

Appendix A Festival of Learning Workshop Offer

School:		Brackla Primary School	
Name of person(s) delivering workshop and role(s):		Shellie Pavitt Year 2 class teacher	
School Context			
No. on roll: 337	FSM: 22.4%	ALN: 22%	EAL: 8%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) The school was inspected in June 2016. This work was included as a case study in Estyn's Thematic report 'Active and Experiential Learning' published in December 2017.			
Title of workshop:		'My Time' in Year 2	
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>		<p>The school have a wide range of pupil voice groups including the School Council, Eco Committee, Sports Council, Criw Cymraeg, e-Cadets and Learning Squad. However, as a result of monitoring in the summer term of 2015, it was identified that a consistent approach to pupil voice was needed throughout the Foundation Phase.</p> <p>'My Time' was introduced throughout Foundation Phase in September 2015 to take a greater account of pupils' ideas into what and how they learn. The basic principles of pupil voice are introduced in nursery, with pupils talking about the books they listen to, which the staff use to inform their planning. As pupils progress through the Foundation Phase, they take a more active role in making contributions to what and how they learn. The workshop will show how the pupils access the 'My Time' activities independently whilst the teacher and support staff member work with a focus group on literacy and numeracy activities.</p>	
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>		<ul style="list-style-type: none"> • Nearly all pupils are involved in the whole learning process including deciding what and how to learn, suggesting resources, carrying out the activities and assessing their own and others outcomes. All continuous provision in years 1 and 2 is pupil led. • There has been a significant increase in pupil engagement during 'My Time' activities with nearly all pupils remaining on task for extended periods of time. • Nearly all pupils agree and follow key routines of 'My Time' independently. • The quality of literacy and numeracy work produced in focussed groups by nearly all pupils is of a higher standard and more closely tailored to the needs of individual pupils. • There has been a significant impact on pupils' personal and social development, particularly at outcome 6 (an increase of 34%). • Standards in Foundation Phase at outcomes 5 and 6 are above the family, Local Authority (LA) and Wales in all areas of learning. Standards are up on performance from last year (6.9% in Language, Literacy and Communication, Mathematical Development and the FPI and 4.8% in PSWCD). Standards in LLC and MD at outcomes 5 and 6 are at the highest since 2012. 	
Target audience:		Foundation Phase teachers	
Total number for workshop:		5	
Any unsuitable days to offer a workshop		Not Friday	

School:		Brackla Primary School	
Name of person(s) delivering workshop and role(s):		Gethin Still (year 5 teacher); Tracey Hayter (Year 6 teacher)	
School Context			
No. on roll: 337	FSM: 22.4%	ALN: 22%	EAL: 8%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) The school was inspected in June 2016. This work was included as a case study in Estyn's Thematic report 'Active and Experiential Learning' published in December 2017.			
Title of workshop:		Outdoor learning in Key Stage 2	
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>		Following an audit of outdoor learning in Foundation Phase in spring term 2015, it was identified that there needed to be a clearer focus on the activities undertaken in the outdoors to ensure that they were relevant and engaging. Muddy Monday, Tip Top Tuesday and Foraging Friday now take place and follow a structured format in Foundation Phase. Following a Learning Squad action research project in the spring term 2016, outdoor learning is now being implemented throughout key stage 2 (Woody Wednesday and Thinking Thursday). The workshop will involve observing outdoor learning in practice in years 5 and 6.	
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>		<ul style="list-style-type: none"> • Opportunities for independent learning are creative and challenging and as a result nearly all pupils make good progress. • Most pupils have developed a greater resilience towards more challenging activities and learning opportunities. • There has been an increase in pupil engagement during outdoor learning activities, with nearly all pupils remaining on task for extended periods of time. • Improved problem solving skills with most pupils applying them confidently in a range of contexts outdoors. • Best practice shared with colleagues from other authorities through visits to school and during training sessions. 	
Target audience:		Key Stage 2 practitioners	
Total number for workshop:		10 (5 in each session)	
Any unsuitable days to offer a workshop		Not Friday	

School:	Brynmenyn Primary		
Name of person(s) delivering workshop and role(s):	Ania Wilcox Year 6 teacher		
School Context			
No. on roll: 225 at the moment	FSM: 16.8%	ALN: 23%	EAL: 4.1%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) Last inspection Sept 2012 with a revisit in Dec 2013. Moving to new building in Feb 2018 and due for rapid expansion.			
Title of workshop:	Lead creative school transition project		
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	Developing literacy skills through creative teaching approaches using film, drama and creative arts. Used as a transition link between year 6 & 7 with staff working closely together. Overview of the process and sharing of pupil work to date. Workshop will take place in the classroom. (Possibility of CCYD transition teacher also being available to share transition links and year 7 outcomes.)		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	This is in the initial stages of a two year project but early indications suggest that the pupils are already developing creative thinking approaches.		
Target audience:	KS2 teachers		
Total number for workshop:	Maximum 5		
Any unsuitable days to offer workshops:	We would prefer afternoon slots please.		

School:		Cefn Glas Infant School	
Name of person(s) delivering workshop and role(s):		Ceri Carr Rhian Burford	
School Context			
No. on roll: 185	FSM: 25%	ALN: 23%	EAL: 0.5%
<p>Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) Our school was inspected in October 2015. The workshop is based on practice developed addressing a recommendation to improve pupils' input into what and how they learn and to improve pupils' independent writing.</p>			
Title of workshop:		How high quality Continuous Provision impacts positively on standards	
<p>Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i></p>		<p>Since our last Inspection we have been developing Continuous Provision throughout the school. To support class teams we have allocated a member of staff with specific responsibilities for this role. This ensures that all Continuous Provision on offer, indoors and outdoors, has sound Early years pedagogy at its heart and is developed progressively through the school. This role also enables us to support others through our Foundation Phase Alliance responsibilities. We will be showcasing our Writing sheds, Transient Art areas, Challenge time, and role play areas which allow pupils to practise skills taught in Focus sessions.</p>	
<p>Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i></p>		<ul style="list-style-type: none"> • Involving pupils in the developing and setting up of continuous provision ensures that pupil well being is at the heart of learning. • As a result pupils enjoy learning, are fully engaged, collaborative learning is strong and during independent activities pupils stay focused and on task. • The classroom dynamic is busy and purposeful, where teaching and learning share an equal importance. • Attendance is strong at 95.1%, pupils want to be in school, and PSD Outcomes at Outcome 5 and 6 are good (98.5% and 49%). • Pupils are happy to try new skills and show resilience based on a nurturing, supportive classroom environment. • Our provision addresses the "developing strand" in the Pedagogy section of the Readiness Audit for the new curriculum <p><i>Prior to the workshop taking place we will be carrying out pupil and parent voice activities to gather further information on impact.</i></p>	
Target audience:		Foundation Phase teams. Senior staff wanting to further develop knowledge of Foundation Phase	
Total number for workshop:		7 at each one	
Any unsuitable days to offer workshops:		We are happy to roll this out twice during the week. No restrictions on days although would prefer not a Friday	

School:	Cwmfelin Primary School														
Name of person(s) delivering workshop and role(s):	Kelly Kehoe / Joanne Edwards														
School Context:															
No. on roll: 223	FSM: 8%	ALN: 17%	EAL: 2.77%												
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.)															
Title of workshop:	From How to Wow! - Writing in the Foundation Phase														
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	<p>Presentation on how pupils are prepared for writing and on the provision that supports this. Aspects covered will include:-</p> <ul style="list-style-type: none"> • continuous and enhanced provision • outdoor learning • use of IT • role play • real life contexts • opportunities for 'free' writing • phonics, word level and sentence level work • Wow writing 														
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	<p>Cwmfelin was inspected in January 2016 and there were 2 recommendations linked to writing development:-</p> <ol style="list-style-type: none"> 1. Increase pupils' ability to write independently and creatively. 2. Provide more real-life opportunities for pupils to apply their skills. <p>Our challenge was to maintain high standards in writing whilst also making progress with the recommendations. Although Read, Write Inc is still used as a guide, our approach to writing has been refined, allowing for development of pupils' independence and creativity.</p> <p>The table below shows the Outcome 6's achieved in the Foundation Phase over the last 3 years and the target for this academic year.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">WRITING</th> <th style="width: 50%;">Outcome 6 - Yr2</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>48%</td> </tr> <tr> <td>2016</td> <td>37%</td> </tr> <tr> <td>2017</td> <td>47%</td> </tr> <tr> <td style="background-color: #cccccc;"></td> <td>Outcome 6 – writing target</td> </tr> <tr> <td>2018</td> <td>52%</td> </tr> </tbody> </table>			WRITING	Outcome 6 - Yr2	2015	48%	2016	37%	2017	47%		Outcome 6 – writing target	2018	52%
WRITING	Outcome 6 - Yr2														
2015	48%														
2016	37%														
2017	47%														
	Outcome 6 – writing target														
2018	52%														
Target audience:	Foundation Phase practitioners														
Total number for workshop:	10/12														
Any unsuitable days to offer workshops:															

School:	Garth Primary School		
Name of person(s) delivering workshop and role(s):	Majella O'Mahony		
School Context			
No. on roll: 196	FSM: 35%	ALN: 19%	EAL: 2%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) Achieved the National Healthy Schools Award and Rights Respecting Schools Level 2 award in 2017.			
Title of workshop:	Make your school a rights respecting one!		
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	Presentation and discussion: Our Rights Respecting School Journey Tour of the school: Rights in Practise Workshop activity: Where next?		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	Developing a 'rights respecting' ethos that fosters social inclusion across the school. Developing an understanding of how to use UNICEF 'Rights of a Child' as a framework for strengthening the relationships between adults and children in the school. Greater awareness of UNICEF 'Rights of a Child' amongst the whole school community. 'Rights of the Child' embedded in practise and provision throughout the school. Children who are knowledgeable about their rights and are empowered to challenge the status quo (particularly beneficial for pupils experiencing poverty/deprivation or disengagement). Children developing an understanding of the role they play as global citizens e.g. understanding the impact their decisions make on their locality, the wider community and the world.		
Target audience:	Schools/teachers interested in developing knowledge of Children's Rights and the 'Rights Respecting Schools' scheme		
Total number for workshop:	10-12		
Any unsuitable days to offer workshops:	Suitable workshops: A or C only (due to Yr 5 and Yr 6 classes attending a residential course during the week).		

School:		Llangewydd Junior School	
Name of person(s) delivering workshop and role(s):		Neil Clode	
School Context			
No. on roll: 340	FSM: 25%	ALN:20%SA /15% SA+/5% Stat.	EAL:4%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) Last inspection November 2015			
Title of workshop:			
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	In September 2013 Bryntirion Junior school closed with on 30pupils on roll. From that date, the pupils and buildings came under the umbrella of Llangewydd Junior School. The buildings were immediately condemned and closed for a year. Largely by using our own school funds we have been working constantly to improve, not only the Bryntirion Junior School buildings but also our existing main block. The workshop would consist of an overview of how we prioritised our works, some of the funding decisions that were made (both successful and unsuccessful) and our upcoming challenges.		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	Difficult one this; we would like to think that the improved conditions within which we all work and learn has had a positive impact upon pupil outcomes but it would be ludicrous to try and establish a causal relationship, or even to determine a correlation, between expenditure and pupil outcomes.		
Target audience:	HT's facing building improvement/site safeguarding challenges that they are struggling to fund.		
Total number for workshop:	5		
Any unsuitable days to offer workshops:	Monday 25 th June		

School:	Llangynwyd Primary School		
Name of person(s) delivering workshop and role(s):	Whole school approach to ASD – Lead teachers Liz Lewis (ALNCo), Fiona Greenow and Rebecca Jones Sessions delivered by all teaching staff		
School Context			
No. on roll: 110	FSM: 30%	ALN: 35%	EAL: >1%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) Lasted inspected June 2017, School has two ASD CARE classes (17 pupils in total)			
Title of workshop:	Inclusivity and ASD		
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	Llangynwyd will provide the opportunity for people to come and visit the ASD CARE classes to discuss and observe best practice for supporting pupils with ASD. We will also provide the opportunity to visit our mainstream classes to observe our ASD friendly classrooms and how we support pupils with ASD in the mainstream. We will also Show some of the resources we use and provide guidance on how to ensure your classroom is ASD friendly.		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	We all have many pupils in our classrooms with a variety of needs including ASD. We believe that the strategies, resources and ideas we can provide will help support a range of pupils with not only ASD but also other ALN's. We will be able to offer strategies for best practice in supporting these pupils which will impact upon teaching and learning (provision) and ultimately pupil wellbeing and standards in the long run.		
Target audience:	Any schools that are struggling to support pupils with ASD or ALN or would like to discuss ideas and approaches to catering for these pupils.		
Total number for workshop:	We will run sessions which will involve time to walk around the school, chat to teaching and support staff and spend time with our ASD teachers who can tackle any questions and provide information – Therefore we suggest 6 people per session.		
Any unsuitable days to offer workshops:	All workshop days are fine.		

School:	Maes yr Haul Primary School		
Name of person(s) delivering workshop and role(s):	TBC		
School Context			
No. on roll: 567	FSM: 5%	ALN: 12%	EAL: 1%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) New Headteacher, deputy Headteacher and KS2 leader between Jan 16 and Sept 17. Inspection last in 2011 with many changes since.			
Title of workshop:	Developing Enterprise in Key Stage Two		
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	Teachers / pupils will show and talk about activities we have trialled over the last year to develop enterprise activities with key stage two pupils.		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	<p>Projects have supported more integrated learning models across KS2, further enhancing a range of skills within meaningful and relevant contexts – particularly literacy, numeracy, ICT, problem-solving, financial literacy, collaborative work.</p> <p>Events have been extremely well attended by parents, thereby greatly enhancing parental engagement and their understanding of new curriculum aims and methods.</p>		
Target audience:	Key Stage Two teachers / senior leaders		
Total number for workshop:	12 per session		
Any unsuitable days to offer workshops:	Not Monday or Friday.		

School:	Mynydd Cynffig Primary School		
Name of person(s) delivering workshop and role(s):	Mrs Emma Charles (Assistant Headteacher) Mrs Nicola Jones (Senior Leadership Team)		
School Context			
No. on roll: 451	FSM: 22.17%	ALN: 10%	EAL: 1%
<p>Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.)</p> <p>Mynydd Cynffig Primary School is in the village of Kenfig Hill, about four miles west of Bridgend. The primary school opened in September 2015 and is an amalgamation of the former Mynydd Cynffig Infant and Junior Schools but it still operates on two separate sites. There are 451 pupils on roll with 22.17% eligible for free school meals.</p> <p>Mynydd Cynffig Primary has been a Curriculum Pioneer School since November 2015 with a focus on Expressive Arts AoLE for the past 18 months. In this time, our pedagogical approaches have been at the forefront of our teaching. Furthermore, pupils have become significantly more involved in leading their learning which has had a clear impact on engagement.</p> <p>The school was inspected by ESTYN in July 2017, receiving an Excellent judgement in its provision for Learning Experiences (2.1).</p>			
Title of workshop:	Incorporating the 12 Pedagogical Principles into the New Curriculum		
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	<p>Pedagogy</p> <p>Teachers explored the 12 pedagogical principles highlighted in ‘Successful Futures’, identifying two to be developed further in our planning, namely creating authentic contexts for learning and encouraging pupils to take increasing responsibility for their own learning. ‘Immersion’ days encouraged pupils to plan their own learning and teachers worked alongside to ensure that the experiences provided would be rich, stimulating and engaging. Experiential opportunities within our local community, such as visiting a Chinese restaurant, coffee shops, places of worship, theatres and museums, as well as inviting ‘experts’ in to work alongside our pupils helped create an ‘innovative’ curriculum.</p> <p>Expressive Arts</p> <p>Expressive Arts has been at the heart of our curriculum. Themes are chosen specifically to allow opportunities of developing skills in music, media, art, dance and drama. For example, in drama, strategies such as ‘Observe, Wonder, Infer’, ‘Thought Tunnels’, ‘Mantle of the Expert’ and ‘Tableaux’ have enabled pupils to become increasingly more confident as well as helping them to develop critical and creative thinking skills. This purposeful multidisciplinary approach has proven to be stimulating and exciting for pupils and teachers alike.</p> <p>Visual Literacy / Thinking Skills</p> <p>Teachers carefully select books, video clips and pictures which have deepened pupils’ understanding of character and plot, developing their thinking, oracy, reading and writing skills. Stimuli such as ‘Into The Forest’ and ‘The Spider and the Fly’ capture the pupils’ interest and imagination, leading to high quality oracy work which in turn gives confidence and motivation to write extensively, especially the boys.</p>		
Impact on provision,	The innovative curriculum’s impact on pupils’ enjoyment of learning has been evident and resulted in very good progress being made in their		

<p>teaching and learning and/or leadership</p> <p><i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i></p>	<p>speaking, listening and writing skills. The increase in confidence, the willingness to participate and 'have-a-go'. Indeed, this change of mindset is evolving within our pupils, that it is okay to make mistakes, where it is important to do your best and where there are very positive teacher-pupil relationships. Independent learning and metacognitive skills are developing well as a consequence. Pupil-tracking and end of Foundation Phase Outcomes and Key Stage 2 Levels indicate improvements in speaking and listening which can be attributed to the increased opportunities for pupils to discuss, collaborate, debate and have the freedom to think and perform creatively. This in turn has led to improved outcomes in writing, especially with boys. The biggest impact of all, however, can be seen in the pupil engagement across the Primary School – our pupils are happy in their learning and they celebrate each other's successes. Assessment for Learning is constantly evolving and is a pillar of our pupils' learning, readily appreciating constructive feedback from their peers/ adults to improve their work and happily move on to the next step of their learning.</p>
<p>Target audience:</p>	<p>Senior Leaders, Classroom Practitioners</p>
<p>Total number for workshop:</p>	<p>24</p>
<p>Any unsuitable days to offer workshops:</p>	<p>No</p>

School:		Nottage Primary School	
Name of person(s) delivering workshop and role(s):		Richard Owen Deputy Head Teacher & OUP Mathematics Consultant	
School Context			
No. on roll: 475	FSM: 9.9%	ALN: 8%	EAL: 1.7%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) Inspected February 2017, HT Appointed Sept 2016, DHT Appointed Jan 2017			
Title of workshop:		Utilising concrete resources in Mathematics for KS2 and beyond	
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>		A practical workshop for teachers and support staff to identify methods and strategies to deepen the mathematical understanding of our learners, utilising concrete resources. The importance of connection models will be discussed and how concrete resources may assist with the disbandment of levels in the new curriculum, teaching for depth of understanding rather than accelerated learning.	
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>		Richard has consulted for and developed this philosophy with many schools in his role as Mathematics Consultant for Oxford University Press. It is a proven philosophy that assists all learners in deepening their understanding of mathematics, particularly the four operations, fractions, the introduction of algebra and abstract concepts. Reasoning is embedded throughout the philosophy encouraging resilience and problem solving.	
Target audience:		KS2 Teachers and Support Staff, Mathematics Leaders	
Total number for workshop:		30	
Any unsuitable days to offer workshops:		N/A	

School:	Nottage Primary		
Name of person(s) delivering workshop and role(s):	Helen King and Ceri Jennings (Foundation Phase Leaders)		
School Context			
No. on roll: 472	FSM: 9.9%	ALN: 8%	EAL: 1.7%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) Last inspected February 2017. Estyn commented on the quality of Foundation Phase provision and the inspector who visited our Nursery and Year 2 classes has since sent teachers from Sandfields Primary to share our good practice.			
Title of workshop:	Continuous and Enhanced Provision/Independent Learning		
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	Visitors will spend time with each FPL, looking at our new <i>Donaldson-ready</i> long term thematic planning (devised last year with Cath Delve.) We will then look at examples of short term planning with a particular focus on Continuous and Enhanced Provision. Visitors will have the opportunity to spend time in the Nursery Unit (inside and out), chat to staff, listen to learners and join in with some of the continuous and enhanced provision. We will then move up to year 2 and repeat the process. We will try to incorporate time at the end for visitors to reflect, ask questions, seek further advice or share their own ideas with us.		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	<ul style="list-style-type: none"> • Consultant led planning is aligned to new curriculum areas and adheres to four purposes. • Areas of continuous and enhanced provision have been reviewed and improved by Cath Delve and more recently by Estyn. • Set themes ensure there is no repetition and enables teachers to manage resources more effectively; it also enables staff to review and improve planning year on year. • All Nursery pupils access areas of provision independently, show high levels of engagement and the majority are able to play collaboratively. • All Nursery pupils express their needs verbally and most are able to use new vocabulary in their play. • All Year 2 pupils are able to work collaboratively to develop literacy, numeracy, Welsh and ICT skills through independent, pupil-led challenges. • All Year 2 pupils use a Challenge Book to keep a record of independent work accessed in the areas of continuous and enhanced provision. • In both year groups, quality CP and EP facilitates a busy, workmanlike ethos where all pupils are engaged, play is productive and behaviour is self-regulated. 		
Target audience:	Foundation Phase practitioners		
Total number for workshop:	Up to 8 (not Friday or Monday)		
Any unsuitable days to offer workshops:	Not Friday or Monday.		

School:		Penybont Primary School	
Name of person(s) delivering workshop and role(s):		Jemma Evans and Ben Blackall	
School Context			
No. on roll: 368	FSM: 25.2%	ALN: 15.36%	EAL: 13.9%
<p>Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) The school has been working with Avantis to develop the use of virtual and augmented reality in the classroom.</p>			
Title of workshop:		Virtual Reality in the Classroom	
<p>Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i></p>		<p>As a Lead School for Avantis, we have been supporting their development of their virtual reality solution for the classroom. The solution is web-based enabling instant control of all devices by the teacher. VR headsets have been used in all classes through the school and we will show examples of how we have used the technology across the curriculum, from creative writing to the study of History, to the latest developments in coding. We will show how to use the huge bank of resources available and how to create your own content using a 360 degree camera.</p>	
<p>Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i></p>		<p>The use of VR has proved to be a fantastic tool for engaging pupils in a range of subject areas. It has been an excellent stimulus for creative writing – immersing the pupil in an incredible array of settings. The quality of the work produced reflects this. Following visits to historical sites such as Rhydycar cottages in St Fagan’s, the children have been transported back to the cottages while in the classroom in order to carry out further detailed studies of features of each cottage. The use of Co-Spaces, has enabled children to create their own 3D virtual world (think Minecraft) through coding. These can then be amended, shared and explored by the child and other pupils.</p>	
Target audience:		Foundation Phase, KS2, KS3	
Total number for workshop:		12	
Any unsuitable days to offer workshops:			

School:	Pen-y-Fai Church in Wales Primary School		
Name of person(s) delivering workshop and role(s):	Mike Street (Head Teacher)		
School Context			
No. on roll: 240	FSM: 3%	ALN:12%	EAL: 0%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) There was a change of Head teacher in September 2016 and the school was inspected in December 2016. There were recommendations regarding pupil independence which the school have been working on ever since.			
Title of workshop:	Pupils Independence in Key Stage 2		
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	<p>School Leaders have begun trialling a new approach towards teaching and learning across the curriculum in Key Stage 2. This involves pupils being given an number of opportunities to develop independent thinking. Each afternoon, pupils find themselves in one of 3 groups, each providing a different approach to learning;</p> <ol style="list-style-type: none"> Bubble Group – Direct teaching with an adult (Pupils in other groups should not burst the teacher’s bubble!) TAG Time – Tasks Are Given – A direct task is given to a group of pupils (Providing opportunities for Literacy and Numeracy Development) and they complete independently in their own way (following a clear set of ‘success criteria’) Mission Time – Very popular with pupils, they access the open area within our school and undertake 1 of a series of creative missions (they may select from Media/ICT/Art and Music) in the way that suits them best! 		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	<p>Pupils are observed making more independent choices on a regular basis Pupils are actively engaged in their learning and are demonstrating the ability to be creative whilst working to set criteria Focussed ‘bubble time’ with the class teacher is ensuring that pupils are being challenged at their ability and work in books is of a very high standard The standard of pupil’s independent work in their TAG tasks has improved</p>		
Target audience:	KS2 leaders/teachers		
Total number for workshop:	20		
Any unsuitable days to offer workshops:	Monday, Tuesday morning or Friday. Could we have ours on Tuesday at 1.15pm please		

School:	Pil Primary School		
Name of person(s) delivering workshop and role(s):	Adelle Haimes – Deputy Headteacher, Year 3 Chloe Parr-Jones – Year 1		
School Context			
No. on roll: 223	FSM: 35.4%	ALN: 25.5%	EAL: 0%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) The school was last inspected in January 2012.			
Title of workshop:	How does developing a culture of praise for sustained effort motivate pupils to persevere and meet high achievable expectations?		
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	<p>The school has worked within SIG 16 to focus on an area of the Donaldson Pedagogical Principles to develop with pupils. The school selected Pedagogical Principle 2, which focusses on sustained effort to meet achievable challenge. All staff received training in September 2017 on 'Developing Growth Mindset'.</p> <p>The workshop will provide the opportunity to meet with key staff involved in the leading of Growth Mindset and the whole school approach currently being developed. Resources developed by staff to support learners will be shared in the workshop. A group of pupils will also speak to visitors about the use of positive language in each classroom and developing the skills need to become resilient learners.</p>		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	<ul style="list-style-type: none"> • Nearly all pupils use the language of positive thinking displayed in each classroom, developed by the staff and pupils. • Nearly all pupils use in class 'STUCK" posters and 'persevering' mats to help them overcome and cope with challenge. • Nearly all pupils use the motivational characters chosen by pupils to encourage them to sustain effort in their learning. • Most pupils enjoy school and facing new challenges which is reflected in the schools improving attendance data. • All staff actively encourage praise for effort and use barriers to learning as opportunities for teaching solutions • Questionnaires completed in September and February show ... (Data to follow) 		
Target audience:	Class teachers		
Total number for workshop:	15		
Any unsuitable days to offer workshops:			

School:	Porthcawl Primary School		
Name of person(s) delivering workshop and role(s):	Evan Richards – Deputy Headteacher and English coordinator		
School Context			
No. on roll: 197	FSM: 9%	ALN: 18%	EAL: 2%
<p>Additional relevant contextual information- For the last two years we have been a Literacy Hub school working with Central South Consortium. To date we have run our three day Visual Literacy Programme twice and worked with over thirty schools. We also offer amber support as part of our role as a literacy hub.</p> <p>Our last Estyn inspection was June 2015 in which we received good in all categories. We have been a green school for the last two academic years.</p>			
Title of workshop:	Visual Literacy- raising standards in boys' writing		
Overview of workshop:	<p>Porthcawl Primary have adopted Visual Literacy as an approach to teaching all English lessons across the school. It is a highly engaging approach which uses quality images combined with drama activities and quality speaking and listening activities as a stimulus for extended writing. As a school we have been using Visual Literacy for the last five years and have been a Hub school developing the approach across Central South Consortium for the last two years. As a school we have also developed a clear structure that works towards producing a weekly piece of extended writing. This breaks down Visual Literacy into a week of lessons and incorporates drama, grammar, group planning and an extended writing session.</p> <p>The workshop will show how we use a quality image to engage and motivate pupils. It will show how we build up to extended writing over a week as well as the drama techniques which have had the biggest impact on engaging and motivating pupils. We will also share books and images that have worked well and share examples of our pupils work.</p>		
Impact on provision, teaching and learning and/or leadership	<ul style="list-style-type: none"> • Pupils are engaged and motivated across the school and enjoy extended writing. Both the quantity and quality of writing has improved as a result. • There has been an increase in boys' attainment at level 5 at the end of KS2. In 2015/16 55% of boys in KS2 achieved a level 5 in English. • Visual Literacy has led to more confident teachers who enjoy teaching English. There is a clear structure to lessons but freedom to teach exciting and engaging lessons. This has led to improved provision and standards. • Being a Literacy Hub school has led to increased capacity as staff have led programmes and worked with schools offering amber support. 		
Target audience:	All Primary Teachers		
Total number for workshop:	10		
Any unsuitable days to offer a workshop	No		


School:	St Mary's & St Patrick's RC		
Name of person(s) delivering workshop and role(s):	Nicola Kelly-Fisher Leader of Learning		
School Context			
No. on roll: 217	FSM: 21%	ALN:14%	EAL:7%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.)			
Title of workshop:	Raising Standards in STEM through Independent learning		
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	<p>The school has adopted a creative thread through which STEM subjects are delivered. Pupils are encouraged to use taught skills through applying them to learning experiences. Pupils are encouraged to plan and research areas whilst developing creative, ambitious lifelong learning. Areas for independent learning are part of the KS2 environment and used by pupils for focussed tasks and independent research. These areas are also shared between classes. Skills taught through Creative Schools are shared with all staff and pupils benefit from expertise of Creative Practitioners through INSET.</p> <p>The workshop will take place within a classroom and part outdoors, pupils will help to plan and deliver training.</p>		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	<p>Review of the Science Curriculum took place and the 4 Pillars of Successful Futures were reflected on and incorporated into the Science & Technology AoLE. The school hosts a Mad Science Club run by Mad Science South Wales & Bristol, this has reignited a spark of excitement in pupils and staff. STEM projects are used as an integral part of learning and pupils take part in School to School working through SIG projects with Big Learning Company and the SMILE project with Bridgend College. More recently we have formed links with Swansea University Techno Camps and Theatr Nan Nog. The school also have Techno Ambassadors from Cardiff University coming in to support pupils Digital skills.</p> <p>Data analysed showed an increase in Level 5's at End of KS2 last year.</p>		
Target audience:	KS2 practitioners		
Total number for workshop:	10		
Any unsuitable days to offer workshops:	Tuesday		

School:	St Mary's Catholic Primary School, Bridgend		
Name of person(s) delivering workshop and role(s):	All staff		
School Context			
No. on roll: 253	FSM:	ALN:	EAL:
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.) Last Estyn inspection Summer 2016. St. Mary's is a Welsh Government Pioneer school for Science and Technology.			
Title of workshop:	Using the outdoor environment for effective learning		
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	<p>There will be a range of outdoor activities taking place, in which all year groups will be involved. These include:</p> <ul style="list-style-type: none"> • Studying the bees in our school apiary • Planting and other activities to improve the school environment • Learning activities using our 'mud kitchen' • Minibeast hunt • Using a quiet area for reflection / meditation • Art using the natural environment as a stimulus • Drama and games activities 		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	<p>We aim to demonstrate how learning experiences in the outdoor environment can be used to deliver aspects of the Four Purposes, particularly:</p> <ul style="list-style-type: none"> • Preparing children to be ambitious, capable learners by questioning and enjoying solving problems • Preparing children to be healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs; building mental and emotional well-being. • Preparing children to be ethical, informed citizens who show their commitment to the sustainability of the planet. 		
Target audience:	Foundation Phase and Key Stage 2		
Total number for workshop:	20, although we would prefer it if visitors went around each activity rather than staying with a particular class for the whole session		
Any unsuitable days to offer workshops:	Not Thursday or Friday. We would prefer a morning session if possible.		

School:		Tondu Primary School	
Name of person(s) delivering workshop and role(s):		KS2 and Foundation Phase members of staff (TBC)	
School Context			
No. on roll: 285	FSM: 25%	ALN:35%	EAL: 4%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.)			
The school was last inspected in January 2013. Tondu Primary's longstanding headteacher has retired and a new headteacher joined the school in January 2018.			
Title of workshop:		Promoting collaboration and independence	
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>		The school is examining the impact of lesson study, through collaboration of staff across phases. Tondu has already completed some lesson study and wishes to develop pupil independence in learning experiences. With a new Curriculum For Wales, the lesson study approach provides opportunities for the development of pedagogy. Staff will also share evaluative experiences of the 'Wow Week'. This is a week where staff have planned and worked within the new curriculum, having planned a whole school thematic approach based on the four core purposes. Location: indoors	
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>		<ul style="list-style-type: none"> • There is an increase in cross phase collaboration between staff and pupils. This led to a deeper understanding of whole school approaches and outcomes. • Increased opportunities for reflection alongside pupils and use of evaluative language. • Increased range of stakeholders became involved in self-evaluation and use of technologies eg. IRIS was used to evaluate learning. • More meaningful to connect and apply knowledge and skills • Deeper understanding and confidence in developing and designing learning opportunities in line with the new curriculum. 	
Target audience:		Primary teachers	
Total number for workshop:		10	
Any unsuitable days to offer workshops:		none	

School:	Bryntirion Comprehensive School
Service Area:	GCSE English
Name of person(s) delivering workshop and role(s):	Mrs J Holloway
LA Context (Provide information about your role including, where relevant, details of groups/ cohorts you work with): CSC Curriculum Hub for Secondary English – run this programme this year for consortia.	
Additional relevant contextual information (e.g. Case Studies / instances of positive feedback / contributions to positive outcomes.)	
Title of workshop:	
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location / room requirements, i.e. outdoors if relevant).</i>	The school will aim to provide participants with effective strategies for improving standards of oracy, reading and writing for the GCSE English Language specification. Participants will observe strategies and approaches that have been implemented in the classroom.
Impact on provision, teaching and learning and/or leadership: <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	The case studies completed for the programme in 2016-17 indicated that pupils from a number of schools had made good gains in the oracy element of the English GCSE through the use of the strategies developed through the programme. CSC asked us to develop the programme this academic year and the final sessions have not been held so impact data not currently available. Participant feedback to date has been very positive, particularly the collaborative approach to the sessions and the action research that is taking place.
Target audience:	Secondary English Teachers
Maximum number for workshop:	12
Are there any days that you are not able to offer a workshop? If so, please state the days	

School:	Y Dderwen
Service Area:	GCSE English
Name of person(s) delivering workshop and role(s):	Mrs J Holloway
LA Context (Provide information about your role including, where relevant, details of groups/ cohorts you work with): CSC Curriculum Hub for Secondary English – run this programme this year for consortia.	
Additional relevant contextual information (e.g. Case Studies / instances of positive feedback / contributions to positive outcomes.)	
Title of workshop:	
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location / room requirements, i.e. outdoors if relevant).</i>	The school will aim to provide participants with effective strategies for improving standards of oracy, reading and writing for the GCSE English Language specification. Participants will observe strategies and approaches that have been implemented in the classroom.
Impact on provision, teaching and learning and/or leadership: <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	The case studies completed for the programme in 2016-17 indicated that pupils from a number of schools had made good gains in the oracy element of the English GCSE through the use of the strategies developed through the programme. CSC asked us to develop the programme this academic year and the final sessions have not been held so impact data not currently available. Participant feedback to date has been very positive, particularly the collaborative approach to the sessions and the action research that is taking place.
Target audience:	Secondary English Teachers
Maximum number for workshop:	12
Are there any days that you are not able to offer a workshop? If so, please state the days	

School:	Pencoed Comprehensive	
Name of person(s) delivering workshop and role(s):	Kay Smith	
School Context		
No. on roll: 900	FSM: 13.3%	ALN: The school has an MLD LRC.
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.)		
Pencoed is a Pioneer School for the Expressive Arts and has facilitated a number of SIG centred activities on the work of the Expressive Arts AOLE.		
Title of workshop:	“ Developing the Expressive Arts AOLE. What we have learnt so far?”	
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	 <p>An introduction to developing a new Expressive Arts AOLE including:</p> <ul style="list-style-type: none"> Reaction to Donaldson and work so far in Pencoed Ideas for implementing a new AoLE in your own school Building a team Case studies including video evidence of 'Immersion days' Pupil Voice with Year 8 pupils In Pencoed Comprehensive DRAMA STUDIO 	
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	<p>By participating in this workshop, schools will be able to assess the current provision for Expressive Arts in their own establishments and begin the planning of a new approach to teaching in this AoLE. They will recognise the challenges we face when implementing a new AoLE and explore strategies for building a team of enthusiastic staff. This workshops aims to ignite a new passion for all Arts by blending the skill areas and teaching approaches.</p> <p><i>“Thank you so much for having me! I am overwhelmed with inspiration having come to the meeting. I feel you are pioneering and championing the most modern and organic nature of learning: you're not just expecting kids to think with their brains and, even then, a little to the left. I've always been passionate about the arts having had such an affiliation with them since school. I cannot wait to incorporate these elements into my own lessons and bring them back to you. I'm about to meet with the Head and explore avenues that we could begin to implement this in our school”.</i></p> <p style="text-align: right;">A previous workshop participant. December 2017.</p>	
Target audience:	Secondary schools	
Total number for workshop:	6-8 participants per workshops	
Any unsuitable days to offer workshops:	Due to own school show commitments- the best days to offer this workshops would be June 26 th and 27 th .	

School:	Bridgend College		
Name of person(s) delivering workshop and role(s):	Luke Ganz – PgCE lecturer; Curriculum Area lead for Quality		
School Context			
No. on roll:	FSM:	ALN:	EAL:
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.)			
Title of workshop:			
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	Differentiation		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	Stretch & Challenge learners;		
Target audience:	Teachers		
Total number for workshop:	TBC max of 25		
Any unsuitable days to offer workshops:	N/A		

School:	Bridgend College		
Name of person(s) delivering workshop and role(s):	Sara Davies – Teaching and Learning Curriculum Area Lead		
School Context			
No. on roll:	FSM:	ALN:	EAL:
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.)			
Title of workshop:			
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	Pivotal Behaviour management training – location TBC		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	Huge impact on behaviour of learners – positive behaviour management strategies– improvement in learner behaviour, learner confidence, self-esteem; classroom management skills		
Target audience:	Teachers		
Total number for workshop:	TBC max of 25		
Any unsuitable days to offer workshops:	N/A		

School:	Bridgend College		
Name of person(s) delivering workshop and role(s):	Alex Clarke – PgCE Programme Leader		
School Context			
No. on roll:	FSM:	ALN:	EAL:
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.)			
Title of workshop:			
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	Questioning techniques		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	Stretch and challenge; techniques to include all learners; scaffolding		
Target audience:	Teachers		
Total number for workshop:	TBC max of 25		
Any unsuitable days to offer workshops:	N/A		

Service Area:	The Bridge Alternative Provision		
Name of person(s) delivering workshop and role(s):	Bridge staff to be confirmed		
School Context			
No. on roll: 61	FSM: 36	ALN: All	EAL: None
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.)			
Y2-Y11 BESD provision (including mental health) Estyn March 2017			
Title of workshop:			
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location / room requirements, i.e. outdoors if relevant).</i>	<ol style="list-style-type: none"> 1. Anxiety First Aid 2. Raising self-esteem 3. Relaxation and mindfulness (pupils & staff) 4. Using the Boxall profile to set IEP targets 5. How to implement a Thrive assessment 6. Lego therapy workshop <p>All will be delivered in the Bridge, indoors, no equipment needed</p>		
Impact on provision, teaching and learning and/or leadership: <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	<p>Each workshop will equip staff to deal more effectively with these issues in their own school. The school measures for wellbeing will be the best overall measure of impact. Pupils also rate their anxiety or self-esteem before and after the interventions; they can rate their resilience (ability to cope with setbacks) on any number of commonly available questionnaires.</p> <p>The strategies can also be used to help support targets on pupil IEPs/IBPs for behaviour and wellbeing which results in reduced incidents and better engagement when used as described.</p>		
Target audience:	1. Secondary; 2. Secondary; 3. Secondary; 4/5/6. Primary		
Total number for workshop:	Up to 25		
Any unsuitable days to offer workshops:	None, pending an Estyn re-visit May or June.		

School:		Heronsbridge	
Name of person(s) delivering workshop and role(s):		Dr Sylvia Fowler & Siarlot Hall – TLRs – Head & Deputy of Centre for Autism	
School Context			
No. on roll: 237	FSM: 40%	ALN: 100%	EAL: 1%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.)			
Title of workshop:		Shining the Light on Autism – 2hrs	
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>		An introduction to working with pupils with ASD, including practical strategies to support in class. 2hrs	
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>		<ul style="list-style-type: none"> • Increased engagement levels of pupils with complex ASD • Increased understanding in developing pupil communication skills • Lower anxiety levels & better wellbeing (staff & pupils) 	
Target audience:		Teachers & Support Staff	
Total number for workshop:		20 max	
Any unsuitable days to offer workshops:			

School:		Heronsbridge	
Name of person(s) delivering workshop and role(s):		Dr Sylvia Fowler & Siarlot Hall – TLRs – Head & Deputy of Centre for Autism	
School Context			
No. on roll: 237	FSM: 40%	ALN: 100%	EAL: 1%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.)			
Title of workshop:		Shining the Light on Autism – 2hrs	
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>		An introduction to working with pupils with ASD, including practical strategies to support in class. 2hrs	
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>		<ul style="list-style-type: none"> • Increased engagement levels of pupils with complex ASD • Increased understanding in developing pupil communication skills • Lower anxiety levels & better wellbeing (staff & pupils) 	
Target audience:		Teachers & Support Staff	
Total number for workshop:		20 max	
Any unsuitable days to offer workshops:			

School:	Heronsbridge		
Name of person(s) delivering workshop and role(s):	Karen Harris – Multisensory Instructor		
School Context			
No. on roll: 237	FSM: 40%	ALN: 100%	EAL: 1%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.)			
Title of workshop:	Multisensory Ideas – 1hr		
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>	An introduction to multisensory activities for pupils with complex ASD and PMLD. 1hr		
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	<ul style="list-style-type: none"> • Increased engagement levels of pupils with complex needs • Developing levels of pupil interaction and communication • Building increased trust and strong relationships/bonds • Improved pupil wellbeing • Multi-agency working 		
Target audience:	Teachers & Support Staff		
Total number for workshop:	16 max		
Any unsuitable days to offer workshops:			

School:		Heronsbridge	
Name of person(s) delivering workshop and role(s):		Alana Harries – TLR – Middle Manager	
School Context			
No. on roll: 237	FSM: 40%	ALN: 100%	EAL: 1%
Additional relevant contextual information (e.g. last inspection date, amalgamation, new head etc.)			
Title of workshop:		Person-Centred Planning Reviews – 1hr	
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location, i.e. outdoors if relevant).</i>		<ul style="list-style-type: none"> • How to deliver a PCP review • Understanding the changes from Annual Review of SEN Statement • Examples of documentation and processes • FAQs 	
Impact on provision, teaching and learning and/or leadership <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>		<ul style="list-style-type: none"> • Professionals fully understand new system – removing the fear of change • Joined-up multi professional approach (Ed/Health/SS) • Greater pupil voice, person-centred targets – specific to needs 	
Target audience:		SLT/ALNCO/SENCO/Teachers & Support Staff in Special school/bases/units	
Total number for workshop:		20 max	
Any unsuitable days to offer workshops:			

School:	Ysgol Bryn Castell		
Name of person(s) delivering workshop and role(s):	Helen Ridout, Sean Jenks, Victoria Cox-Wall		
School Context	BESD Special School aged 7 to 19 years		
No. on roll: 124	FSM: 52%	ALN: 100%	EAL: <1%
Additional relevant contextual information			
<ul style="list-style-type: none"> • Estyn Feb 2013; Good/Good • Green A categorisation with CSC • Relocated to re-modernised Secondary School (Ogmore Comp) in June 2015 and co-located with The Bridge Alternative Provision in November 2015 • ASD-specific classes added from Easter 2016 onwards • Growing provision • Quality Lead Award Achievement for All • Lead Creative School 			
Title of workshop:	ALN Innovation Fund: Behaviour next steps		
Overview of workshop:	Facilitated discussion about project outline, findings, next steps/evaluation, funding mechanisms going forward etc.		
Impact on provision, teaching and learning and/or leadership	<p>Project initiated as part of the ALN Reforms in 2016/17; £9k allocated to YBC and The Bridge to upskills mainstream schools in terms of managing pupils with challenging behaviour.</p> <p>Range of actions so far;</p> <ul style="list-style-type: none"> • Training delivered on positive behaviour management, attachment and ADHD • Behaviour for learning audits shared • Development of idea of Behaviour Champions within Primary Schools • Delivery of inset-days to Secondary schools <p>Impacts on provision, teaching, learning and leadership.</p>		
Target audience:	Behaviour Champions; SMT leading on behaviour – next steps		
Total number for workshop:	TBC – no limit really – will just impact on venue and structure of feedback part of the workshop but we can be flexible		
Any unsuitable days to offer workshops:	Workshop E		

School:	Ysgol Bryn Castell		
Name of person(s) delivering workshop and role(s):	Helen Ridout, Sean Jenks, Elvis Richards		
School Context	BESD Special School aged 7 to 19 years		
No. on roll: 124	FSM: 52%	ALN: 100%	EAL: <1%
Additional relevant contextual information			
<ul style="list-style-type: none"> • Estyn Feb 2013; Good/Good • Green A categorisation with CSC • Relocated to re-modernised Secondary School (Ogmore Comp) in June 2015 and co-located with The Bridge Alternative Provision in November 2015 • ASD-specific classes added from Easter 2016 onwards • Growing provision • Quality Lead Award Achievement for All • Lead Creative School 			
Title of workshop:	Behaviour for Learning		
Overview of workshop:	<ul style="list-style-type: none"> • Whole-school positive behaviour management approach and ethos • Behaviour tracking and analysis • Solution-focussed problem-solving 		
Impact on provision, teaching and learning and/or leadership	<p>A focused session to look at the principles of how to embed and nurture a positive behaviour management approach and ethos including behaviour tracking and analysis followed by a solution-focused problem-solving – bring your problems and we will work together as a whole group to find a possible solution.</p> <p>Impacts on provision, teaching, learning and leadership.</p>		
Target audience:	SMT and/or Behaviour Champions		
Total number for workshop:	10 to 12 per session but we can facilitate a number of sessions		
Any unsuitable days to offer workshops:	Workshop E		

School:	Ysgol Bryn Castell		
Name of person(s) delivering workshop and role(s):	Carwyn Williams		
School Context BESD Special School aged 7 to 19 years			
No. on roll: 124	FSM: 52%	ALN: 100%	EAL: <1%
Additional relevant contextual information			
<ul style="list-style-type: none"> • Estyn Feb 2013; Good/Good • Green A categorisation with CSC • Relocated to re-modernised Secondary School (Ogmore Comp) in June 2015 and co-located with The Bridge Alternative Provision in November 2015 • ASD-specific classes added from Easter 2016 onwards • Growing provision • Quality Lead Award Achievement for All • Lead Creative School 			
Title of workshop:	Achievement for All		
Overview of workshop:	<ul style="list-style-type: none"> • Overview of process and costs • Scope of school improvement journey • Impact at YBC • Value for money • LAC project • Next steps 		
Impact on provision, teaching and learning and/or leadership	<p>A session to look at the principles of Achievement for All including the costs and potential impacts on schools, including a discussion about the journey for YBC, impact and value for money.</p> <p>Impacts on provision, teaching, learning and leadership.</p>		
Target audience:	SMT and Governors		
Total number for workshop:	We can be flexible about numbers of participants		
Any unsuitable days to offer workshops:	Workshop E		

School:	Ysgol Bryn Castell		
Name of person(s) delivering workshop and role(s):	Helen Ridout, Sarah Davies, Carwyn Williams		
School Context BESD Special School aged 7 to 19 years			
No. on roll: 124	FSM: 52%	ALN: 100%	EAL: <1%
Additional relevant contextual information			
<ul style="list-style-type: none"> • Estyn Feb 2013; Good/Good • Green A categorisation with CSC • Relocated to re-modernised Secondary School (Ogmore Comp) in June 2015 and co-located with The Bridge Alternative Provision in November 2015 • ASD-specific classes added from Easter 2016 onwards • Growing provision • Quality Lead Award Achievement for All • Lead Creative School 			
Title of workshop:	Action Research at YBC		
Overview of workshop:	<ul style="list-style-type: none"> • Overview of action research at YBC • Pros/cons of using an action research model • Overview of current projects 		
Impact on provision, teaching and learning and/or leadership	<p>A session to look at the principles of Action Research within a Special School environment focussed on improving the wellbeing of pupils.</p> <p>Impacts on provision, teaching, learning and leadership.</p>		
Target audience:	Anyone interested in Action Research		
Total number for workshop:	10 – 12 people		
Any unsuitable days to offer workshops:	Workshop E		

School:	Ysgol Bryn Castell		
Name of person(s) delivering workshop and role(s):	Helen Ridout, Jeremy Evans		
School Context	BESD Special School aged 7 to 19 years		
No. on roll: 124	FSM: 52%	ALN: 100%	EAL: <1%
Additional relevant contextual information			
<ul style="list-style-type: none"> • Estyn Feb 2013; Good/Good • Green A categorisation with CSC • Relocated to re-modernised Secondary School (Ogmore Comp) in June 2015 and co-located with The Bridge Alternative Provision in November 2015 • ASD-specific classes added from Easter 2016 onwards • Growing provision • Quality Lead Award Achievement for All • Lead Creative School 			
Title of workshop:	Special School Governor Improvement Group (GIG)		
Overview of workshop:	<ul style="list-style-type: none"> • Overview of GIG • Findings • Next steps 		
Impact on provision, teaching and learning and/or leadership	Impacts on leadership.		
Target audience:	Headteacher's and Governors		
Total number for workshop:	We can be flexible about numbers of participants		
Any unsuitable days to offer workshops:	Workshop E		

YBC can also offer information about Lead Creative Schools but we are conscious that there are a high number of schools within BCBC which are currently LCS's – we could include in the Action Research workshop.

Service Area:	Cognition and learning
Name of person(s) delivering workshop and role(s):	Specialist Teachers from Cognition and Learning team.
LA Context (Provide information about your role including, where relevant, details of groups/ cohorts you work with):	
<p>The Cognition and Learning team provide tailored guidance and fundamental support to Primary and Comprehensive education establishments. Schools are able to access the team's expertise via Additional Learning Needs (ALN) Request for Help panels. Referrals can be made relating to pupils with suspected/known literacy difficulties, numeracy difficulties, moderate learning difficulties, general learning difficulties and fine/gross motor difficulties. As part of this role the specialist teachers and support staff provide School Action Plus interventions for pupils with identified literacy difficulties within the Primary school setting. School staff can also access training delivered by the Cognition and Learning team to address any highlighted ALN needs within the school. In addition to this the specialist teachers oversee Observation and Learning Resource classes, supporting class teachers and monitoring pupil progress is a vital part of this role. Capacity building within schools is at the heart of this service and the team work closely with schools to ensure a collaborative approach is achieved.</p>	
Additional relevant contextual information (e.g. Case Studies / instances of positive feedback / contributions to positive outcomes.).	
<p>The cognition team focus on early intervention and the acquisition of literacy is an approach that is being piloted this academic year so there is no data available yet to measure its effectiveness. However general feedback thus far indicates that schools are finding this new approach a practical and helpful intervention.</p>	
Title of workshop:	
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location / room requirements, i.e. outdoors if relevant).</i>	<p>This workshop will provide delegates with an opportunity to engage with a variety of strategies and resources designed to support early literacy. Members of the cognition and learning team will be available to demonstrate resources and advise schools on interventions. This workshop would require sufficient space for several tables so that it could be run as a carousel activity.</p>
Impact on provision, teaching and learning and/or leadership: <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	<p>Research has shown that children with literacy difficulties make more progress when their needs are identified early. By focussing the work of the cognition and learning team in the early years it is hoped that the early identification of needs will result in fewer children requiring support as they progress through key stages. We are currently in the first cycle of this new way of working and are still awaiting data to demonstrate its effectiveness.</p>
Target audience:	ALNCos, Class teachers support staff.
Maximum number	15

for workshop:	
Are there any days that you are not able to offer a workshop? If so, please state the days	

Service Area:	Educational Psychology
Name of person(s) delivering workshop and role(s):	Lorraine Silver Lead EP and Kathryn Morgan Senior EP
LA Context (Provide information about your role including, where relevant, details of groups/ cohorts you work with):	
Educational psychologists work with children and young people, 0-19 years, to support their development, wellbeing, learning and achievement. We are person-centred in our approach, working collaboratively with others to facilitate change promoting the best possible outcomes.	
Additional relevant contextual information (e.g. Case Studies / instances of positive feedback / contributions to positive outcomes.)	
Person Centred Planning (PCP) is the central to the ALN reform through the ALN&ET (Wales). The Educational Psychology Service has consistently received excellent feedback on delivery of PCP to professionals, including senior managers, ALNCos and senior support staff with in schools and further education. For example, PCP training undertaken in the summer term 2017 to an FE college showed that 100% of delegates rated the training as good or very good, and their understanding following the training as good or very good. 100% of delegates found the presentation of materials good or very good.	
Title of workshop:	
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location / room requirements, i.e. outdoors if relevant).</i>	PCP training for Headteachers to improve knowledge, skills and understanding in preparation for the ALN Reform. A PCP organisational self- evaluation tool will be piloted to support the development of a whole, school approach to person centred planning.
Impact on provision, teaching and learning and/or leadership: <i>Please provide a brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	The impact of the training will be measured through the PCP organisational self-assessment tool. A baseline measure will be taken using the PCP self-assessment tool during the training day to identify how person centred practice is used within schools. This will be followed by a second measure after 2 terms to evaluate the impact of the training.
Target audience:	Headteachers of BCBC schools
Maximum number for workshop:	20
Are there any days that you are not able to offer a workshop? If so, please state the days	

Service Area:	Inclusion Speech & Language (in collaboration with NHS)
Name of person(s) delivering workshop and role(s):	Tracy Newman-Ford (Lead Practitioner for Speech & Language) and Nia McVeigh (Lead Speech & Language Therapist with Bridgend NHS Speech & language Therapy Department)
LA Context (Provide information about your role including, where relevant, details of groups/ cohorts you work with): Working with schools across the LA to identify and support pupils with speech and language difficulties at the universal and targeted stages including training and advice and to provide additional support at the Specialist (School Action +/Statement) level by delivering NHS SALT programmes, ancillary support, bespoke training and consultation.	
Additional relevant contextual information (e.g. Case Studies / instances of positive feedback / contributions to positive outcomes.) The Inclusion Speech & Language Service has consistently good/excellent feedback from training courses e.g. in 2016 to 17, feedback from 86% of participants was excellent. In the same year the overall mean average percentage of teachers who felt that support from the service had been helpful in meeting the needs of their pupils was 92%. The overall mean average percentage of targets achieved by pupils who were supported with outreach by the service in 2016 to 17 was 94%.	
Title of workshop:	Vocabulary – What’s in a Word?
Overview of workshop: <i>Please provide an overview of what the workshop will entail. (Include details such as location / room requirements, i.e. outdoors if relevant).</i>	<p>Many pupils from disadvantaged/low income homes enter school with delayed vocabulary which can be as much as 16 months behind their higher income counterparts and with robust research indicating that vocabulary at 5 is a powerful predictor of GCSE scores this has an enormous impact upon provision, teaching, learning and outcomes.</p> <p>The course will focus upon the impact poor vocabulary can have. It will consider how vocabulary is acquired and the difficulties that can be experienced by pupils with speech, language and communication needs</p> <p>The course will be practical and interactive and provide strategies and approaches to help support pupils</p> <p>A room with an interactive whiteboard would be required</p>
Impact on provision, teaching and learning and/or leadership: <i>A brief statement of measurable improvement in standards or provision that can be attributed to the practice being shared during the workshop.</i>	An Excel document will be available to participants with regard to vocabulary support. This document will contain a list of competencies with corresponding drop-down ratings for each in order for schools to self-evaluate and their progress be assessed.
Target audience:	All Schools – ALNCoS & Class teachers
Maximum number for workshop:	30?
Are there any days that you are not	No

**able to offer a
workshop?**
If so, please state
the days