (Founder of Team SOS)	We will be looking at ways to empower responders and support teachers more effectively during an incident; removing the noise and disruption of radios to maintain a continuous flow in the classroom and for every teacher to have a calm and supported working environment; allowing senior staff on call to prioritise the critical levels of responses and their workload; and having access to reports to reflect, learn, and address issues where required or with specific students.	104 (TGS)	
2.41	Implementing Literacy Within Your Subject Area and across the Whole School Curriculum	Gengiz Gursoy	Literacy is the language of learning in every curriculum subject and thus must be actively taught by teachers of every curriculum subject. Explore evidence-based research and effective ways to implement literacy into your subject that will engage pupils and enhance your curriculum. Teachers in every subject have a part to play in closing the word gap.	206 (TGS)	
2.42	Revising the Curriculum and Improving Learning and Teaching in Geography and History	Sue Yeomans/ Emily Hillier	Secondary teachers of Humanities subjects are invited to join a session exploring curriculum design in history and geography. Please bring an example of a scheme of work or topic that you'd like to share.	108 (TGS)	
2.43	KS3-5 Science Technicians Network Meeting	Chris Allen	An opportunity to get together to network, share best practice and discuss all things related to supporting Science KS3-5.	115 (TGS)	
2.44	The Secret Language of Leadership	Naveed Hussain	Pssstt...did you know there is a secret language of leadership? A language which is restricted to the privileged few. A timeless set of cues and signals that still determines who reaches the top in almost every profession. But what are they? Shall we unpack this secret together...?	Wells Hall Y6 Pankhurst	
2.45	Pearson Maths: Bar Modelling at KS3 and Problem Solving	Pearson Maths Specialist	We will show you how to embed problem solving techniques into your lessons. Part of the session will show how you can train students to use bar models as a powerful tool to solve a whole variety of problems. You will also be shown how the second edition Pearson textbooks have problem solving opportunities at the heart of most exercises. We will look at examples of extended homework tasks which foster problem solving. e.g. planning a holiday task. You will be given access to a folder which contains a host of classroom-ready resources to help support the session. Finally, you will also receive a set of 3 lessons (and related assessments) which were used to develop bar modelling techniques for some underachieving students following school closures.	G9 (G Block)	

2.46	Apple: Using iPads for learning through creativity to support memory recall, retention and transfer.	<i>Mathew Pullen – Apple Professional Learning Specialist</i>	In this session we will explore the impact of learning through creativity to support memory recall, retention and transfer. Mobile learning tools support creativity through a range of input and output methods and can lead to a Universal Design approach in any classroom, unlocking students full potential. Universal Design refers to the process of creating lessons and resources that are accessible to people with a wide range of abilities, disabilities, and other characteristics.	Wells Hall Y6 Lovelace	
2.47	Managing Difficult Conversations	<i>Angelina Chapman</i>	Suitable for anyone who line manages or aspires to line manage colleagues (teaching and support staff).	302 (TGS)	
2.48	Raising Attendance	<i>Ade Adewale/ Munira Said</i>	Suitable for all staff responsible for improving attendance.	105 (TGS)	
2.49	HR and Payroll Drop-In Clinic	<i>HR</i>	An opportunity to meet with the Payroll team and Transactional HR Team and get your questions answered on all things HR, Reach and Apprenticeships.	109 (TGS)	
2.50	Health and Safety/Fire Awareness Training INVITATION ONLY	<i>Chris Brown</i>	Mandatory Health and Safety/Fire Safety training coordinated by Chris Brown, Head of Operations for Unity Schools Partnership.	Conference Suite (G Block)	
2.51	EYFS Collaborative Planning		An opportunity for networking and collaboration with colleagues from across the trust.	112 (TGS)	
2.52	****CANCELLED**** Primary Leaders Hub		An opportunity for networking and collaboration with colleagues from across the trust.		
2.53	****CANCELLED**** Secondary Pastoral Leaders Hub		An opportunity for networking and collaboration with colleagues from across the trust.		
2.54	Pastoral and Safeguarding Leaders' Hub		An opportunity for networking and collaboration with colleagues from across the trust.	303 (TGS)	
2.55	****CANCELLED**** Primary Maths Collaborative Planning		An opportunity for networking and collaboration with colleagues from across the trust.		
2.56	****CANCELLED**** Secondary English Collaborative Planning		An opportunity for networking and collaboration with colleagues from across the trust.		
2.57	****CANCELLED**** Secondary Science Collaborative Planning		An opportunity for networking and collaboration with colleagues from across the trust.		
2.58	Secondary Teaching Assistants Hub		Networking opportunity for teaching assistants and co-educators across Unity Schools Partnership.	310 (TGS)	
2.59	****CANCELLED**** Premises Hub		An opportunity for networking and collaboration with colleagues from across the trust.		

2.60	Networking: Time for Collaboration and Reflection		Time for collaboration with a colleague over a cup of tea and a biscuit. Head to a hub to do some networking with staff in other schools or departments that have a similar role to you. Networking hubs will be clearly signposted to make it easy to find colleagues from similar sectors to share planning, ideas and support.		
2.61	Archery	<i>Jake Newick</i>	Treat yourself to a wellbeing session of archery - whether you are beginner, intermediate or a natural born Robin Hood, hone your skills and take time out to focus on a wellbeing activity for you.	Field	
2.62	The National College Portal: Ensuring Consistently High-Quality Continuous Professional Development for All Staff in All Schools	<i>Joe Stoney</i>	The National College will explain how Unity Schools can utilise their membership to their online CPD platform to ensure all roles in their setting can have access to high quality, relevant professional development to meet both statutory training requirements in areas such as safeguarding, data protection etc and meet the school improvement requirements of their school through their CPD.	110 (TGS)	

SESSION 3		11.40am - 12.35pm Lunch Available			
3.1	KEYNOTE SPEAKER: Curating Positive Behaviour	<i>Sam Strickland</i>	Creating and curating a culture of positive behaviour in your schools. Hear from Sam Strickland, Principal of The Duston School. Author of Education Exposed 1 and 2 and newly released The Behaviour Manual.	203 (TGS)	
3.2	Careers and Aspiration 'Aspire for All'	<i>Kerrie Cavilla Perkins & Jacqui Sington</i>	This session will draw on the experience of our successful programme to raise students' aspirations. Working closely with many supporting companies, HE providers and charities, we aim for our students to have as much exposure to future careers and potential courses as possible. Come along to find out how important it is for our students to have an aspirational career goal in order to reach their potential in their learning journey.	308 (TGS)	
3.3	Thinking about Training to Teach?	<i>Helen Main</i>	Would you like to train to teach in a Unity Schools Partnership school? School Centred Initial Teaching Training may be a path for you. This informal and relaxed session invites you to come along with any questions you may have about training to be a teacher and aims to ensure you leave with a sense of purpose.	305 (TGS)	
3.4	Scaffolding to Support SEND Learners	<i>Georgina Ellis</i>	Scaffolding refers to a method in which adults offer a particular kind of support to students as they learn and develop a new skill or concept. In the scaffolding model, an adult may share new information or demonstrate how to solve a problem, or students might work together. It's about providing support from a child's starting point and building on prior knowledge. This session will provide strategies to scaffold learning, progress and behaviours.	Symphony Hall (TGS)	
3.5	****CANCELLED**** Making Technology Stick in the Classroom	<i>David Maguire</i>	This session will share experience of effectively using technology in the classroom to improve learning, teaching and engagement. Focusing on real-life, practical applications of the Trust-wide iPad implementation in primary schools, the session will give real life examples and strategies for implementing technology in a sustainable and highly effective way.		
3.6	Improving the Productiveness of Meetings	<i>Caroline Harris</i>	Maximise the productiveness of your meetings using the techniques and strategies that we will discuss in this session. In this participative discussion, we will address simple practises we can all put in place to increase the focus and effectiveness of any internal meeting.	G8 (G Block)	
3.7	Time for TEA (Trust, Empathy and Agility): A Strategy for Post-Pandemic Recovery	<i>Matthew Fuller</i>	Drawing on a range of research and experience, this session gives prominence to three mindsets considered crucial to post-pandemic recovery: trust, empathy and agility. Exploring each in turn, delegates will not only come to appreciate their importance, but acquire a simple approach that will enable their schools, children and young people to thrive again.	204 (TGS)	
3.8	Fine and Gross Motor Development in EYFS	<i>Natasha Lawler</i>	Fine and gross motor development is the cornerstone to helping children access the world. This session aims to improve our understanding and to discuss how we can develop fine and gross motor skills across the Trust. Through sharing our ideas and expertise, we can help children to become confident and independent learners.	G6 (G Block)	

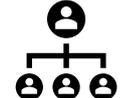
3.9	****CANCELLED**** Deputy Headteacher Panel	Deputy Headteachers from Unity Schools Partnership	Join our panel of Deputy Headteachers as they share their journey to whole-school leadership and the challenges and opportunities they have faced. Have the opportunity to ask questions about career progression within Unity Schools Partnership and the role of the Deputy Headteacher.		
3.10	Mentoring an Early Career Teacher: Best Bets, Valuable Resource and Making it Sustainable	Andy Samways	The DfE Early Career Framework is an entitlement for all early career teachers to two years of high-quality training to establish essential knowledge and skills at the start of their career in teaching. It is 'a step change' in teacher development in which mentors play a highly significant role. This session will share principles and practice in enabling sustainable models of mentoring to be developed and encourage connection with others in a mentoring role across USP.	G7 (G Block)	
3.11	Parental Complaints - How to Handle, Deescalate and Resolve	Angela Bull/ Becky Poynter	This session will identify best practice when handling parental complaints, as per the Unity Schools Partnership policy. The session can support you by looking at some things to avoid and how to mitigate complaints escalating. You will also find out the key points of contact for help and support with handling complaints.	312 (TGS)	
3.12	Putting Reading Front and Centre: Leading an English Team to Drive School Improvement	Lisa McConnell/ Emily Jenkins	A session to share what has worked at Place Farm Primary Academy to raise the profile of reading across our school which has resulted in improved engagement and raised overall attainment. The session will explore how to use data to inform practice, interventions and their impact and how to tap into staff expertise to drive improvement. There will be time for professional discussion and the sharing of best practice.	G4 (G Block)	
3.13	Making the Move into Senior Leadership	Jess Wood	Sharing my experiences of moving from middle management to senior management and 5 top tips for an aspiring senior leader.	206 (TGS)	
3.14	Reading Instruction	Lauren Meadows (Greenfields Education)	The reading curriculum is widely acknowledged as complex and multi-faceted. This session will unpack the key tenets of excellence in reading instruction and offer practical classroom strategies for ensuring a balanced, rigorous approach to developing reading.	Wells Hall Y5 Banksy	
3.15	Evidence-led Planning and Teaching: are Your Pupils Thinking Hard?	Alex Bedford	Alex Bedford, the creator and co-author of CUSP, shares his insight into the 6 phases of a lesson with a focus on generative learning practice. Hear how the CUSP 6 phases of a lesson are used to bring about an evidence-led language of teaching and excellence in learning.	Wells Hall Y6 Dali	
3.16	Linking Mathematics across Years 5-8	Alison Johns/ Anna Tapper	This session will explore ways to ensure a smooth and effective transition in mathematics by looking at years 5-8 and, as such, is a great opportunity to share pedagogy with colleagues in other phases. We will be drawing on and evaluating resources such as the NCETM year 7 Checkpoint tasks; the Maths Hub year 5-8 continuity project; MEI resources for years 6 and 7; and developing the excellent Trust-wide primary calculation policy into secondary.	103 (TGS)	
3.17	Equity in Education: Cambridge Assessment's Work in South Asia	Steve King (Cambridge University Assessment)	The presenter will introduce the work of the Cambridge Partnership for Education and give examples of work being done in various international contexts, in which improvements to education systems can bring about meaningful transformations for teachers, learners and societies. www.cambridge.org/partnerships	303 (TGS)	

3.18	Google Workspace: Gathering and Sharing Best Practice as part of your QA	Google: Apps Events	Streamline your quality assurance processes with Google Workspace to ensure you know where the magic is happening in your classrooms and confidently identify where improvement can happen. In this session our trainer will share tips and examples of how they manage the process of sharing best practice using Google Workspace.	203 (TGS)	
3.19	Maximising the Impact of Teaching Assistants (MITA): Learn How the Programme Accelerates Progress for Pupils and Purpose for Staff	Dave Perkins	This session will provide leaders with an insight into the effective implementation of the MITA programme and the EEF's "Making Best Use of Teaching Assistants" guidance report, and provide teaching assistants with the core principles that schools can adopt in order to equip them to have the maximum impact on pupil outcomes.	G3 (G Block)	
3.20	Let's Talk About Men's Health	Annie O'Neill/ Sue Miller (OM Health and Wellbeing)	Why are men reluctant to go to the doctor? We consider this question and give practical guidance to all things relating to men's mental and physical health.	Drama Studio (G Block)	
3.21	Teaching Students How to Write an A Level Essay	David Yates	Students starting A level courses often find writing essays a challenge. To what extent is this a skill that can be taught? If so, how do we teach it? Join this session to discuss and share examples of students work and share strategies to raise attainment.	209 (TGS)	
3.22	Archery	Jake Newick	Treat yourself to a wellbeing session of archery - whether you are beginner, intermediate or a natural born Robin Hood, hone your skills and take time out to focus on a wellbeing activity for you.	Field	
3.23	****CANCELLED**** Pearson: Working Scientifically at KS3 Alternative: Drop in sessions 3.23 4.35 5.32	Katie Light (Pearson)	A lens to working scientifically at KS3 and what makes a high-quality science curriculum.		
3.24	Enhancing On-Call Incident Management in a Compliant Way (TeamSOS)	Lawrence Royston (Founder of Team SOS)	We will be looking at ways to empower responders and support teachers more effectively during an incident; removing the noise and disruption of radios to maintain a continuous flow in the classroom and for every teacher to have a calm and supported working environment; allowing senior staff on call to prioritise the critical levels of responses and their workload; and having access to reports to reflect, learn, and address issues where required or with specific students.	104 (TGS)	
3.25	****CANCELLED**** Education Support: Teacher Wellbeing Hub and Helpline Alternative: Drop in to promo stand	Daren Chisolm	Education Support: Teacher Wellbeing Hub and Helpline.		
3.26	Supporting and Monitoring Reading Skills through Microsoft Immersive Reader and Microsoft Reading Progress	Lara Sorrell (Microsoft)	Have you heard of Microsoft Immersive Reader and Reading Progress? Are you maximising their potential to support your learners with reading? Investigate how Microsoft 365 can help learners practise their reading and support continuous assessment.	219 (TGS)	
3.27	Must Do Better: How to Improve the Image of Teaching and Why it Matters	Roy Blatchford/ Harry Hudson	The authors of this new book will present the problem the profession faces with its image – and then offer a number of solutions about what we need to do as teachers to make it the 'go-to' profession. They will explore the negative images of the profession in the media and how we can counteract them. They tackle salaries, working conditions and benefits. And, most importantly, the joys and rewards	JCR (G Block)	

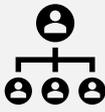
			of classroom teaching. One former Education Secretary has said of the book: "Great education requires great teachers: this timely book explains why and how it can and must be achieved."		
3.28	Fostering a Love of Reading across the School	<i>Annabel Day</i>	In this session you will learn about different techniques and practices to support and engage children in reading as they transition through the key stages. You will also review effective strategies to promote reading.	306 (TGS)	
3.29	Fun Science: Rekindle the Glory Days of School Science Experiments	<i>Dave Mortimer/ Chris Allen</i>	For non-science specialists who are interested in rekindling the glory days of school science experiments. Run by science technicians just for the fun of it. Reminding the community how great science is.	115 (TGS)	
3.30	Apple iPad: Drop-in clinic Your questions answered (Half session 11:40-12:05)	<i>Mathew Pullen – Apple Professional Learning Specialist</i>	Drop along during this lunchtime 1/2 session to ask your iPad queries and questions - for home or for work.	Wells Hall Y6 Lovelace	
3.31	A Level Maths: Delivery and Resources	<i>Pearson Maths Specialist</i>	The session begins by looking at various delivery models and seeing how the Pearson Interactive SoW can show potential dependencies. You will be given a comprehensive overview of materials and resources collected to support the delivery of A level mathematics. All these resources have been compiled from the Pearson website/maths emporium as well as from Pietro's Credible Specialist visits to centres and from some public domain websites (many thanks for all the contributors' kind permission to share). You will be given a link to access the entire set of materials post-course. This session is applicable to all awarding bodies' A level courses.	G9 (G Block)	
3.32	Health and Safety/Fire Awareness Training	<i>Chris Brown</i>	Mandatory Health and Safety/Fire Safety training coordinated by Chris Brown, Head of Operations for Unity Schools Partnership.	Conference Suite (G Block)	
3.33	HR and Payroll Drop-In Clinic	<i>HR</i>	An opportunity to meet with the Payroll team and Transactional HR Team and get your questions answered on all things HR, Reach and Apprenticeships.	109 (TGS)	
3.35	Networking: Time for Collaboration and Reflection		Time for collaboration with a colleague over a cup of tea and a biscuit. Head to a hub to do some networking with staff in other schools or departments that have a similar role to you. You may wish to pre-plan a meet up for moderating and planning or make new connections in sessions on the day, and reflect on your key takeaways from Unity Schools Partnership and how these will impact best on making remarkable change happen in our schools. Networking hubs will be clearly signposted to make it easy to find colleagues from similar sectors to share planning, ideas and support.		
3.36	National Online Safety: A Whole School Community Approach to Online Safety - How to Meet and Exceed Statutory Safeguarding Requirements	<i>Joe Stoney</i>	During this sessions, National Online Safety will explain to latest statutory safeguarding requirements in online safety that schools need to meet and demonstrate how schools can exceed these with a whole school community approach to e-safety including regularly updated staff training, increasing parental engagement and embedding online safety into the curriculum.	110 (TGS)	

3.37	Wellbeing session: Needle Felting	<i>Melanie Moore</i>	<p>Do you need to focus on your wellbeing for a few moments? Would you like to spend some time in the relaxing art of needle felting - matting wool fibres together using a needle? If so, join this complete beginners' session of needle felting where no previous experience is necessary.</p> <p>Choose a single session for a beginners' project or a double session for a more in-depth project.</p>	Wells Hall Library	
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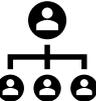
SESSION 4		12.45pm-1.40pm Lunch Available			
4.1	KEYNOTE SPEAKER: The Teaching Life: Professional Learning and Career Progression	Kate Jones	Kate is a teacher of history and Head of Department. A hugely successful author, Kate's keynote explores the meaning of evidence-informed approaches and how we can harness the power of this approach to accelerate progress for pupils.	Main Hall (TGS)	
4.2	Using a Restorative Practice Approach to Manage Conflict - a Primary School Case Study	Robert Knapp	This session will draw on the experience we have had at Laureate Academy of introducing a restorative practice approach in helping pupils to manage conflict. We will explore the journey we have been on over the first year of implementation, before facilitating a discussion where you can share ideas and good practice with colleagues.	102 (TGS)	
4.3	The Journey of your Leadership	Caroline Harris	This session offers you the chance to pause and reflect on your individual leadership path. Take some time to map your journey, to look at what has been effective, what issues you have faced and where you want to develop in future.	G8 (G Block)	
4.4	An Insight into what ELSA Looks Like within Churchill Special Free School	Sam Crouch/ Stacy Haytread	Learn about the work of the ELSA team at Churchill Special Free School. We'll share an insight into the role and the structure of ELSA sessions. We'll discuss how our group, individual and sensory room sessions work sharing examples of starter tasks and main activities. The session will finish with an opportunity for delegates to ask questions.	212 (TGS)	
4.5	****CANCELLED**** Calculating Not Counting: What is a Rekenrek?!	Anna Tapper	An opportunity to discover what has been learnt from the Mastering Number programme, this session will look at how we can use a Rekenrek to support pupils to develop number sense. Learn how we can utilise these strategies in KS2 so that children become confident with number and begin calculating rather than simply counting.		
4.6	Wellbeing Session: Baking (Double session: this is the first session of a double session 4.6 & 5.9)	Martin Foreman	Embrace your inner Mary Berry with this wellbeing session. Please bring your own apron and wear clothes suitable for baking in, including closed-toe shoes. All baking ingredients will be provided and we will be in touch nearer the event to discuss food intolerances. This is a double session and you will need to choice 4.6 and 5.9.	008 & 009 (TGS)	
4.7	*** CANCELLED** The Class Leader is the Architect of Class Culture: A Session for Early Career Teachers To be rearranged for online training in near future	Sam Strickland	A session for Early Career Teachers and staff engaging in Initial Teacher Training which will look at how to create a culture of positive behaviour in the classroom. This session will include an opportunity for Q&A with keynote speaker, Sam Strickland.		
4.8	Musical Starters	Tom Radford/Daisy Phillips	Come and explore a range of musical starters that get students warmed up, engaged, and build confidence from the offset. Most of these will be specifically directed to the music curriculum and will be most suitable for LSAs, Music/Performing Arts Teachers, Trainee Music/Performing Arts Teachers and Primary Teachers. However, if you think you could use an active, vocal starter outside of the music curriculum, please feel free to come along!	111 (TGS)	

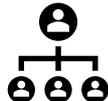
4.9	The Wellness Curriculum: How to Engage the Hardest to Reach Pupils	<i>Lucie Calow</i>	A session on how to build a starting curriculum to engage the hardest to reach pupils. You will build your own 'best day' timetable, see how the same process leads to different starting points and explore how to nudge that into increased traditional learning. A little bit of fun and some thoughts to take away.	JCR (G Block)	
4.10	Oracy and the Dialogic Classroom	<i>Ben Godsall</i>	This session will consider the importance of oracy skills, the challenges of developing pupil oracy and how to overcome them within the context of a secondary school. There will be a focus on practical strategies for helping pupils learn to talk, in order for them to learn through talk.	208 (TGS)	
4.11	****CANCELLED**** New Middle Leaders	<i>Stephen Astley</i>	A session for middle leaders, led by Stephen Astley, Executive Director of Education (Secondary). This session will outline the key characteristics of a successful middle leader focusing on curriculum, expectations and ensuring high standards across all lessons.		
4.12	Inclusion and Aspirations for All	<i>Sarah Eaton</i>	Promoting oracy in the classroom builds speaking and listening skills. It can also help children improve their written language skills. Join this session to learn about a range of different approaches to promote oracy skills and how to create an inclusive environment for all learners. This session will include an exploration of Unicef's Rights Respecting Award.	307 (TGS)	
4.13	****CANCELLED**** Leading Geography in a Primary School: A Session for Middle Leaders	<i>Dan Gudgeon</i>	This session will be aimed at new Geography leads, or those that have little experience of leading Geography. Covering personal experience of leading Geography over the last 4 years and detailing the progress made working alongside Alex Bedford and the CUSP team, the session will focus on how we can encourage staff, children and parents to better engage with Geography.		
4.14	GDPR: Keeping Data Safe	<i>Mike Vaughan</i>	A practical workshop exploring what the GDPR (General Data Protection Regulation) means for schools, including an opportunity for Q&A. Topics are likely to include subject access requests, freedom of information requests, retention periods and anything else those attending want to discuss.	108 (TGS)	
4.15	Dance Tutorial: "You Can't Stop the Beat" from Hairspray	<i>Ann Stoten</i>	An opportunity to have some fun learning a dance routine with colleagues. An energetic upbeat choreography taken from the musical Hairspray. Keep fit, learn a routine and enjoy moving to the music!	Sports Hall Leisure Centre	
4.16	Assembly Pro: Using Data to Identify Pupil Need - A Toolkit for Senior and Middle Leaders	<i>Paula Ashwood</i>	This session looks at our data analytics tool Assembly Pro (cloud-based reports and dashboards presented in Power BI), which is designed to inform data-driven decision making for whole-school improvement. We will look at how you can use the tool to track attendance, exclusions, progress and attainment and create a correlation between these areas. As well as looking at data for the whole school, you will also be shown how to drilldown to individual students and groups.	214 (TGS)	
4.17	TGS Lido: Outdoor Swimming Session 4	<i>Great Cornard Leisure Centre</i>	Bring your swimming togs and arm bands! The Great Cornard Leisure Centre will be open for Unity Staff.	Leisure Centre Lido	

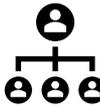
4.18	Pupil Book Study	<i>Alex Bedford</i>	Pupil Book Study: Reading provides evidence-led structures to shine a light on the true impact of a school's reading provision. This session will introduce the principles and practices behind Pupil Book Study: Reading and offer practical guidance for implementing this in schools.	Wells Hall Y5 Dali	
4.19	Bringing Art into Every Classroom	<i>Jane Ryder (Greenfields Education)</i>	Art makes you powerful. The recent Paul Hamlyn Foundation study "Embedding learning through the arts" explored the impact of using the arts to support pupils in embedding learning across the curriculum. This session will look at the place of art as a tool for learning and how this can be implemented practically.	316 – Art (TGS)	
4.20	***Cancelled*** Teaching and Learning in the Early Years Classroom	TBC	Teaching and Learning in the Early Years classroom.		
4.21	Experiential Maths for KSI	<i>Jackie Norman</i>	We will be showcasing what a year 1 maths lessons should look like. This will include a lesson structure, planning, resources, book work, challenge, scaffolding, modelling and a working wall.	G5 (G Block)	
4.22	Essential Skills for Early Career Teachers	<i>Maria Tolhurst</i>	Are you concerned about staying organised and having a healthy work-life balance as an early career teacher? Work-life balance is essential to maintaining your personal wellbeing. As a teacher the workload can be particularly hard to juggle; with the right management tools you can keep organised and stay on top of your workload. Join me for some knowledge and advice on the tools you can use to build your organisational skills and find the balance that works for you as an ECT and throughout your teaching career.	G2 (G Block)	
4.23	Making Maths Meaningful: Adapting Schemes of Learning	<i>Tobias Gooch</i>	How do you make mathematics meaningful for children while avoiding the treadmill of scheme-driven lessons? Join for a two-fold presentation on how we adapted our learning sequence to focus on problem solving and reasoning, followed by an open discussion about maths in primary education. This session aims to open corridors of conversation in support of developing maths teaching across the primary phases where I will also be sharing my journey from Class Teacher to Assistant Head.	107 (TGS)	
4.24	Suffolk Archives: Jewish Refugees in Suffolk in WW2	<i>Hannah Salisbury</i>	Join Hannah Salisbury from Suffolk Archives to hear the extraordinary story of a large group of Jewish refugees who found a new home in Newmarket in West Suffolk during WW2. Their story has recently come to light thanks to a memoir written by one of the refugees, Fritz Ball, a lawyer, and musician from Berlin. Suffolk Archives have created learning resources you can use to share this story with your students.	207 (TGS)	
4.25	Impress with Word Press: Updating Your School WP website	<i>Mary Pritchard</i>	Come along and hone your WordPress skills! Useful tips on updating your school website and how you can add/edit pages, posts, incorporate WP blocks and modify settings. We will also look at the statutory information that is required to be published on your site and how to keep this up to date. This session will also be useful for schools who are yet to migrate to the new Unity WordPress website template.	113 ICT (TGS)	
4.26	Meet the Needs of all Students: Supporting SEND and Low Attainers	<i>Google: Apps Events</i>	Technology empowers all. One key driver to this is to ensure that all staff are trained to confidently adjust settings on students' devices and to be able to provide guidance for features which will allow SEND students and low attainers to engage in learning in the same way as their peers.	203 (TGS)	

4.27	Getting the Most Out of NPQs: Applying for and Making a Success of the New Leadership and Specialist National Professional Qualifications (NPQs)	Andy Samways/ Helen Main	The reformed national professional qualifications (NPQs) available in 2022/23 comprise eight frameworks - Leadership NPQs (Executive Leadership, Headship, Early Years Leadership, Senior Leadership) and Specialised NPQs (Leading Teaching, Leading Teacher Development, Leading Literacy, Leading Behaviour and Culture). This session will share insights in to what these extended professional development programmes entail and offer helpful guidance on how to make the most of these fully-funded programmes.	G7 (G Block)	
4.29	****CANCELLED**** IT Service Information Desk: Turn it off and on Again - Ask Your Burning IT Questions	Chris Goddard/ Mary Pritchard	Use this opportunity to meet the team behind the IT Service Information Desk and get your questions answered on all things IT so you don't have to 'turn it off and on again'.		
4.30	Productive Working Using Microsoft Office	Lara Sorrell (Microsoft)	Look at the tools built into M365 to support workload, plan projects and assist effective communication.	219 (TGS)	
4.31	Science Hub: drop in, Meet Up and Lunch (Secondary Science Team)	Chris Allen	A chance for secondary science teachers to come together and reflect on key learning from today, consider next steps in professional development and further build our team. Opportunities for conversation and discussion focusing on what we are doing, how we are doing it and the sharing of ideas.	119 (TGS)	
4.32	Essex Year of Reading 2022: Lessons Learned	Roy Blatchford	This session will consider the importance of oracy skills, the challenges of developing pupil oracy and how to overcome them within the context of a secondary school. There will be a focus on practical strategies for helping pupils learn to talk, in order for them to learn through talk.	G3 (G Block)	
4.33	The School Office: The Heart of our Community	Sarah Hogan/ Shelley Brannan	Placing our school office teams at the heart of the school: sharing great practice within our trust. This is an opportunity for our school office teams and administrators to meet and share ideas, and hear from Sarah and Shelley on their experiences of working 'front of house'.	205 (TGS)	
4.34	Evacuation Chair Training (Theory) This is the first session of a double session consisting of a practical and a theory: Sessions 4.34 and 5.29.	Jake Allen	This evacuation chair training course will give staff confidence to safely and efficiently evacuate students or staff with mobility impairments in the event of an emergency. This double session is designed to provide staff in schools with the knowledge and skills to make safe and effective use of evacuation chairs within the context of a school building. Theory and practical will be blended in to this session, most appropriate for staff from schools built to include stairs. 1 hour theory and 1 hour practical application You must book both sessions: 4.34 and 5.29	310 (TGS)	
4.35	Pearson Maths - Drop in Clinic: ask your Questions to the Pearson EdExcel Maths Specialist	Katie Light (Pearson)	Ask your burning Maths (Edexcel) questions to the Pearson Edexcel and Maths specialist.	G9 (G Block)	
4.36	Apple: Using iPads for learning through creativity to support memory recall, retention and transfer.	Mathew Pullen – Apple Professional Learning Specialist	In this session we will explore the impact of learning through creativity to support memory recall, retention and transfer. Mobile learning tools support creativity through a range of input and output methods and can lead to a Universal Design approach in any classroom, unlocking students full potential. Universal Design refers to the process of creating lessons and resources that are accessible to people	Wells Hall Y6 Lovelace	

			with a wide range of abilities, disabilities, and other characteristics.		
4.37	Health and Safety/Fire Awareness Training	<i>Chris Brown</i>	Mandatory Health and Safety/Fire Safety training coordinated by Chris Brown, Head of Operations for Unity Schools Partnership.	Conference Suite (G Block)	
4.38	HR and Payroll Drop-In Clinic	<i>HR</i>	An opportunity to meet with the Payroll team and Transactional HR Team and get your questions answered on all things HR, Reach and Apprenticeships.	109 (TGS)	
4.39	Lunch				
4.40	Networking: Time for Collaboration and Reflection		Time for collaboration with a colleague over a cup of tea and a biscuit. Head to a hub to do some networking with staff in other schools or departments that have a similar role to you. Networking hubs will be clearly signposted to make it easy to find colleagues from similar sectors to share planning, ideas and support.		
4.41	Menopause Part I: Symptoms and getting the right diagnosis (Double Session - Book with 5.38)	<i>Sally Roberts</i>	Become more knowledgeable about the menopause (and peri-menopause), and empower yourself to get what you need from clinicians when giving you information about all the options, as well as strategies for self-care. For women and partners/spouses and colleagues wishing to know how to support.	105 (TGS)	

SESSION 5		1.50pm-2.45pm Lunch Available			
5.1	KEYNOTE SPEAKER: The Teaching Life: Professional Learning and Career Progression	<i>Kate Jones</i>	Kate is a teacher of history and Head of Department. A hugely successful author, Kate's keynote explores the meaning of evidence-informed approaches and how we can harness the power of this approach to accelerate progress for pupils.	Main Hall (TGS)	
5.2	Stretch and Challenge in Mathematics	<i>Jason Wanner</i>	In this session, will focus on how to really stretch students of all abilities in the classroom, and how to support them. We will concentrate on maths-specific examples and link to building an effective maths curriculum.	101 (TGS)	
5.3	Trust Exams Officer Networking Session	<i>Jacqueline Chamberlain</i>	A chance for all Exams Officers in the Trust to meet each other and network. As the only person undertaking this role in each school, you can often feel isolated. Come along and meet the other EO's and have an opportunity to discuss what went well during the Summer 2022 exam period, what can we learn from each other and also share best practice and tips for results day.	G5 (G Block)	
5.4	Women in Leadership Panel	<i>Toni Kittle Sarah Garner Ros Towns Vanessa Whitcombe Becky Poynter Emily Vigor</i>	Hear from women in leadership across Unity Schools Partnership as they discuss current matters including the representation of women in leadership roles in education, gender pay gap and flexible working practices.	Symphony Hall (TGS)	
5.5	Sink or Swim: How Ready Are We for the DfE's Climate Change and Sustainability Strategy for Schools?	<i>Karen Cannard</i>	The Climate Change and Sustainability Strategy is part of the DfE's commitment to place the education system at the forefront of sustainability and innovation, covering Estates, Operations & Supply, and Data, plus Climate Education and Green Skills & Careers. This interactive session will focus on Education, Skills and Careers, exploring how climate change education can be supported both in and out of the classroom and how green skills are becoming relevant across many professions.	103 (TGS)	
5.6	Thinking of Becoming a Headteacher?	<i>Ben Jeffery</i>	Are you thinking about becoming a Headteacher? In this session, Headteacher Ben Jeffery shares his narrative of headship, with experience in primary and middle schools. Ben has been a Headteacher for five years in a primary and now a middle school, and hopes that his experience will encourage and inspire you to give it a go!	G4 (G Block)	
5.7	Joining the Parental Support Group	<i>Liliana Hurtado-Read</i>	Join us at the Thomas Gainsborough School parent support group to discuss parenting issues in a professional, yet familiar and friendly way. We work towards raising awareness of the skills and needs of teachers who are, or are in the process of becoming, parents. We are not alone in our parenting struggles; there is support, help and advice available when you need it.	G10 (G Block)	
5.8	Developing Mathematical Reasoning	<i>Anna Tapper</i>	Research has identified the ability to reason mathematically as the most important factor in pupil's success in maths. In this session, learn how to build opportunities to develop mathematical reasoning into all areas of the curriculum, supporting deep and sustainable learning and enabling pupils to make vital connections in mathematics. Suitable for EYFS and primary, teachers and TAs.	JCR (G Block)	

5.9	Wellbeing Session: Baking (Double session: this is the second session of a double session 4.6 & 5.9)	<i>Martin Foreman</i>	Embrace your inner Mary Berry with this wellbeing session. Please bring your own apron and wear clothes suitable for baking in, including closed-toe shoes. All baking ingredients will be provided and we will be in touch nearer the event to discuss food intolerances. This is a double session: you will need to choice 4.6 and 5.9	008 & 009 (TGS)	
5.10	***CANCELLED*** You Permit What You Promote and You Promote What You Permit To be rearranged for online training in near future	<i>Sam Strickland</i>	A session for leaders at all levels of behaviour and pastoral care of pupils, focusing on how we build a strong culture in our schools of positive behaviour. This session will include an opportunity for Q&A with keynote speaker, Sam Strickland.		
5.11	Connecting Teachers of Languages across All Phases	<i>Jennifer Beattie</i>	Do you teach MFL across Unity Schools Partnership? If so, come along to this session for a chance to meet with your MFL colleagues to share ideas, chat, or maybe just to 'put a face to a name'. This will be a good opportunity to meet all those who teach your subject and discuss the latest developments in the world of MFL.	G3 (G Block)	
5.12	Supporting Extended Writing across the Curriculum	<i>Ben Godsall</i>	This session will focus on practical ways in which students can be supported in their writing. Based on research, find out how teachers can become confident in scaffolding and modelling to support students to write detailed responses.	201 (TGS)	
5.13	Scaffolding Support in the Classroom for Support Staff	<i>George Ellis</i>	Scaffolding refers to a method in which adults offer a particular kind of support to students as they learn and develop a new skill or concept. In the scaffolding model, an adult may share new information or demonstrate how to solve a problem, or students might work together. It's about providing support from a child's starting point and building on prior knowledge. This session will provide strategies to scaffold learning, progress and behaviours.	G6 (G Block)	
5.14	Raising Money to Support School Improvement from Your Local Community	<i>Nick Froy</i>	A chance to share strategies that have worked to raise funds from the local community.	106 (TGS)	
5.15	Schematic Play in the Early Years	<i>Jess Butler</i>	This session will take a look at what schemas are and how children can display these schemas in their play. The session will explore why schemas are important and how adults can use schema knowledge to support teaching and learning in EYFS.	204 (TGS)	
5.16	Raising Standards in Primary Science	<i>Tom Wade</i>	The session will look at how to implement effective teaching strategies and ensure the best outcomes for children in primary science using CUSP.	205 (TGS)	
5.17	Adjustments for SEND in Class	<i>Olivia Gillard</i>	This session will provide an overview on the use of theory, approaches, resources and technology to support SEND learners in the primary school classroom. Practical approaches in applying scaffolding and technology to support learners in the CUSP curriculum will be explored, alongside approaches to ensure every child achieves their full potential. The session will also feature a demonstration of the effective use of iPads for supporting SEND learners in the primary school classroom.	301 (TGS)	
5.18	IT Service Information Desk: Ask Your Burning Questions	<i>Chris Goddard/ Mary Pritchard</i>	Use this opportunity to meet the team behind the IT Service Information Desk and get your questions answered on all things IT so you don't have to 'turn it off and on again'.	113 ICT (TGS)	

5.19	Getting the Best Out of PS Financials for Purchasing	<i>Trish Townsend</i>	Come along and learn some handy hints and tips for maximising PS Financials. This is suitable for any level of user.	G8 (G Block)	
5.20	TGS Lido: Outdoor Swimming Session 5	<i>Great Cornard Leisure Centre</i>	Bring your swimming togs and arm bands! The Great Cornard Leisure Centre will be open for Unity Schools Partnership Staff.	Leisure Centre Lido	
5.21	The B Word: Behaviour	<i>Adam Dabin</i>	Behaviour is always an emotive topic within education. In this session, we'll try and take a light-hearted look at managing some of the most challenging situations, discuss my obsession with 'control vs. outcomes' and, if we are feeling really brave, talk about behaviour policies.	Drama Studio (G Block)	
5.22	****CANCELLED**** Planning Dance Routines: 'How to' for Teachers	<i>Josie Sparkes from Dancing Sparkes</i>	Do you teach dance as a non-dance specialist? Come along for tips on how to construct a curricular dance lesson linked to topic subjects.		
5.23	Suffolk Archives: Discover and Use Your Local History in the Classroom	<i>Hannah Salisbury</i>	Join Hannah Salisbury from Suffolk Archives to find out about the learning resources on offer using primary sources from the archives to help you and your students explore and discover fascinating local history.	207 (TGS)	
5.24	Using Google Workspace and Digital Planning to Reduce Teacher Workload	<i>Google: Apps Events</i>	How to create a digital planner for all your lessons, after school clubs or meetings. With the use of Google Sheets and Hyperlinks, you will discover how to become more efficient with your planning to help reduce time wasted searching through your drive/storage for material and resources.	203 (TGS)	
5.25	Gentle Hatha Yoga: Yoga for all	<i>Clare Turner</i>	Gentle Hatha Yoga: combining Breath, Body, and Mind. This class will be taught at a slower pace, with fewer intense positions, including time for breathwork and a guided relaxation. The teacher will guide you through each pose verbally and physically. A perfect session for those new to yoga. Requires: loose, comfortable clothing, water bottle, bare feet, yoga mat. Changing available.	Sports Hall Leisure Centre	
5.26	Racial Equity: What now for our classrooms?	<i>Sufian Sadiq</i>	Explore how we can develop the themes from Sufian Sadiq's keynote presentations around equality, diversity and inclusion within your classroom.	209 (TGS)	
5.27	Microsoft Drop In Clinic ½ session: 14:20-14:45	<i>Lara Sorrell (Microsoft)</i>	Microsoft for Education expert on hand to answer questions particular to individual delegates. ½ a session only: 14:20-14:45	219 (TGS)	
5.28	Building Psychological Safety in Teams	<i>Chris Allen</i>	When employees feel comfortable asking for help, sharing suggestions informally, or challenging the status quo without fear of negative social consequences, organisations are more likely to innovate quickly, unlock the benefits of diversity, and adapt well to change—all capabilities that have only grown in importance during the COVID-19 crisis. Find out how to build psychological safety in your team and how this makes remarkable change happen.	119 (TGS)	
5.29	Evacuation Chair Training (Practical) This is the second session of a double session consisting of a practical and a theory: Sessions 4.34 and 5.29.	<i>Jake Allen</i>	This evacuation chair training course will give staff confidence to safely and efficiently evacuate students or staff with mobility impairments in the event of an emergency. This double session provides staff in schools with the knowledge and skills to make safe and effective use of evacuation chairs within the context of a school building. Theory and practical will be blended into this session, most appropriate for	310 (TGS)	

			staff from schools built to include stairs. 1 hour theory and 1 hour practical application You must book both sessions: 4.34 and 5.29		
5.30	How We Learn to Read: Pure Phonics Subject Knowledge	<i>Lauren Meadows (Greenfields Education)</i>	This session will teach the basics of pure phonics and explore how this can be used to support struggling readers and those with specific barriers to literacy. Alongside key knowledge and pedagogical principles, there will be an opportunity for schools to share and discuss their existing practices and challenges.	Wells Hall Y5 Banksy	
5.31	Be Bold, Be Brave with Your D&T Curriculum	<i>Tom Corker</i>	Design & Technology is a subject that moves at a pace like no other but there are times when we can be guilty of getting stuck in our ways. A refreshing look at curriculum design for the subject in light of curriculum changes, the future world and the benefit of students.	DT 002 (TGS)	
5.32	Pearson BTEC Drop in Clinic	<i>Pearson Maths Specialist</i>	Ask your burning questions to a Pearson expert in this field.	G9 (G Block)	
5.33	Apple iPad - SEND Learning: Out of the box features of iPads	<i>Mathew Pullen – Apple Professional Learning Specialist</i>	In this session we will explore the out of the box features of an iPad that support inclusive learning at all levels. As a mobile learning tool with built in microphone, camera and so much more, an iPad, as a learning tool, can unlock the potential for all learners to achieve their goals.	Wells Hall Y6 Lovlace	
5.34	Health and Safety/Fire Awareness Training	<i>Chris Brown</i>	Mandatory Health and Safety/Fire Safety training coordinated by Chris Brown, Head of Operations for Unity Schools Partnership.	Conference Suite (G Block)	
5.35	HR and Payroll Drop-In Clinic	<i>HR</i>	An opportunity to meet with the Payroll team and Transactional HR Team and get your questions answered on all things HR, Reach and Apprenticeships	109 (TGS)	
5.36	Lunch				
5.37	Networking: Time for Collaboration and Reflection		Time for collaboration with a colleague over a cup of tea and a biscuit. Head to a hub to do some networking with staff in other schools or departments that have a similar role to you. Networking hubs will be clearly signposted to make it easy to find colleagues from similar sectors to share planning, ideas and support.		
5.38	Menopause Part2: Strategies for self-care and workplace needs. (Double Session - Book with 4.41)	<i>Sally Roberts</i>	The second part of this double session, Sally will continue to discuss diagnosis, and how important the right diagnosis is so you can target support via self-care, over-the-counter options and support in the workplace.	105 (TGS)	

	SESSION 6	2.55pm-3.50pm (Lunch Available)			
6.1	KEYNOTE SPEAKER: Racial Equity: A Walk in my Shoes	<i>Sufian Sadiq</i>	Sufian Sadiq is the Director of Teaching School at Chiltern Learning Trust, with responsibility for overseeing two regional hub areas in the South East of England. He is a passionate activist within the educational landscape around race, equity and inclusion. He is a Fellow and Board Member of the Chartered College of Teaching, as well as a Fellow for the Chartered Institute of Educational Assessors. He plays an active role in numerous charitable organisations as a Trustee and also holds key governance roles within educational organisations.	Main Hall (TGS)	
6.2	The Wellness Curriculum: How to Engage the Hardest to Reach Pupils	<i>Lucie Calow</i>	A session on how to build a starting curriculum to engage the hardest to reach pupils. You will build your own 'best day' timetable, see how the same process leads to different starting points and explore how to nudge that into increased traditional learning. A little bit of fun and some thoughts to take away.	JCR (G Block)	
6.3	Retrieval Practice	<i>Kate Jones</i>	Implementing, embedding and reflecting on using retrieval practice in your classroom. A session with Kate Jones, award-winning educational speaker and author of the Retrieval Practice series. Kate will share resources, ideas and activities to leave you inspired by the power of retrieval practice.	Symphony Hall (TGS)	
6.4	Minecraft Therapy: A Virtual Social Communication Intervention	<i>Rebecca Harries</i>	Lego-based therapy is an evidence-based intervention used to develop social communication skills such as sharing, turn-taking, following rules and problem solving. This session will offer an insight into virtual therapy using Minecraft Education Edition, outlining everything you need to start Minecraft Therapy Intervention in your own setting.	210 (TGS)	
6.5	Reading across the Curriculum: An Example from MFL	<i>Jennifer Beattie</i>	Helping pupils to improve their reading in a secondary school is not just the job of the English department, as this session examining how reading has been placed at the heart of the MFL Curriculum will demonstrate. Reading is key to student success across the curriculum and this session will share the improvements that have resulted from a focus on reading in MFL.	G2 (G Block)	
6.6	Attendance: A Review of Best Practice at Secondary Level	<i>Nick Froy</i>	The session will allow colleagues who support student attendance to share and discuss some key ideas around best practice from both a systems approach and the role of key individuals.	106 (TGS)	
6.7	Adjustments for SEND in Class	<i>Olivia Gillard</i>	This session will provide an overview on the use of theory, approaches, resources and technology to support SEND learners in the primary school classroom. Practical approaches in applying scaffolding and technology to support learners in the CUSP curriculum will be explored, alongside approaches to ensure every child achieves their full potential. The session will also feature a demonstration of the effective use of iPads for supporting SEND learners in the primary school classroom.	301 (TGS)	
6.8	ATLAS Intranet: The One-Stop Information Shop	<i>Chris Goddard/ Mary Pritchard</i>	Imagine a world where you can access all the latest news and information across Unity Schools Partnership in one place! The relaunch of the Trust's intranet, ATLAS, will enable all employees to discover what is happening across the Trust, access events, policies, advice and guidance. Schools and departments can develop their own sites to collaborate with and support colleagues. Don't miss this session which will show you what you can build for your own community.	113 ICT (TGS)	

6.9	****CANCELLED**** Panel Debate	Stephen Astley	A panel discussion facilitated by Stephen Astley, Executive Director of Education (Secondary) on the future opportunities for Unity Schools Partnership.		
6.10	TGS Lido: Outdoor Swimming Session 6		Bring your swimming togs and arm bands! The Great Cornard Leisure Centre will be open for Unity Staff.	Leisure Centre Lido	
6.11	Moki Band PE Practical Session	Sam Newson	Come and find out about how we use Moki bands to promote physical activity within our school day. We will also explore how to monitor the impact of Moki bands. The session will be practical with lots of ideas of activities and games which can be used with all year groups in PE.	102 (TGS)	
6.12	Google Sites: Using a Digital Platform to Improve Communications in Schools and between Schools	Google: Apps Events	Ideas to improve communication and reduce emails, creating one platform using Google Sites for you to provide key information, briefing notes and links to key teaching tools to your staff.	203 (TGS)	
6.13	The Curiosity Approach in Early Years and Beyond	Lisa Mayes	Can you confidently say that your learning environment offers a calm and tranquil experience, where plastic is replaced with real authentic resources and children explore the real world as they learn. We will be exploring the principles beyond the Curiosity Approach and how you can implement this in Early Years and beyond!	The Lightwell (TGS)	
6.14	Getting the Best Out of PS Financials: the Software Used to Raise Purchase Orders in Schools	Trish Townsend	Come along and learn some handy hints and tips for maximising PS Financials. This is suitable for any level of user.	G8 (G Block)	
6.15	Quality First Teaching: What Does This Look Like in the Classroom and What Can We Learn from the Research? A SENDCo's View	Rachel Rossiter	This session will unpick what is intended by the term 'Quality First Teaching' and investigate what this looks like in the mainstream classroom. Looking at what can we learn from cognitive science principles (e.g. Rosenshine et al), this session aims to ensure that we can all be teachers of ALL children.	208 (TGS)	
6.16	Trauma-Informed Practice: Pupil Mental Health is Everyone's Responsibility!	Matthew Fuller	The question is, how do you create an environment in which the mental health of children and young people becomes everyone's responsibility? This session will provide some of the answers!	Drama Studio (G Block)	
6.17	****CANCELLED**** Education Support: Support for Senior Leaders	Daren Chisolm	Education Support is a charity that supports those working in the education sector. Learn how Education Support is working specifically to support Senior Leaders in all schools and education settings.		
6.18	Why Words Matter: The Principles and Practices of Explicit Vocabulary Instruction	Lauren Meadows (Greenfields Education)	Language and literacy are widely acknowledged as key indicators of long-term academic success, personal wellbeing, mental health and emotional regulation. Explicit vocabulary instruction is our key mechanism for unlocking the world through the rich tapestry of our language. This session will outline specific approaches to systematic vocabulary instruction and offer practical strategies for implementing this in the classroom in all subjects and all phases.	Wells Hall Y5 Banksy	
6.19	What You Don't Know about Microsoft 365 and OneNote	Lara Sorrell (Microsoft)	"There are known knowns, things we know that we know; and there are known unknowns, things that we know we don't know. But there are also unknown unknowns, things we do not know we don't know." Find out what you don't know about M365; consider how M365 can be used to tailor resources; scaffold learning; target and engage learners.	219 (TGS)	

6.20	Pearson Drop-In Clinic: Ask Your Questions to Pearson	<i>Pearson</i>	Ask your burning questions to a Pearson expert in this field.	G9 (G Block)	
6.21	Apple: Using iPads for learning through creativity to support memory recall, retention and transfer.	<i>Mathew Pullen - Apple Professional Learning Specialist</i>	In this session we will explore the impact of learning through creativity to support memory recall, retention and transfer. Mobile learning tools support creativity through a range of input and output methods and can lead to a Universal Design approach in any classroom, unlocking students' full potential. Universal Design refers to the process of creating lessons and resources that are accessible to people with a wide range of abilities, disabilities, and other characteristics.	Wells Hall Y6 Lovelace	
6.22	Case Study: Team SOS - Using Innovative Technology to Access Classroom-based Support with Behaviour	<i>Chris Allen/Emma Wilson-Downes (TeamSOS)</i>	This session will feature a case study from Team SOS and will look at how to use innovative technology to access classroom-based support with behaviour. This is an opportunity to hear practical examples of how Team SOS has been used to support with behaviour.	119 (TGS)	
6.23	Gentle Hatha Yoga: Yoga for all	<i>Clare Turner</i>	Gentle Hatha Yoga: combining Breath, Body, and Mind. This class will be taught at a slower pace, with fewer intense positions, including time for breathwork and a guided relaxation. The teacher will guide you through each pose verbally and physically. A perfect session for those new to yoga. Requires: loose, comfortable clothing, water bottle, bare feet, yoga mat. Changing available.	Sports Hall Leisure Centre	
6.24	Information, Advice and Guidance on Local Government Scheme Pensions	<i>Haidee Littler/Jamie Kent</i>	Access information, advice and guidance on the local government pension scheme.	202 (TGS)	
6.25	Raising Attainment Using PiXL for Beginners	<i>Christina Moody</i>	Raising the attainment of pupils in primary schools using PiXL, which stands for 'Partners in Excellence', for Beginners.	206 (TGS)	
6.26	Health and Safety/Fire Awareness Training	<i>Chris Brown</i>	Closed Session by invitation only to premises team staff.	Conference Suite (G Block)	
6.27	HR and Payroll Drop-In Clinic	<i>HR</i>	An opportunity to meet with the Payroll team and Transactional HR Team and get your questions answered on all things HR, Reach and Apprenticeships	109 (TGS)	
6.28	Networking: Time for Collaboration and Reflection		Time for collaboration with a colleague over a cup of tea and a biscuit. Head to a hub to do some networking with staff in other schools or departments that have a similar role to you. Networking hubs will be clearly signposted to make it easy to find colleagues from similar sectors to share planning, ideas and support.		
6.29	Duke of Edinburgh Networking	<i>Alice Shelmerdine</i>	An opportunity for Duke of Edinburgh managers to come together meet one another, share ideas and form a support network across the trust.	104 (TGS)	
6.30	6.30 Sign Language for Beginners: An Introduction to MAKATON	<i>Amanda Hance/Delia Mitchell/ Wendy Prime</i>	Together, we will explore the basic signs that will enable you and your students to greet each other, ask questions and to give and follow simple in-school instructions. You will also find out how to discuss the weather, our feelings and our likes/dislikes.	212 (TGS)	