

Cyngor Bwrdeistref Sirol



# Festival of Learning

## Gŵyl Dysgu

# 2018

# Workshop Programme

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**For ease of reference, themes covered in workshops have been identified as follows:**

**1. Additional learning needs (ALN) support**

Llangynwyd	B9
Oldcastle	C12
Tremains	C14
Heronbridge	B17, C18, D12, E15
Ysgol Bryn Castell	A14, B18, C19, D13, E16
Inclusion Service	A16, B19, C21, D15
The Bridge	A12, A13, B16, C17, D11, E14

**2. Behaviour**

Caerau	B7
Bridgend College	A15
Ysgol Bryn Castell	C19, D13
Heronbridge	B17

**3. Estates/buildings/environment**

Llangewydd	E7
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**4. Self-evaluation**

Ogmore Vale	D8
Brynteg	B2
Ysgol Bryn Castell	A14
Archbishop	B1

**5. Family engagement/wellbeing**

Bryntirion Infants	E5
Litchard	D6
Pencoed Primary	C4
Cwm Garw	A11

## 6. ICT

Afon y Felin	C6
Nantffyllon	A6
Penybont	B11
Porthcawl Comprehensive	E3

## 7. Independent learning

Brackla	A3
Nottage	D7
Penyfai	C13
St Mary's and St Patrick's	E11
Tondu	E12
Cynffig	A1

## 8. Leadership/governance

Ysgol Bryn Castell	B18, E16
Corneli	B8
Brynteg	B2
Héronsbridge	E15
University of South Wales	A18, D16

## 9. Learner voice

Archbishop McGrath	B1
Garth	C9
Maesteg	E2
Children's Commissioner	A17

## 10. Literacy

Brynmenyn	A4
Croesty	C3
Cwmfelin	E6
Maes yr Haul	C10
Plasnewydd	B12
Porthcawl Primary	D9



St Robert's	A9
Trelales	D10
West Park	C15
Bryntirion Comprehensive	C1
Ysgol y Ferch O'r Sgêr	B15
Inclusion Service	D15

### 11. Numeracy

Maes yr Haul	C10
Nantymoel	B10
Nottage	E9
Oldcastle	A7
West Park	B14
Bro Ogwr	E13

### 12. Outdoor learning

Blaengarw	B6
Brackla	C7
Ffaldau	A5
St Mary's	B13

### 13. Pedagogy and preparation for the new curriculum

Bryncethin	D4
Cefn Glas	D5
Mynydd Cynffig	E8
Pîl	A8
Ysgol Cynwyd Sant	C16
Archbishop McGrath	E1
Archdeacon John Lewis	D3
Brynmenyn	A4
Ffaldau	A5
Maes y Haul	C10
Newton	C11
Oldcastle	E10
Nottage	E9
Penybont	B11
Penyfai	C13
Tondu	E12

Cynffig	A1
Maesteg Comprehensive	E2
CCYD	D1
Pencoed Comprehensive	B3
Bridgend College	C20, D14
Porthcawl Comprehensive	A2
University of South Wales	A18

#### 14. Wellbeing

Abercerdin	B5
Coety	C5
Coychurch	C2
Garth	C9
Oldcastle	E10
Pencoed Primary	C4
Tynyrheol	A10
YGG Cwm Garw	A11
Porthcawl Comprehensive	D2
Betws	E4
The Bridge	A12, A13, B16, C17, D11, E14
Caerau	B7
Cefn Cribwr	C8
Croesty	C3
Litchard	D6
Llangynwyd	B9
Pil	A8
Héronsbridge	D12
SHRN	E17
Ysgol Bryn Castell	A14
University of South Wales	D16
Western Bay	E18

#### 15. STEM

Afon y Felin	C6
St Mary's and St Patrick's	E11
St Mary's	B13

#### 16. Welsh language

Ysgol y Ferch O'r Sgêr	B15
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<b>School</b>	Afon y Felin Primary School
<b>Presenter</b>	Nigel Hughes
<b>Title of workshop</b>	Developing ICT/STEM in the primary school
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The focus will be to demonstrate the schools journey to develop ICT/STEM including a demonstration of various coding programmes found on the Hwb platform, which include J2Code, Logo and Scratch</li> <li>• Also a demonstration of the Ozobots/Lego and how they are used to improve STEM skills including coding/programming</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• The lessons become much more problem based, and without realising, children achieve the higher-level skills found within the National Curriculum by changing variables within simulations</li> <li>• In the whole of key stage 2, children use ICT as a way of communicating and collaborating with staff and their peers</li> <li>• Coding can be seen at other times, not only during lessons</li> <li>• During wet play, many children decide to use the computers and iPads to interact with various apps such as BeeBot, Alex and Cargo Bots, and throughout the year there are various ICT clubs, which also include Coding Club, which has been immensely popular since it was introduced last year</li> <li>• Through utilising Hwb effectively and focused workshops, staffs confidence and knowledge has improved</li> <li>• Skills taught in ICT/Stem are transferrable to other subjects</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>C6</b> Tuesday 26 June 13:00-15:00

<b>School</b>	Abercerdin Primary School
<b>Presenter</b>	Helen Gentle
<b>Title of workshop</b>	Wellbeing Manager Initiative
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The purpose of the Wellbeing Manager initiative is to enhance the capacity of schools to develop positive and engaging school cultures and to support pupils who are at risk of disengagement and not achieving their educational potential</li> <li>• The initiative complements and extends existing programs that enhance pupil health and wellbeing, engagement, retention, academic achievement and the acquisition of life skills</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<p>This workshop will:</p> <ul style="list-style-type: none"> <li>• contribute to school and network priorities, particularly in tackling bullying and supporting pupils with behavioural, mental health or wellbeing issues</li> <li>• work in partnership with schools and community to develop and promote a comprehensive pupil engagement policy that recognises a positive and engaging school culture contributes towards academic outcomes</li> <li>• work in collaboration with schools, community-based services and networks to develop programs that promote the health and wellbeing of all pupils, ensure smooth transitions and provide additional support to pupils who are at risk</li> <li>• identify, document and respond to pupil wellbeing needs through evidence-based strategies and evaluation techniques</li> <li>• support a case management approach to pupil interventions, including participating in pupil support groups and conducting follow ups</li> <li>• strengthen partnerships between the school and pupil support services, health and community organisations to provide responsive, diverse and coordinated services for pupils and their families.</li> </ul>
<b>Target audience</b>	Headteachers and senior leaders
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B5</b> Tuesday 26 June 10:00-12:00

<b>School</b>	Archdeacon John Lewis Church in Wales VA Primary School
<b>Presenter</b>	Joanna Burdett
<b>Title of workshop</b>	High-quality feedback and feedforward
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school had been working on improving its written feedback to pupils at the time of the inspection but in response to recommendations in the report the school has implemented the use of tickled pink, green for growth and purple progress not only for distance marking across both foundation phase and key stage 2 but also as a key tool in providing live feedback in lessons using the ABCDE of oral feedback</li> <li>• This strategy has been integrated with the use of 'Learning Walls', a more structured approach to mini plenaries in lessons and a continuum of peer and self-assessment to improve assessment for learning and differentiation</li> <li>• The workshop will be based indoors</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• The effectiveness of feedback and feedforward provided by teachers has greatly improved, as have the levels of achievement in each lesson; pupil progress clearly identifiable using purple for progress pencils and pens</li> <li>• Nearly all pupils are able to identify why their work/task was good and suggest how it could be 'even better' against the success criteria</li> <li>• Self and peer assessment has improved across the school including written peer assessment comments in upper key stage 2; these are now more focussed and refer to success criteria</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers and cover supervisors
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D3</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Blaengarw Primary School
<b>Presenter</b>	Richard Owen
<b>Title of workshop</b>	Mountain Schools
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Blaengarw Primary School runs a Mountain School event every term</li> <li>• Every pupil participates and we ensure that every class explores the outdoor environment</li> <li>• The activity will demonstrate how Blaengarw Primary School uses the local area to promote the four purposes during Mountain School sessions</li> <li>• The activities will be outside - however, some activities are a 'small' walk away!</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• It is difficult to compare the impact on standards with a measurable improvement</li> <li>• Standards have improved over the last three years but it would be difficult to make a direct link to Mountain Schools</li> <li>• However, we believe the improvement on provision for supporting a 'growth mindset' has improved grit and resilience in our pupils</li> <li>• We are currently reviewing attitudes to learning but the project has only just had a baseline</li> </ul>
<b>Target audience</b>	Primary school teachers who are leading outdoor provision
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>B6</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Betws Primary School
<b>Presenter</b>	Cheryl Tame, Rhianydd Morgan, Jo Delve and Maxine Boobyer
<b>Title of workshop</b>	Developing Playground Leaders/Girls' Network
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school has a very strong wellbeing ethos through a range of strategies and interventions including ELSA support, Girl's Network, Playground Champions with significant links to the Rights Respect of Schools.</li> <li>• The workshop will be an opportunity for schools to visit and observe the Playground Leaders and Girl's Network in action as well as meeting with the Wellbeing Officer and supporting staff, view evidence of good practice and the positive impact this has had on our school.</li> </ul> <p>Part of the workshop will be outside where pupils can be observed – please wear suitable clothing.</p>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• All pupils enjoy coming to school and are confident within the school environment. The warmth and strength of the working relationships between pupils and staff mean that pupils feel safe in school and know what to do if they are worried or anxious.</li> <li>• It is anticipated that this workshop will help improve pupils' levels of respect shown to adults and to their peers and develop a positive attitude to learning and to school. It will help them to persevere for extended periods of time and consider different ways of working and demonstrate resilience when faced with a problem.</li> <li>• As well as the positive impact of the playground champions on pupils' behaviour, the Girls' Network has empowered many girls to resolve and improve any issues between friendships groups. Many of the older girls show empathy towards each other and listen to other pupils' views successfully.</li> <li>• This work has had a positive impact on raising pupils' self-esteem and levels of confidence and engagement in school life. The involvement in a Young People's Project (AYPD) has been successful in developing girls' resilience strategies and increased their aspirations.</li> </ul>
<b>Target audience</b>	Key stage 2 teachers, additional learning needs coordinators and schools ELSAs
<b>Maximum number for workshop</b>	6
<b>Date/time</b>	Workshop <b>E4</b> : Friday 29 June 10:00-12:00

<b>School</b>	Brackla Primary School
<b>Presenter</b>	Shellie Pavitt Year 2 class teacher
<b>Title of workshop</b>	'My Time' in Year 2
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• '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.</li> <li>• 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</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Nearly all pupils agree and follow key routines of 'My Time' independently.</li> <li>• 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.</li> <li>• There has been a significant impact on pupils' personal and social development, particularly at outcome 6 (an increase of 34%).</li> <li>• 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.</li> </ul>
<b>Target audience</b>	Foundation phase teachers
<b>Maximum number for workshop</b>	5
<b>Date/time</b>	Workshop <b>A3</b> : Monday 25 June 13:00-15:00



<b>School</b>	Brackla Primary School
<b>Presenters</b>	Gethin Still and Tracey Hayter
<b>Title of workshop</b>	Outdoor learning at key stage 2
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Following an audit of outdoor learning in the 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</li> <li>• Muddy Monday, Tip Top Tuesday and Foraging Friday now take place and follow a structured format in the foundation phase</li> <li>• Following a Learning Squad action research project in spring term 2016, outdoor learning is now being implemented throughout key stage 2 (eg Woody Wednesday and Thinking Thursday)</li> <li>• The workshop will involve observing outdoor learning in practice in Year 5 and Year 6</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Opportunities for independent learning are creative and challenging and as a result nearly all pupils make good progress</li> <li>• Most pupils have developed a greater resilience towards more challenging activities and learning opportunities</li> <li>• There has been an increase in pupil engagement during outdoor learning activities, with nearly all pupils remaining on task for extended periods of time</li> <li>• Improved problem-solving skills with most pupils applying them confidently in a range of contexts outdoors</li> <li>• Best practice shared with colleagues from other authorities through visits to school and during training sessions</li> </ul>
<b>Target audience</b>	Key stage 2 teachers
<b>Maximum number for workshop</b>	5
<b>Date/time of workshop</b>	Workshop <b>C7</b> : Tuesday 26 June, 13:00-15:00

<b>School</b>	Bryncethin Primary School
<b>Presenters</b>	Elita Squires, Anna Sheppard and Janet Penny
<b>Title of workshop</b>	Pedagogical principles action research project
<b>Overview of workshop</b>	<p>Teachers from Bryncethin Primary School have been working with teachers from schools across the Central South Consortium region to develop:</p> <ul style="list-style-type: none"> <li>• Pedagogical Principle 4 Problem solving - creative and critical thinking</li> <li>• Pedagogical Principle 12 Collaboration and co-operation</li> </ul> <p>The presenters will share their journey starting with reading research materials, implementing pedagogical strategies, recording lessons and then sharing clips and evaluating pupils' learning with other teachers</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<p>The project is having an impact on:</p> <ul style="list-style-type: none"> <li>• teachers accessing educational research materials</li> <li>• developing pedagogy</li> <li>• sharing good practice</li> <li>• development of professional dialogue focussed on pedagogy</li> <li>• watching other teachers teach</li> <li>• use of video to recording learning experiences</li> <li>• use of 'proxy indicators' to generate focussed discussion on the effectiveness of learning experiences</li> <li>• baseline learning experiences were recorded at the start of the project and progress is being measured when sharing video observations with other teachers</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>D4</b> : Wednesday 27 June, 10:00-12:00

<b>School</b>	Brynmenyn Primary School
<b>Presenter</b>	Ania Wilcox
<b>Title of workshop</b>	Lead creative school transition project
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Developing literacy skills through creative teaching approaches using film, drama and creative arts</li> <li>• Used as a transition link between Years 6 and 7 with staff working closely together</li> <li>• Overview of the process and sharing of pupil work to date.</li> <li>• Workshop will take place in the classroom</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	This is in the initial stages of a two-year project but early indications suggest that the pupils are already developing creative thinking approaches
<b>Target audience</b>	Key stage 2 teachers
<b>Maximum number for workshop</b>	5
<b>Date/time of workshop</b>	Workshop <b>A4</b> : Monday 25 June 13:00-15:00

<b>School</b>	Bryntirion Infant School
<b>Presenter</b>	Kathryn Foster
<b>Title of workshop</b>	Family Engagement
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Family engagement activities take place every day of the week. The activities are well embedded within the school routines and are planned for throughout the year</li> <li>• Support staff have taken on various roles and these are matched to their areas of interest and their strengths</li> <li>• Support staff are given ownership of the initiatives and time out of the classroom to prepare</li> <li>• The school will show how it involves parents and their children by holding a variety of workshops around the school</li> <li>• The school hall will display evidence from each initiative and the staff will be available after visiting each workshop to discuss these and to show examples of work</li> <li>• Some of the workshops will involve being out of doors, in our forest school and garden areas</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• It is difficult to put a measure on Family Engagement, but eFSM and EAL factors are taken into account when looking at attendance and encouraging participation</li> <li>• It is promoting the importance of how school and home work together</li> <li>• Parents engaged in school life are more confident to work with teachers and staff and willing to participate in whole-school activities</li> <li>• Families who engage at the earliest stage continue to participate the whole time their child/children are in the school</li> <li>• Impact - evidence shows that parents who are engaged in school life pass this positivity on to the children who are also more engaged, which then leads to improved attitudes to learning and attendance at school</li> <li>• The early interventions like Lap/Nap has impacted on children's basic skills which have been shown to have improved when they come to school</li> <li>• The pack that is taken to the home with cutlery and scissors makes parents aware of how children are taught and what is expected of them when they come to school</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E5</b> : Friday 29 June 10:00-12:00

<b>School</b>	Caerau Primary School
<b>Presenters</b>	John Bibby and Julia Roche
<b>Title of workshop</b>	An 'emotionally literate' approach to behaviour, motivation and learner engagement
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• What are adverse childhood experiences (ACEs)?</li> <li>• What are their impact upon personal/social/emotional and academic engagement?</li> <li>• Why are these barriers to learning?</li> <li>• What can we do, as adults, to try and 'break down' these barriers for learners?</li> <li>• How do we engage with parents whose children have experienced ACEs?</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Changing the 'practitioner culture' in dealing with poor learner participation</li> <li>• Creating the philosophy 'when adults change, everything changes' as a means of developing pedagogy in staff and metacognition in pupils</li> <li>• Creating a positive environment for learning</li> <li>• Attempting to engage with the 'disengaged' members of the school community</li> <li>• Raising levels and standards of achievement in vulnerable learners (eFSM boys)</li> </ul>
<b>Target audience</b>	Teachers/learning support workers/senior leaders
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B7</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Cefn Cribwr Primary School
<b>Presenters</b>	Donna Bowditch and Wendy Jones
<b>Title of workshop</b>	Data tracking and the one-page pupil profile
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• To demonstrate a robust data tracking system and pupil profiles</li> <li>• The data tracking system was acknowledged by the Peer Enquiry as an area of strength</li> <li>• The school can demonstrate how it tracks pupil progress and links it to interventions and individual pupil progress</li> <li>• At the core of the 'one-page pupil profile' is the wellbeing of pupils and how best they learn</li> <li>• The two marry together in order to benefit the pupil</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Data tracking system allows the identification of groups of specific learners and ensures that they make progress</li> <li>• Targets intervention strategies across the ability range and regular updating and monitoring of progress</li> <li>• Ensures all staff are involved in identification of pupils</li> <li>• Pupil impact is achieved through regular review and robust targeting setting, including challenge</li> </ul>
<b>Target audience</b>	Senior leaders/ assessment coordinators and additional learning needs coordinators
<b>Maximum number for workshop</b>	4
<b>Date/time of workshop</b>	Workshop <b>C8</b> : Tuesday 26 June, 13:00-15:00

<b>School</b>	Cefn Glas Infant School
<b>Presenters</b>	Ceri Carr and Rhian Burford
<b>Title of workshop</b>	How high-quality continuous provision impacts positively on standards
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Since our last Estyn inspection we have been developing continuous provision throughout the school</li> <li>• To support class teams we have allocated a member of staff with specific responsibilities for this role</li> <li>• 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</li> <li>• This role also enables us to support others through our Foundation Phase Alliance responsibilities</li> <li>• 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</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Involving pupils in the developing and setting up of continuous provision ensures that pupil wellbeing is at the heart of learning</li> <li>• As a result pupils enjoy learning, are fully engaged, collaborative learning is strong and during independent activities pupils stay focused and on task</li> <li>• The classroom dynamic is busy and purposeful, where teaching and learning share an equal importance</li> <li>• Pupils are happy to try new skills and show resilience based on a nurturing, supportive classroom environment</li> <li>• Our provision addresses the “developing strand” in the Pedagogy section of the Readiness Audit for the new curriculum</li> </ul>
<b>Target audience</b>	Foundation phase teachers and senior staff wanting to further develop knowledge of the foundation phase
<b>Maximum number for workshop</b>	7
<b>Date/time of workshop</b>	Workshop <b>D5</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Coety Primary School
<b>Presenters</b>	Amy Morris, Hannah Turton and Heather Morgan
<b>Title of workshop</b>	Growth mindset for pupil wellbeing
<b>Overview of workshop</b>	<p>This workshop will be one of four brought together as a carousel at Pencoed Comprehensive School on a wellbeing theme. This workshop will enable participants to:</p> <ul style="list-style-type: none"> <li>• have a brief overview of relevant research</li> <li>• identify ways to measure increased wellbeing including the PASS survey</li> <li>• use the EWC Professional Learning Passport to record evidence of action research</li> <li>• see how the SIG 30 project has developed and what has been learned by participating schools</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• The project is currently in process but measurements of wellbeing using the PASS survey have been used across SIG 30</li> <li>• Measures of potential increased wellbeing and other findings will be available from all SIG 30 schools who have participated in this action research project</li> <li>• Schools involved have a diverse range of contexts</li> </ul>
<b>Target audience</b>	Practitioners with an interest in pupil wellbeing and attitudes to learning
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C5</b> : Tuesday 26 June 13:00-15:00



<b>School</b>	Croesty Primary School
<b>Presenter</b>	Mrs Marilyn Cullinan and Mrs Adele Edwards
<b>Title of workshop</b>	Meaningful Work Programme
<b>Overview of workshop</b>	The workshop will include a display with opportunities to speak with the children involved. A member of staff will also be present to give a background to the project.
<b>Impact on provision, teaching and learning and / or leadership</b>	<p>The Programme develops and maintains some significant real-life opportunities for children. There is a real emphasis on communication and literacy skills. There is also great scope for management and citizenship. The work roles give children real life practical tasks and responsibilities. All the roles can be accessed by children of all abilities.</p> <p>The programme has a positive impact on pupil wellbeing. The children gain confidence and recognition in the roles they complete.</p>
<b>Target audience</b>	Anyone interested in a school based, child centred programme to support children with an understanding of citizenship and the world of work.
<b>Maximum number for workshop</b>	5
<b>Date/time of workshop</b>	Workshop <b>C3</b> Tuesday 26 June 13:00-15:00

<b>School</b>	Corneli Primary School
<b>Presenter</b>	Adrian Mills
<b>Title of workshop</b>	Comparing school-published CSC eFSM performance with 'ever' FSM performance
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• How to access ever FSM pupil data on SIMS</li> <li>• How to simply export it to MS Excel and manipulate it so that it can identify the pupils who have accessed FSM during their time at school</li> <li>• This data can then be compared to nFSM pupils</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• School self-evaluation can be enhanced when considering 'groups of learners'</li> <li>• Ever FSM pupils may perform in different ways when compared to the 'snapshot' eFSM pupils whose data is included in data packs</li> </ul>
<b>Target audience</b>	Headteachers, deputy headteachers and senior leaders
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>B8</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Coychurch Primary School
<b>Presenters</b>	Tracey John, Sue Hurry, Delyth Davies and Michelle Crocker
<b>Title of workshop</b>	Emotional wellbeing at key stage 2
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school decided to introduce a number of wellbeing programmes to complement the ELSA work being undertaken at key stage 2</li> <li>• We identified small groups of key stage 2 pupils who were at risk of not achieving expected levels because of emotional/anger management issues relating to low self-esteem</li> <li>• The first programme introduced was the ‘Talkabout Self Esteem’ programme – this was delivered by an LSO/ELSA to a group of six Year 5 and 6 pupils</li> <li>• Talkabout was first developed in the 1990s and it is programme to help you assess, teach and measure pupils’ social/self-esteem and relationships skills</li> <li>• Following the programme, we identified two pupils who required further intervention and a follow up programme using the Lego Therapy approach has been introduced</li> <li>• The workshop will outline to the audience how the school successfully implemented the programme in Year 5 and 6</li> <li>• An overview of activities from both programmes will be shared during the workshop and examples of resources will be made available</li> <li>• Case studies of pupil successes will be shared and video footage of sessions being delivered shown to attendees</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• All pupils who participated in the “Talkabout Programme” develop self-confidence and levels of self-esteem were raised across the group</li> <li>• There was also a noticeable improvement in communication skills</li> <li>• All pupils enjoyed participating in the programme and felt that they had grown in confidence</li> <li>• Lower number of poor behaviour incidents being recorded</li> <li>• All pupils who participated are more focused in class and are on target to achieve the expected end of key stage 2 levels across all areas</li> <li>• The school is now looking to introduce the programme as part of its PSE curriculum as the resources and activities can be delivered to whole classes</li> </ul>
<b>Target audience</b>	Key stage 2 teachers
<b>Maximum number for workshop</b>	8
<b>Date/time of workshop</b>	Workshop <b>C2</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Cwmfelin Primary School
<b>Presenters</b>	Kelly Kehoe and Joanne Edwards
<b>Title of workshop</b>	'From How to Wow!' - writing in the foundation phase
<b>Overview of workshop</b>	<p>This workshop will focus 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"> <li>• continuous and enhanced provision</li> <li>• outdoor learning</li> <li>• use of information technology</li> <li>• role play</li> <li>• real life contexts</li> <li>• opportunities for 'free' writing</li> <li>• phonics, word level and sentence level work</li> <li>• 'Wow!' writing</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Cwmfelin Primary School was inspected in January 2016 and there were two recommendations linked to writing development</li> <li>• These were to increase pupils' ability to write independently and creatively, and to provide more real-life opportunities for pupils to apply their skills</li> <li>• Our challenge was to maintain high standards in writing while also making progress with the recommendations</li> <li>• 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</li> </ul>
<b>Target audience</b>	Foundation phase teachers and learning support workers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E6</b> : Friday 29 June 10:00-12:00

<b>School</b>	Garth Primary School
<b>Presenter</b>	Majella O'Mahony
<b>Title of workshop</b>	Make your school a 'rights respecting' one!
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Presentation and discussion: Our 'Rights Respecting School' Journey</li> <li>• Tour of the school: Rights in Practise</li> <li>• Workshop activity: Where next?</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Developing a 'rights respecting' ethos that fosters social inclusion across the school</li> <li>• 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</li> <li>• Greater awareness of UNICEF 'Rights of a Child' amongst the whole school community</li> <li>• 'Rights of the Child' embedded in practise and provision throughout the school</li> <li>• Children who are knowledgeable about their rights and are empowered to challenge the status quo (particularly beneficial for pupils experiencing poverty/deprivation or disengagement)</li> <li>• 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</li> </ul>
<b>Target audience</b>	Teachers interested in developing knowledge of children's rights and the 'Rights Respecting Schools' scheme
<b>Maximum number for workshop</b>	10
<b>Date/time for workshop</b>	Workshop <b>C9</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Ffaldau Primary School
<b>Presenter</b>	Louise Taylor
<b>Title of workshop</b>	Increasing pupil engagement/learning autonomy at key stage 2 through the use of the outdoors
<b>Overview of workshop</b>	<p>This workshop will feature a carousel of activities including:</p> <ul style="list-style-type: none"> <li>• a presentation and discussion around strategies and activities used to improve pupil engagement, learning behaviours and encouraging a 'growth mindset'</li> <li>• discussion around how we have overcome the issue of having limited outdoor space within the school grounds</li> <li>• opportunity to see outdoor learning sessions in action</li> <li>• meet pupils who will discuss their experiences in the locality and how they are involved in planning and evaluation of sessions and showcase their digital portfolio</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• A notable increase in pupil engagement since the first outdoor session has been seen with nearly all pupils independently participating in tasks</li> <li>• All pupils who would normally find it more difficult to engage in learning activities were active participants with around half taking on leadership roles within their groups</li> <li>• Teachers reported increased confidence levels with these pupils</li> <li>• Increased levels of independence, problem solving skills, collaboration, perseverance and resilience during sessions across key stage 2</li> <li>• Development of assessment for learners and feedback strategies have allowed pupils to critically self-assess their skills</li> <li>• As a result of this, most pupils are able to make honest evaluations of their performance in tasks and set personal targets for future learning</li> <li>• Raising the profile of pupil voice has allowed pupils, especially at upper key stage 2, to contribute to the planning of sessions</li> </ul>
<b>Target audience</b>	Key stage 2 teachers
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>A5</b> : Monday 25 June 13:00-15:00

<b>School</b>	Litchard Primary School
<b>Presenters</b>	Dale Richards and Kim Trahar
<b>Title of workshop</b>	LAFF Club (Learning Activity and Family Fun) Family Engagement
<b>Overview of workshop</b>	<p>Interested parties are welcomed to come and see how the 'club' runs in a natural environment. This will include:</p> <ul style="list-style-type: none"> <li>• foundation phase swimming</li> <li>• foundation phase healthy eating and cooking</li> <li>• FAZ (Family Active Zone)</li> <li>• key stage 2 swimming</li> <li>• key stage 2 healthy eating and cooking</li> <li>• key stage 2 reading café and ICT Session</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Pupils taking part in the LAFF club have shown progress in either language, mathematics or both areas since its inception in February 2017</li> <li>• Parents initially involved in the club have also progressed onto more direct learning environments as a result of the engagement provided</li> <li>• Attendance of the pupils is also positively affected by the club</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers and senior leaders
<b>Maximum number for workshop</b>	20
<b>Date/time of workshop</b>	Workshop <b>D6</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Llangewydd Junior School
<b>Presenter</b>	Neil Clode
<b>Title of workshop</b>	Guidance on School Remodelling
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• In September 2013, Bryntirion Junior School closed with on 30 pupils on roll</li> <li>• From that date, the pupils and buildings came under the umbrella of Llangewydd Junior School</li> <li>• The buildings were immediately condemned and closed for a year</li> <li>• 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</li> <li>• 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</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• We would like to think that the improved conditions within which we all work and learn has had a positive impact upon pupil outcomes</li> </ul>
<b>Target audience</b>	Headteachers and senior leaders
<b>Maximum number for workshop</b>	5
<b>Date/time of workshop</b>	Workshop <b>E7</b> : Friday 29 June, 10:00-12:00



<b>School</b>	Llangynwyd Primary School
<b>Presenters</b>	Liz Lewis, Fiona Greenow and Rebecca Jones
<b>Title of workshop</b>	Inclusivity and autism spectrum disorder (ASD)
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Llangynwyd Primary School 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</li> <li>• 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</li> <li>• We will also show some of the resources we use and provide guidance on how to ensure your classroom is ASD friendly</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• We all have many pupils in our classrooms with a variety of needs including ASD</li> <li>• 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 additional learning needs</li> <li>• 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</li> </ul>
<b>Target audience</b>	Headteachers, deputy headteachers, senior leaders, additional learning needs coordinators
<b>Maximum number for workshop</b>	6
<b>Date/time for workshop</b>	Workshop <b>B9</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Maes yr Haul Primary School
<b>Presenter(s)</b>	Kevin Stroud
<b>Title of workshop</b>	Developing enterprise at key stage 2
<b>Overview of workshop</b>	Teachers/pupils will show and talk about activities we have trialled over the last year to develop enterprise activities with key stage 2 pupils
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Projects have supported more integrated learning models across key stage 2, further enhancing a range of skills within meaningful and relevant contexts – particularly literacy, numeracy, ICT, problem-solving, financial literacy and collaborative work</li> <li>• Events have been extremely well attended by parents, thereby greatly enhancing parental engagement and their understanding of new curriculum aims and methods</li> </ul>
<b>Target audience</b>	Senior leaders and key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time for workshop</b>	Workshop <b>C10</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Mynydd Cynffig Primary School
<b>Presenters</b>	Emma Charles and Nicola Jones
<b>Title of workshop</b>	Incorporating the 12 pedagogical principles into the new curriculum
<b>Overview of workshop</b>	<p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Experiential opportunities within our local community (eg 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</li> </ul> <p><b>Expressive arts</b></p> <ul style="list-style-type: none"> <li>Expressive arts has been at the heart of our curriculum</li> <li>Themes are chosen specifically to allow opportunities of developing skills in music, media, art, dance and drama</li> <li>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</li> <li>This purposeful multidisciplinary approach has proven to be stimulating and exciting for pupils and teachers alike</li> </ul> <p><b>Visual literacy/thinking skills</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>The innovative curriculum's impact on pupils' enjoyment of learning has been evident and resulted in very good progress being made in their speaking, listening and writing skills</li> <li>The increase in confidence, the willingness to participate and 'have-a-go'</li> <li>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</li> </ul>

	<ul style="list-style-type: none"> <li>• Independent learning and metacognitive skills are developing well as a consequence</li> <li>• 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</li> <li>• This, in turn, has led to improved outcomes in writing, especially with boys</li> <li>• 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</li> <li>• 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</li> </ul>
<b>Target audience</b>	Headteachers, deputy headteachers, senior leaders and teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E8</b> : Friday 29 June 10:00-12:00

<b>School</b>	Nantyffyllon Primary School
<b>Presenters</b>	Gareth Thomas, Helen Carr and Lois Rees
<b>Title of workshop</b>	Using Google for education
<b>Overview of workshop</b>	Using Google for education throughout the school, with children and staff including: <ul style="list-style-type: none"> <li>• using cloud-based storage</li> <li>• Google Photos</li> <li>• Google Sites</li> <li>• Google slides</li> <li>• Google Docs</li> <li>• Google Classroom for collaborative learning</li> <li>• Cluster projects – Data and computational Thinking</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Monitor usage and storage</li> <li>• Improved collaboration amongst children and staff</li> <li>• Assessment for Learning tools</li> <li>• Increased standards in data handling and computational thinking</li> <li>• Linking ICT skills and DCF</li> <li>• Improving IT skills throughout the curriculum</li> <li>• School to School collaborative projects</li> </ul>
<b>Target audience</b>	Headteachers, deputy headteachers, senior leaders and teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A6</b> : Monday 25 June 13:00-15:00

<b>School</b>	Nantymoel Primary School
<b>Presenter</b>	Alison John
<b>Title of workshop</b>	Mental maths strategies into numerical reasoning
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• An overview of mental maths strategies used in school and how they have developed over time</li> <li>• Discussion around using the strategies to improve reasoning skills</li> <li>• Classroom visits to see reasoning lessons in action</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Pupils' number work, in particular their mental recall has improved</li> <li>• Application of number skills continues to be a focus area</li> <li>• Reasoning skills are developing and national test results show that the percentage of pupils scoring &gt;85SS in the procedural test is increasing incrementally across the age range</li> <li>• This suggests that the improvements are sustainable and will have greater impact the longer pupils are exposed to the approach</li> </ul>
<b>Target audience</b>	Teachers and learning support workers
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>B10</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Newton Primary School
<b>Presenter</b>	Kath Kenwood
<b>Title of workshop</b>	'Thinking about thinking' in Year 5 and 6
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• To be introduced to De Bono's 'Thinking Hats' that can be readily used for Nursery to Year 6 and beyond</li> <li>• To observe pupils using and applying thinking hats strategies in practice</li> <li>• To engage in professional dialogue following observations made on the learning walk</li> <li>• To reflect on own practice and consider how valuable De Bono's 'Thinking Hats' strategies can be easily adapted in their own classrooms/school</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Positive impact on learning</li> <li>• Engagement in lessons</li> <li>• Analytical thinking throughout the curriculum</li> <li>• Thinking hats contribute to effective problem solving and decision making in all aspects of life</li> <li>• Allows children to consider things from different perspectives</li> <li>• Develops independent and cooperative thinkers</li> <li>• Focused parallel thinking process</li> <li>• Reflect learning processes</li> <li>• Develops empathy</li> <li>• Think creatively</li> </ul>
<b>Target audience</b>	Key stage 2 teachers
<b>Maximum number for workshop</b>	4
<b>Date/time of workshop</b>	Workshop C11: Tuesday 26 June 13:00-15:00

<b>School</b>	Nottage Primary School
<b>Presenter</b>	Richard Owen
<b>Title of workshop</b>	Utilising concrete resources in mathematics for key stage 2 and beyond
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• A practical workshop for teachers and support staff to identify methods and strategies to deepen the mathematical understanding of our learners, utilising concrete resources</li> <li>• 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</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Reasoning is embedded throughout the philosophy encouraging resilience and problem solving</li> </ul>
<b>Target audience</b>	Key stage 2 teachers, mathematics leaders and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time for workshop</b>	Workshop <b>E9</b> : Friday 29 June 10:00-12:00



<b>School</b>	Nottage Primary School
<b>Presenters</b>	Helen King and Ceri Jennings
<b>Title of workshop</b>	Continuous and enhanced provision and independent learning
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Visitors will spend time with each attendee, looking at our new Donaldson-ready, long-term thematic planning (devised last year with Cath Delve)</li> <li>• We will then look at examples of short term planning with a particular focus on continuous and enhanced provision</li> <li>• Attendees 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</li> <li>• We will then move up to Year 2 and repeat the process</li> <li>• 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</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Consultant-led planning is aligned to new curriculum areas and adheres to four purposes</li> <li>• Areas of continuous and enhanced provision have been reviewed and improved by Cath Delve and more recently by Estyn</li> <li>• 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</li> <li>• All Nursery pupils access areas of provision independently, show high levels of engagement and the majority are able to play collaboratively</li> <li>• All Nursery pupils express their needs verbally and most are able to use new vocabulary in their play</li> <li>• All Year 2 pupils are able to work collaboratively to develop literacy, numeracy, Welsh and ICT skills through independent, pupil-led challenges</li> <li>• All Year 2 pupils use a Challenge Book to keep a record of independent work accessed in the areas of continuous and enhanced provision</li> <li>• In both year groups, quality facilitates a busy, workmanlike ethos where all pupils are engaged, play is productive and behaviour is self-regulated</li> </ul>
<b>Target audience</b>	Foundation phase teachers and support staff
<b>Maximum number for workshop</b>	8
<b>Date/time for workshop</b>	Workshop <b>D7</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Ogmore Vale Primary School
<b>Presenters</b>	Jeremy Phillips and Barbara Murphy
<b>Title of workshop</b>	Effective post-inspection action plan(PIAP)
<b>Overview of workshop</b>	Interested parties are welcome to visit the school to: <ul style="list-style-type: none"> <li>• share experiences and explain processes under the new inspection framework when a “follow-up” visit by Estyn is required</li> <li>• discuss the school’s PIAP including its format and contents</li> <li>• share processes and procedures that have been implemented to monitor progress.</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	The school has successfully demonstrated progress against the PIAP in a short a timescale against the following recommendations: <ul style="list-style-type: none"> <li>• Improve strategic planning systems and communication to involve all staff and enable the school to make and sustain improvements</li> <li>• Monitor the school’s work rigorously so that leaders can evaluate strengths and weaknesses accurately, identify priorities precisely and challenge underperformance</li> <li>• Improve the quality of teaching and assessment across the school</li> <li>• Raise standards of reading and spelling</li> <li>• Analyse the progress of specific groups of pupils to target and evaluate the effectiveness of interventions</li> <li>• Increase opportunities for pupils to contribute purposefully to the life and work of the school</li> </ul>
<b>Target audience</b>	Headteachers, deputy headteachers and senior leaders
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D8</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Oldcastle Primary School
<b>Presenter</b>	Jeremy Thompson
<b>Title of workshop</b>	Numbers count
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• A classroom-based session looking at the numbers count principles but more broadly the use of concrete mathematical resources to support learning in mathematics</li> <li>• Session will also include information on progression in mathematics and the use of 'Star Maths' as an adaptive test for supporting assessment</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Numbers Count is a developed mathematical intervention</li> <li>• Having started as a PDG funded activity in Oldcastle Primary School in 2013, it grew in to a successful Community First Project receiving praise from both Estyn and broader educational audiences in Wales</li> <li>• Progress rates over three months of activity were between 9 – 24 months and retention rates were maintained for the majority of learners 6 months after exit from the intervention</li> <li>• Further to this, the professional learning and use of mathematical resources such as Numicon supports in class learning of all pupils</li> <li>• We have introduced 'Star Maths' to complement 'Star Reader' as an alternative testing tool to test, measure and sign post learning both within mathematical intervention but also across Year 2 to Year 6</li> </ul>
<b>Target audience</b>	Senior leaders, teachers and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A7</b> : Monday 25 June 13:00-15:00

<b>School</b>	Oldcastle Primary School
<b>Presenter</b>	Staff at Oldcastle Primary School
<b>Title of workshop</b>	Mabel speech and language therapy
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Observe a one-to-one, video-linked speech and language therapy session</li> <li>• Online interactive approach</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Having collected a number of children who do not meet the provision requirements for NHS speech therapy or those with more complex learning needs, Mabel has proved a game changer in developing complex speech and language skills</li> <li>• The reporting and the diagnostic tools support each child with a bespoke pathway allowing children to make rapid progress</li> <li>• For pupils at key stage 2, progress has help pupils transition more effectively but also helped them attain at the required level</li> <li>• Parents have commented that this has, 'changed their child's life for the better'</li> </ul>
<b>Target audience</b>	Additional learning needs coordinators
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C12</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Oldcastle Primary School
<b>Presenter</b>	Jeremy Thompson
<b>Title of workshop</b>	Learning without displays
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Using educational research to develop and deliver an effective learning environment (focussing on what a school could do to create marginal gains and promote inclusion)</li> <li>• Tour of the school including multiple classroom visits, sessions with virtual reality goggles and in the 4D sensory room</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<p>This workshop is designed to be a thought-provoking session to challenge and inform. Estyn reported positively about Oldcastle Primary School and its use of resources in our inspection in June 2017. The school has adopted a range of new approaches redefining what the learning space could look like:</p> <ul style="list-style-type: none"> <li>• improved lighting in many teaching classrooms has reduced headaches and after lunch pupil sickness while also improving staff wellbeing</li> <li>• the removal of displays and a focus on what the purpose and impact of those that remain has improved inclusion of pupils, reduced teacher workload and allowed discussion about 21st century schooling</li> <li>• sedentary lifestyles have been highlighted as the next potential 'smoking'</li> <li>• Introducing alternative learning spaces including beanbags and standing desk. (low cost potentially high-impact items)</li> </ul>
<b>Target audience</b>	Senior leaders and teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E10</b> : Friday 29 June 10:00-12:00

<b>School</b>	Pencoed Cluster Overview
<b>Presenters</b>	Pencoed Comprehensive School, Pencoed Primary School, Coychurch Primary School, Croesty Primary School and Coety Primary School
<b>Title of workshop</b>	Wellbeing in Pencoed Cluster
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Each school in the cluster will provide a workshop on an aspect of wellbeing</li> <li>• This has been a priority for the cluster this year and will provide a flavour of what is happening in our schools</li> <li>• We envisage the five workshops taking place in a hall or classroom at Pencoed Comprehensive School with delegates able to attend all five via “speed dating” carousel model</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• See individual sheets from schools for further details</li> </ul>
<b>Target audience</b>	Primary and secondary school staff with an interest in wellbeing
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop C2: Tuesday 26 June 13:00-15:00

<b>School</b>	Pencoed Primary School
<b>Presenters</b>	Suzanne Sarjeant and Julie Jenkins
<b>Title of workshop</b>	The role of the family engagement officer in promoting pupil wellbeing
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The role of the Family Engagement Officer in school</li> <li>• An overview of programmes which have promoted well-being through working with families (eg Forest Schools for Families, Sunshine Club and Generation Games)</li> <li>• Role of the Family Engagement Officer in promoting strategies for improving attendance</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Analysis of NBAR data shows that pupils wellbeing has improved as a result of attending family engagement programmes</li> <li>• Attendance has increased at the school over the past four years</li> <li>• Parental feedback gathered from questionnaires highlights that nearly all parents who attend a programme feel that it is beneficial to their relationship with the child and that their child has made progress in their personal and social development as a result</li> <li>• The wider relationship that the parents who attend programmes have with the school has improved</li> <li>• Nearly all parents who have attended one programme want to attend more</li> </ul>
<b>Target audience</b>	Headteachers, deputy headteachers, senior leaders, teachers and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time for workshop</b>	Workshop <b>C4</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Penybont Primary School
<b>Presenters</b>	Jemma Evans and Ben Blackall
<b>Title of workshop</b>	Virtual reality (VR) in the classroom
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• As a Lead School for Avantis, we have been supporting their development of their VR solution for the classroom</li> <li>• The solution is web-based enabling instant control of all devices by the teacher</li> <li>• 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</li> <li>• We will show how to use the huge bank of resources available and how to create your own content using a 360 degree camera</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• The use of VR has proved to be a fantastic tool for engaging pupils in a range of subject areas</li> <li>• It has been an excellent stimulus for creative writing – immersing the pupil in an incredible array of settings</li> <li>• The quality of the work produced reflects this</li> <li>• 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</li> <li>• The use of Co-Spaces, has enabled children to create their own 3D virtual world (think Minecraft) through coding</li> <li>• These can then be amended, shared and explored by the child and other pupils</li> </ul>
<b>Target audience</b>	Teachers and senior leaders from foundation phase, key stage 2 and key stage 3 settings
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B11</b> : Tuesday 26 June 10:00-12:00



<b>School</b>	Pen-y-Fai Church in Wales Primary School
<b>Presenter</b>	Mike Street
<b>Title of workshop</b>	Pupils' independence at key stage 2
<b>Overview of workshop</b>	<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 a number of opportunities to develop independent thinking. Each afternoon, pupils find themselves in one of three groups, each providing a different approach to learning:</p> <ul style="list-style-type: none"> <li>• Bubble Group – direct teaching with an adult (pupils in other groups should not burst the teacher's bubble!)</li> <li>• 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')</li> <li>• Mission Time – very popular with pupils as 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!</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Pupils are observed making more independent choices on a regular basis</li> <li>• Pupils are actively engaged in their learning and are demonstrating the ability to be creative whilst working to set criteria</li> <li>• 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</li> <li>• The standard of pupil's independent work in their TAG tasks has improved</li> </ul>
<b>Target audience</b>	Senior leaders and teachers from key stage 2 settings
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop C13: Tuesday 26 June 13:00-15:00

<b>School</b>	Pil Primary School
<b>Presenters</b>	Adelle Haines and Chloe Parr-Jones
<b>Title of workshop</b>	Developing a culture of praise for sustained effort
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school has worked within SIG 16 to focus on an area of the Donaldson Pedagogical Principles to develop with pupils</li> <li>• The school selected Pedagogical Principle 2, which focusses on sustained effort to meet achievable challenge</li> <li>• All staff received training in September 2017 on 'Developing Growth Mindset'</li> <li>• 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</li> <li>• Resources developed by staff to support learners will be shared in the workshop</li> <li>• 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</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Nearly all pupils use the language of positive thinking displayed in each classroom, developed by the staff and pupils</li> <li>• Nearly all pupils use in class 'STUCK' posters and 'persevering' mats to help them overcome and cope with challenge</li> <li>• Nearly all pupils use the motivational characters chosen by pupils to encourage them to sustain effort in their learning</li> <li>• Most pupils enjoy school and facing new challenges which is reflected in the schools improving attendance data</li> <li>• All staff actively encourage praise for effort and use barriers to learning as opportunities for teaching solutions</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time for workshop</b>	Workshop A8: Monday 25 June 13:00-15:00

<b>School</b>	Plasnewydd Primary School
<b>Presenter</b>	Michelle Young
<b>Title of workshop</b>	Make your school a 'rights respecting' one!
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Presentation and discussion: use of 'Reading Attack' and images to support development of reading resilience in children</li> <li>• 'Building Resilient Readers'</li> <li>• Tour of the school: reading activity in action (key stage 2)</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Developing a 'reading ethos' that fosters enthusiasm, engagement and resilience across the school</li> <li>• Supporting independence and removing barriers to reading unfamiliar text in formal 'test' situation</li> <li>• Encouraging use of reading a picture to develop higher-order reading skills at key stage 2</li> <li>• Build understanding and knowledge of students' individual strengths and challenges</li> <li>• Peer support for children to develop resilience in a way which is appropriate to needs</li> <li>• Children who are more resilient toward unfamiliar text</li> <li>• Develop strategies for reading on and avoid getting 'stuck'</li> <li>• Children developing an understanding that they can understand the 'flavour' of a text and grow in confidence when working in mixed ability pairs</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B12</b> : Tuesday 26 June, 10:00-12:00

<b>School</b>	Porthcawl Primary School
<b>Presenter</b>	Evan Richards
<b>Title of workshop</b>	Visual literacy - raising standards in boys' writing
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Porthcawl Primary School has adopted 'visual literacy' as an approach to teaching all English lessons across the school</li> <li>• 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</li> <li>• 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</li> <li>• As a school, we have also developed a clear structure that works towards producing a weekly piece of extended writing</li> <li>• This breaks down 'visual literacy' into a week of lessons and incorporates drama, grammar, group planning and an extended writing session</li> <li>• The workshop will show how we use a quality image to engage and motivate pupils</li> <li>• 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</li> <li>• We will also share books and images that have worked well and share examples of our pupils work</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Pupils are engaged and motivated across the school and enjoy extended writing</li> <li>• Both the quantity and quality of writing has improved as a result</li> <li>• There has been an increase in boys' attainment at level 5 at the end of keys stage 2</li> <li>• 'Visual literacy' has led to more confident teachers who enjoy teaching English</li> <li>• There is a clear structure to lessons but freedom to teach exciting and engaging lessons</li> <li>• This has led to improved provision and standards</li> <li>• Being a Literacy Hub school has led to increased capacity as staff have led programmes and worked with schools offering amber support</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D9</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	St Mary's and St Patrick's Catholic Primary School
<b>Presenter</b>	Nicola Kelly-Fisher
<b>Title of workshop</b>	Raising Standards in STEM through Independent learning
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school has adopted a creative thread through which STEM subjects are delivered</li> <li>• Pupils are encouraged to use taught skills through applying them to learning experiences</li> <li>• Pupils are encouraged to plan and research areas while developing creative, ambitious lifelong learning</li> <li>• Areas for independent learning are part of the key stage 2 environment and used by pupils for focussed tasks and independent research</li> <li>• These areas are also shared between classes</li> <li>• Skills taught through Creative Schools are shared with all staff and pupils benefit from expertise of Creative Practitioners through INSET</li> <li>• The workshop will take place within a classroom and part outdoors, pupils will help to plan and deliver training</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Review of the science curriculum took place and the four pillars of Successful Futures were reflected on and incorporated into the Science and Technology AoLE</li> <li>• The school hosts a Mad Science Club run by Mad Science South Wales and Bristol</li> <li>• This has reignited a spark of excitement in pupils and staff</li> <li>• 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</li> <li>• More recently we have formed links with Swansea University Techno Camps and Theatr Na Nog</li> <li>• The school also has Techno Ambassadors from Cardiff University coming in to support pupils' digital skills</li> </ul>
<b>Target audience</b>	Key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop E11: Friday 29 June, 10:00-12:00

<b>School</b>	St Mary's Catholic Primary School
<b>Presenters</b>	All staff
<b>Title of workshop</b>	Using the outdoor environment for effective learning
<b>Overview of workshop</b>	<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"> <li>• studying the bees in our school apiary</li> <li>• planting and other activities to improve the school environment</li> <li>• learning activities using our 'mud kitchen'</li> <li>• mini-beast hunt</li> <li>• using a quiet area for reflection/meditation</li> <li>• art using the natural environment as a stimulus</li> <li>• drama and games activities</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<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"> <li>• preparing children to be ambitious, capable learners by questioning and enjoying solving problems</li> <li>• 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</li> <li>• preparing children to be ethical, informed citizens who show their commitment to the sustainability of the planet</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B13</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	St. Robert's Catholic Primary School
<b>Presenters</b>	Claire Jones and Sarah Taylor
<b>Title of workshop</b>	P4C (Philosophy for Children) across the curriculum
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• To see P4C in in action - classroom based practice</li> <li>• Opportunity to visit the school and to observe a P4C session in a foundation phase and key stage 2 setting</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Lesson observations of P4C session show nearly pupils are engaged in sessions and demonstrate the 4Cs of thinking (ie caring, collaborative, creative and critical) as appropriate to their ability</li> <li>• This includes asking 'big question' agreeing and disagreeing with others, giving examples and counter examples and drawing distinctions</li> <li>• The impact of P4C is difficult to measure against quantitative targets due to the holistic nature of the approach</li> <li>• However evidence from our 2015-2016 performance data shows that since P4C become more prominent within the school and staff fully trained (November 2012), standards in the school, in literacy in particular has improved both at foundation phase and at key stage 2</li> </ul>
<b>Target audience</b>	Teachers, senior leaders, Literacy/English Subject Leaders
<b>Maximum number for workshop</b>	3 per foundation phase observation and 3 per key stage 2 observation
<b>Date/time of workshop</b>	Workshop <b>A9</b> : Monday 25 June 13:00-15:00

<b>School</b>	Tondu Primary School
<b>Presenters</b>	All staff
<b>Title of workshop:</b>	Promoting collaboration and independence
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school is examining the impact of lesson study, through collaboration of staff across phases. Tondu Primary School has already completed some lesson study and wishes to develop pupil independence in learning experiences</li> <li>• With a new Curriculum For Wales, the lesson study approach provides opportunities for the development of pedagogy</li> <li>• Staff will also share evaluative experiences of the 'Wow Week'</li> <li>• 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</li> <li>• This workshop will be held indoors</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• There is an increase in cross-phase collaboration between staff and pupils</li> <li>• This led to a deeper understanding of whole school approaches and outcomes</li> <li>• Increased opportunities for reflection alongside pupils and use of evaluative language</li> <li>• Increased range of stakeholders became involved in self-evaluation and use of technologies (eg IRIS was used to evaluate learning)</li> <li>• More meaningful to connect and apply knowledge and skills</li> <li>• Deeper understanding and confidence in developing and designing learning opportunities in line with the new curriculum</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E12</b> : Friday 29 June 10:00-12:00



<b>School</b>	Trelales Primary School
<b>Presenter</b>	Iona Gregory
<b>Title of workshop</b>	'Talk for Writing'
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The session will showcase the different strategies used including whole class story-telling, story mapping/boarding and changing the story to plan for a new version</li> <li>• The session will take approximately one hour</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• We have adopted Pie Corbett's 'Talk for Writing' strategies as a school, after we placed extended writing as an area for development in our SIP</li> <li>• Impact has been very positive on both teaching and learning, and this was apparent very quickly</li> <li>• Teachers feel more secure in teaching 'story-writing' skills</li> <li>• Children's story writing and extended writing ability has improved</li> <li>• Our pupils in Foundation phase are demonstrating greater proficiency in their oracy skills and their story-telling skills</li> <li>• Children have a wider 'story' vocabulary, generally and are more capable of sequencing events in logical and progressive order</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	5
<b>Date/time of workshop</b>	Workshop <b>D10</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Tynyrhoel Primary School
<b>Presenter</b>	Alison Street
<b>Title of workshop</b>	Anti-bullying and peer-mediation workshop
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Pupils and LSO to talk about their work with the anti-bullying task group and how they devised their own anti-bullying leaflet</li> <li>• They will also demonstrate how they run peer mediation and discuss the impact their work has had on pupil wellbeing</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• Since being involved in the anti-bullying network, pupils and parents have a better understanding of the term 'bullying'.</li> <li>•</li> <li>• The school council consulted all pupils and wrote their own anti-bullying policy which is available to all pupils and their parents.</li> <li>• As a result of this work and peer mediation, there have been fewer bullying reports and pupils feel that issues are dealt with quickly which means that they do not escalate.</li> <li>• Nearly all pupils say they feel safe in school and know who to talk to if they feel unhappy or worried.</li> </ul>
<b>Target audience</b>	Teachers, LSOs, pupils
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A10</b> : Monday 25 June 13:00-15:00

<b>School</b>	Tremains Primary School
<b>Presenter</b>	Jo Emery
<b>Title of workshop</b>	Lexia – literacy intervention
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Lexia supports pupils with gaps in their reading skills</li> <li>• It supports a personalised approach to learning that gives pupils control over their learning and the pace of their learning</li> <li>• It can be accessed at home and builds on prior learning in a sequential manner, while reducing dependence on members of staff</li> <li>• It takes place in small groups situations away from the classroom</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Most pupils make better than expected progress in reading</li> <li>• Pupil confidence in reading improves</li> <li>• Pupils’ engagement is good</li> </ul>
<b>Target audience</b>	Literacy leaders, additional learning needs coordinators, staff delivering interventions
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>C14</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	West Park Primary School
<b>Presenter</b>	Richard Tunnadine
<b>Title of workshop</b>	Teaching understanding in mathematics – concrete, pictorial and abstract
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• MER in 2014 showed that there was inconsistency in the way mathematics was being taught in various classes (ie some teachers were following the Abacus Scheme, some were not)</li> <li>• Some teachers from the school attended some taster sessions for Singapore Maths run by 'Maths No problem'</li> <li>• In addition, staff spent time researching and trialling the ideas from the Australian First steps in mathematics books, which had a similar approach to Singapore Maths</li> <li>• As a result, the school reviewed and changed its approach to Maths and the Abacus Scheme is no longer used</li> <li>• All concepts across the school are introduced in a concrete way using practical resources and a real life context</li> <li>• Pupils are encourage to think through the concepts, mistakes and misunderstandings are discussed until the pupils have a concrete understanding, they are encouraged to record ideas pictorially in their own way, they are moved to more abstract maths when they have a good understanding of the concepts</li> <li>• The whole approach is based around thinking and solving problems</li> <li>• The workshop would outline the approach to teaching mathematics from foundation Phase to key stage 2, provide examples of lessons as well as an opportunity to look at pupils' books and group work files</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• MER shows greater consistency in the way mathematics is taught across the school</li> <li>• Listening to learners shows that pupils across the school enjoy maths, are more confident and they have a good understanding</li> <li>• By Year 5 and 6, on average 45% of pupils achieve above 115 in the National Procedural and Reasoning Test</li> <li>• For the past three years 64% of pupils have achieved Level 5 in maths (above our family of schools average and in quartile 1 of our FSM benchmark group)</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>B14</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	West Park Primary School
<b>Presenter</b>	Beth Barrett
<b>Title of workshop</b>	Using 'Reading Power' to teach reading comprehension at key stage 2
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• In 2012, the school analysed its reading data, based on GRT scores at the time</li> <li>• It was found that too many pupils across the school had a reading age below their chronological age</li> <li>• At a similar time, some staff from the school attended a conference in Cardiff organised by Welsh Government and taken by Adrienne Gear and she shared her 'Reading Power' approach to reading</li> <li>• This approach was based on research into what makes a good reader</li> <li>• It was found that the very best readers demonstrate a number of skills, for example, they make inferences as they read, they ask questions, and they make connections</li> <li>• The research found while the top 20% of children do this naturally, all other children need to be specifically taught these skills</li> <li>• The approach is based on Gardener's gradual release of responsibility, so the teacher models the skill using picture books, thinking out loud as they read and modelling to the pupils the thinking needed in order to fully understand what is being read</li> <li>• Pupils then specifically practice these skills using picture books, novels and extracts of text</li> <li>• Over time, the school has developed this reading power approach and incorporated the reading attack resources into reading power, as well as developing and promoting reading for enjoyment</li> <li>• MER shows that pupils understanding and enjoyment of what they read has improved</li> <li>• This approach fits very well with the 'visual literacy' approach to writing, which the school has also recently taken on</li> <li>• The workshop will outline the 'Reading Power' approach and how to specifically teach the reading skills of 'making connections, inference, questioning, visualising, zooming in and transforming'</li> <li>• The workshop will provide an outline of how our reading lessons are structured, followed by a model lesson demonstrating the approach, as well as an opportunity to look at pupil books and resources</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• MER shows that pupils' enjoyment of reading has improved as well as comprehension skills</li> <li>• The pupils across key stage 2 use a common language to discuss their understanding of what they read and apply this understanding to their writing when thinking about the writing audience</li> <li>• Pupils make good progress in their reading from Year 1 to Year 6 shown by fewer and fewer pupils having a reading age below their chronological age</li> <li>• By Year 6, nearly all pupils have a reading age above their</li> </ul>

	<p>chronological age, with 90% having a reading age one year or more above their chronological age</p> <ul style="list-style-type: none"> <li>• In 2017, 66% of pupils achieved level 5 for Reading. (Above the family of schools average and in quartile 1 of the FSM benchmark group)</li> <li>• The percentage of pupils achieving above 115 on the national tests is improving year on year</li> </ul>
<b>Target audience</b>	Key stage 2 teachers and support staff
<b>Maximum number for workshop</b>	8
<b>Date/time of workshop</b>	Workshop <b>C15</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	YGG Cwm Garw
<b>Presenters</b>	Kirsty Thomas, Kirsty Williams and Catrin Coulthard
<b>Title of workshop</b>	Developing pupil wellbeing through parental engagement
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The use of NBAR assessments as well as pupil voice questionnaires highlighted many pupils experiencing social/emotional difficulties or negative feelings around home/school work</li> <li>• The school restructured support staff to release one fulltime learning support officer to work with pupils and parents, incorporating Family Active Zone sessions and ELSA workshops</li> <li>• We have also tailored family workshops in numeracy and literacy as well as family learning events on subjects such as healthy eating</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Nearly all pupils have engaged in family learning activities which have led to a significant increase in pupil engagement.</li> <li>• Incidents of challenging behaviour have decreased in all classes.</li> <li>• 100% of parent feedback has been positive</li> <li>• There has been a significant impact on pupils' personal and social development, particularly at outcome 6</li> <li>• Parents are better able to support their children's learning at home and report feeling that the school values their input and contributions</li> </ul>
<b>Target audience</b>	Foundation phase and key stage 2 teachers and wellbeing coordinators
<b>Maximum number for workshop</b>	3
<b>Date/time for workshop</b>	Workshop <b>A11</b> : Monday 25 June 13:00-15:00

<b>School</b>	Ysgol Gymraeg Bro Ogwr
<b>Presenter</b>	Emrys Roberts
<b>Title of workshop</b>	Sumdog
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Workshop to view online programme/app Sumdog with pupils from Year 2 to Year 6</li> <li>• The workshop will be held in the school hall with pupils on tablets/laptops showing and explaining how Sumdog operates to develop their mathematical skills.</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Fun learning through games and challenges</li> <li>• Develops their mental maths skills</li> <li>• Used in school and at home</li> <li>• Competitive element</li> <li>• Pupils rewarded for successes</li> <li>• Engaging pupils and stimulating them to learn without realising they are completing mental maths tasks</li> <li>• Individual username and password</li> <li>• Play online with friends safely</li> <li>• Games are individualized for each kid's ability level</li> <li>• Over 100 numeracy skills, split into 10 levels</li> <li>• Free</li> </ul>
<b>Target audience</b>	Teachers of Year 2 to Year 6 classes
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E13</b> : Friday 29 June 10:00-12:00



<b>School</b>	Ysgol Cynwyd Sant
<b>Presenter</b>	Tegwen Ellis, Rhian Cornish and Gwennan Jones
<b>Title of workshop</b>	12x4=Successful Futures
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• This workshop will include background on the school's curriculum reform journey as a professional learning pioneer school and curriculum pioneer school</li> <li>• Leaders believe that there can be no curriculum development without teacher development</li> <li>• They will share how they are supporting other schools to develop the 12 pedagogical principles and how they embed the 4 purposes across the curriculum</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Estyn 2016 - Learning experiences: Excellent</li> <li>• The school provides a wide range of rich learning experiences that stimulate pupils' interest and develop them to become confident independent learners</li> <li>• The wide range of cross-curricular themes and interesting and imaginative work programmes extend pupils' knowledge and understanding excellently and strengthen their commitment to their work very effectively</li> </ul>
<b>Target audience</b>	Primary school teachers and learning support workers
<b>Maximum number for workshop</b>	20
<b>Date/time of workshop</b>	Workshop <b>C16</b> Tuesday 26 June 13:00-15:00

<b>School</b>	Ysgol Y Ferch o'r Sgêr
<b>Presenters</b>	Delyth Nicholls, Alexis Rees, Eirwen Keirl and Julie Roderick Morgan
<b>Title of workshop</b>	Developing Oracy Skills in Welsh Language
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Due to nearly all pupils joining the school with no or very little Welsh, in order to achieve milestones at the end of the foundation phase and key stage 2, a significant amount of work is done on developing oracy skills</li> <li>• In order to develop oracy skills in preparation for reading and writing, emphasis is placed on sensory learning, using a combination of 'Tric a Chlic' phonic strategies, 'Write Dance', 'Pie Corbett' storytelling and development strategies and singing/music</li> <li>• The workshop will show how the pupils engage in these activities and use the strategies to further develop the work in their recording and in creative writing</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Nearly all pupils engaged in whole class, group and individual activities and showing enjoyment and a good understanding</li> <li>• Nearly all foundation phase pupils becoming fluent in Welsh by the end of the foundation phase</li> <li>• The quality of reading with expression of the majority of foundation phase pupils is of a high standard</li> <li>• The quality of creative and expressive writing of many pupils at the end of the foundation phase has shown significant improvement</li> </ul>
<b>Target audience</b>	Foundation phase teachers and teachers of Welsh second language
<b>Maximum number for workshop</b>	4
<b>Date/time of workshop</b>	Workshop <b>B15</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Archbishop McGrath Catholic High School
<b>Presenter</b>	Frances Clegg
<b>Title of workshop</b>	Visible Learning
<b>Overview of workshop</b>	<p>We wanted to develop more independent and resilient learners and adopting a Visible Learning Programme provided us with a framework. All teaching staff received trained during collaborative INSET days during 2016-2017 and directed-time sessions. Five members of staff received additional training to develop their skills as Impact Coaches. Each year every teacher will complete two impact cycles. Representatives from every year group act as Learning Ambassadors and these pupils meet every half term to discuss their learning and to guide future decisions in the school.</p> <ul style="list-style-type: none"> <li>• During the workshop, we can provide an overview of our Visible Learning journey so far and provide examples of pieces of specific action research completed. We can look at specific elements of the Visible Learning programme and demonstrate how these can be applied within a specific classroom environment.</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<p>Provision and teaching and learning impact: Every teacher has completed action research and we have seen improvement in specific exam results, pupil engagement, parental involvement, quality of work produced. It is developing a new way of 'thinking', with teachers developing a strong focus on action research and the pupils challenging themselves and taking more ownership of their learning. It allows each teacher to develop a specific focus bespoke to their classes and subject to reduce the attainment gap between discrete groups of learners (eg FSM, MAT, EAL, boys and girls) and their peers. It is helping to inspire and motivate learners and to engage them with the curriculum and it works in conjunction with the Lead Creative Schools project and Jesuit Pupil Profile to develop a common language of learning. It has encouraged more collaboration across departments with staff working with Impact Partners and Impact Coaches outside of their curriculum area. It has encouraged collaborative planning with another secondary school and we have been able to share approaches and ideas.</p> <p>Leadership Focus impact: Through distributed leadership, it has helped develop the leadership potential in a group of staff and has encouraged other staff to become involved. It embeds changes in teaching approaches leading to sustainable impact and a legacy upon which to build for the new curriculum 2022</p>
<b>Target audience</b>	Primary and secondary school teachers
<b>Maximum number for workshop</b>	10
<b>Date/time</b>	Workshop <b>B1</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Archbishop McGrath Catholic High School
<b>Presenter</b>	Janice Price
<b>Title of workshop</b>	Developing Creative Teaching and Learning Strategies
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• This workshop will be held in the school hall.</li> <li>• Introduction to the initiatives and legacy of the Lead Creative Schools project.</li> <li>• Workshop activities, strategies and resources to help support the development of Creative Teaching Opportunities. For example: Creative Me, Snowballing, Back to Back Drawing and Envelopes.</li> <li>• Using Thinking Skills and Learning Dispositions to maximise learning.</li> <li>• Activity: Forward thinking and planning ideas for the new curriculum 2022.</li> <li>• Conclusion: Questions and answers</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• <b>Provision and Teaching and Learning impact:</b> Lead Creative Schools is based on the belief that creativity is not a skill bound within the arts, but a wider ability to question, make connections that are demanded by today's employers.</li> <li>• Promotes new ways of working in schools, with teachers developing a bespoke scheme of work, designed to improve the quality of teaching and learning.</li> <li>• Gives opportunities to have access to creative people, skills and resources.</li> <li>• Find creative approaches to literacy, numeracy and to reducing the attainment gap between discrete groups of learners (FSM, MAT, AN EAL, BOYS and GIRLS) and their peers.</li> <li>• Helps to inspire and motivate learners and to engage them with the curriculum.</li> </ul> <p><b>Leadership Focus impact:</b> Embeds changes in teaching approaches leading to sustainable impact and a legacy upon which to build for the new curriculum 2022.</p>
<b>Target audience</b>	Primary and secondary school teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop E1: Friday 29 June 10:00-12:00

<b>School</b>	Brynteg School
<b>Presenters</b>	Chris Jones and Shirley Pearson
<b>Title of workshop</b>	Self-evaluation using a research and development model
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school has recently moved to a research and development model as the self-evaluation system for the school</li> <li>• The model shifts the emphasis from self-evaluation being undertaken centrally by the leadership team to allowing each subject area more flexibility to reflect on practice and to share and develop learning and teaching strategies</li> <li>• The relationship between the subject leader and line manager is key to ensuring the success of this system</li> <li>• Self-evaluation activity will take place where there is an identified need, development work or to be used as an opportunity to share best practice</li> <li>• The new model places colleagues within the department in control of the process and reflects the model used by Estyn which is based on 'lines of enquiry'</li> <li>• The workshop will be class-based</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<p>While only in the first year of the new model, there is considerable evidence to suggest that the shift in emphasis described above has had a measurable impact and, in particular on:</p> <ul style="list-style-type: none"> <li>• encouraging creativity within learning and teaching activities</li> <li>• more efficient use of resource – targeting areas of need and not attempting to observe/record everything</li> <li>• clearer links to team and school development plan priorities</li> </ul>
<b>Target audience</b>	Curriculum leaders, senior leaders and class teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B2</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Bryntirion Comprehensive School
<b>Presenter</b>	Julia Holloway
<b>Title of workshop</b>	Oracy, reading and writing for GCSE English Language
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school will aim to provide participants with effective strategies for improving standards of oracy, reading and writing for the GCSE English Language specification</li> <li>• Participants will observe strategies and approaches that have been implemented in the classroom</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• The case studies completed for the programme in 2016-2017 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</li> <li>• CSC asked us to develop the programme this academic year and the final sessions have not been held so impact data not currently available</li> <li>• Participant feedback to date has been very positive, particularly the collaborative approach to the sessions and the action research that is taking place</li> </ul>
<b>Target audience</b>	Secondary school English teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C1</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Cynffig Comprehensive School
<b>Presenters</b>	Paul Hicks, Emily Jones and Sean Landy
<b>Title of workshop</b>	5 Creative Habits of Mind
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• In order to address one of Donaldson's four principles (Enterprising creative contributors, ready to play a full part in life and work), teachers and pupils have worked together to create an approach to learning based on Claxton's 5 Creative Habits of Mind</li> <li>• The principles of learning have been driven by curiosity and investigation to deepen thinking</li> <li>• Pupils have been given choice and increasing learner freedom to foster independence and engagement in learning</li> <li>• Tasks created have been influenced by the criteria addressed in the 'High Functioning Classroom' and have encouraged risk taking and challenge</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Pupils are increasingly engaged and attitudes to learning are enthusiastic and positive</li> <li>• Giving pupils the element of choice has fostered both increasing independence and has deepened subject knowledge</li> <li>• Reflecting on the principles of the 5 Habits of Creative Learning has encouraged pupils to see learning as a process which they are part of and something they can get better at</li> <li>• Teachers are increasingly taking risks to ensure pupils' thinking and learning is deep and enriched</li> <li>• Teachers are providing opportunities for the process of learning to be flexible, challenging and authentic</li> <li>• Teachers are reflecting on how the process of learning can be flexible, challenging and authentic</li> </ul>
<b>Target audience</b>	Key stage 3 teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop A1: Monday 25 June 13:00-15:00

<b>School</b>	Coleg Cymunedol y Dderwen
<b>Presenter</b>	Justine James and Leanne Graham
<b>Title of workshop</b>	Year 7 Skills/Challenge Curriculum and Transition
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Overview of CCYD's curriculum provision for Year 7 skills</li> <li>• Cross curricular structure for the delivery of themed projects</li> <li>• Lead Creative Schools project</li> <li>• Transition links</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• Embedding of literacy and numeracy skills into a themed cross curricular approach</li> <li>• Impact of the skills curriculum using staff and pupil voice and work scrutiny evidence</li> <li>• Embedding the Successful Futures 4 curriculum purposes and the 12 pedagogical principles into everyday Teaching and Learning</li> </ul>
<b>Target audience</b>	Staff responsible for curriculum development and those looking to develop cross curricular themed projects at key stage 3
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D1</b> : Wednesday 27 June 10:00-12:00



<b>School</b>	Pencoed Comprehensive School
<b>Presenter</b>	Kay Smith
<b>Title of workshop</b>	Developing the Expressive Arts AOLE - what we have learnt so far?
<b>Overview of workshop</b>	<p>An introduction to developing a new Expressive Arts AOLE including:</p> <ul style="list-style-type: none"> <li>• Reaction to Donaldson and work so far in Pencoed Comprehensive School</li> <li>• Ideas for implementing a new AoLE in your own school</li> <li>• Building a team</li> <li>• Case studies including video evidence of 'Immersion days'</li> <li>• Pupil voice with Year 8 pupils</li> </ul> <p>This workshop will be based at Pencoed Comprehensive School's Drama Studio</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• They will recognise the challenges we face when implementing a new AoLE and explore strategies for building a team of enthusiastic staff</li> <li>• This workshop aims to ignite a new passion for all arts by blending the skill areas and teaching approaches</li> </ul>
<b>Target audience</b>	Secondary school teachers
<b>Maximum number for workshop</b>	6
<b>Date/time of workshop</b>	Workshop <b>B3</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Porthcawl Comprehensive School
<b>Presenter</b>	Julia Brown and Mrs Jane Sloggett
<b>Title of workshop</b>	Discrete health and wellbeing lessons at key stage 3
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The school has introduced discrete health and wellbeing lessons into Year 7, they will run into Years 8 and 9</li> <li>• The workshop will consider the planning problems that underpin the development of this current innovation</li> <li>• The workshop will examine the lessons and materials that have been used to deliver the lessons to Year 7 in 2017-2018</li> <li>• The workshop will consider an evaluation of the course delivered and will focus upon the next steps for Year 8 onwards</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• The aim was to design an element of the curriculum with Successful Futures</li> <li>• Lessons have been devised alongside new health and wellbeing topics such as resilience and mental health</li> <li>• Leadership, an attempt to formalise an approach to dealing with such issues in school</li> </ul>
<b>Target audience</b>	Secondary school teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D2</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Porthcawl Comprehensive School
<b>Presenter</b>	Jane Sloggett
<b>Title of workshop</b>	'Working towards the e-safety 360° award'
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The workshop will outline the main features of the e-safety 360 award.</li> <li>• There will be an examination of the success criteria for the award</li> <li>• The journey/process towards the award will be outlined</li> <li>• The accreditation and follow-up process will be outlined</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• The major impact will be an improved and increased awareness of safety for staff and learners</li> <li>• This will have an impact on improved levels of learners and staff understanding regarding online safety and improve data security processes</li> </ul>
<b>Target audience</b>	Safeguarding leads/teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E3</b> Friday 29 June 10:00-12:00

<b>School</b>	Porthcawl Comprehensive School
<b>Presenter</b>	Kath Lewis
<b>Title of workshop</b>	Expressive Arts AOLE - the story so far
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• A session updating practitioners on the key changes within our education system transformation with a specific emphasis on the Expressive Arts Area of Learning and Experience</li> <li>• The workshop will provide the background to the changes with video examples and case studies shared to offer suggested processes for implementing curricula changes at a range of settings</li> <li>• Resources used and contexts discussed will span the 3-16 continuum</li> <li>• Session can be offered bilingually</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• Practitioners would gain knowledge and understanding of the key transformational changes within Wales' education system</li> <li>• Processes discussed and models shared would offer exemplars for colleagues across primary and secondary settings for implementing an area of learning and experience or beginning an interdisciplinary, pupil-led project within their schools</li> <li>• Practitioners will feel more confident in their ability to innovate and explore alternative pedagogies to enact new curricula purposes</li> <li>• Knowledge is power and power reduces fear!</li> </ul>
<b>Target audience</b>	Primary and secondary school teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A2</b> : Monday 25 June 13:00-15:00

<b>School</b>	Maesteg School
<b>Presenters</b>	Andrea Matthews and Sophie White
<b>Title of workshop</b>	Action research and its impact on engagement and levels of challenge – teachers supporting teachers to improve
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• It is no secret that taking research and finding out what works for your pupils is a sure way to improve classroom engagement and pupil progress.</li> <li>• This workshop will share our journey, demonstrating the importance of teachers researching the impact of collaborative techniques and good quality questioning on learning, before being rolled out whole school as a consistent approach.</li> <li>• Hear how the development of a Teaching and Learning Team across faculties is key in driving common themes and how the sharing of best practice and regular monitoring ensures that all teachers 'buy in' to 'The Maesteg Way'</li> <li>• Our Science Teaching and Learning Champion will share pitfalls and successes as well as demonstrate how pupil voice and the collection of relevant evidence ensures that impact can be measured and continuous improvement is at the forefront of all we do</li> <li>• This workshop will clearly demonstrate how teachers can support teachers to improve pedagogy and the quality of learning going on in the classroom</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<p>Pupil voice, learning walks and pupil progress demonstrated that:</p> <ul style="list-style-type: none"> <li>• nearly all teachers agreed that activities such as 'rotating papers' deepened thinking and improved the quality of extended answers in assessments</li> <li>• nearly all teachers said that levels of engagement were high as a result of agreed whole-school techniques that hold pupils to account for the work they contribute when working collaboratively</li> <li>• all teachers agreed that a consistent approach to collaborative strategies across the school meant that pupils were familiar with them and teachers did not have to waste time explaining what they wanted pupils to do</li> <li>• pupil voice demonstrated that all pupils enjoyed being part of a group as it built confidence before an extended writing task</li> <li>• pupils said they felt more challenged when having to work as an 'expert pupil' as they had to explain new concepts to their peers</li> </ul> <p>Key to the success of improving the quality of learning and teaching across our school is as a result of empowering our middle leaders to drive, monitor and quality assure agreed whole-school themes, tried and tested by our teachers for our pupils.</p>
<b>Target audience</b>	Leaders of learning and class teachers
<b>Maximum number</b>	10
<b>Date/time</b>	Workshop <b>E2</b> : Friday 29 June 10:00-12:00

<b>School</b>	Ysgol Gyfun Gymraeg Llangynwyd
<b>Presenter</b>	Catrin Evans
<b>Title of workshop</b>	Key Stage 4 Community Challenge and collaborating with the primary
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Presentation and workshop with learners on the work that they have undertaken as Year 10 have worked with Llangynwyd Primary School</li> <li>• Year 10 have produced various activities as part of the Community Challenge of the Skills Challenge Certificate and working with the local English school to improve the Welsh language skills of its learners</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• In responding to Welsh Government's vision of a million Welsh speakers, this workshop offers the opportunity for schools to implement aspects to develop the Welsh language skills of learners, as part of the Community Challenge of the Skills Challenge certificate</li> </ul>
<b>Target audience</b>	Teachers and/or leaders of all sectors
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B4</b> Tuesday 26 June 2018 10:00-12:00

<b>Setting</b>	Bridgend College
<b>Presenter</b>	Sara Davies
<b>Title of workshop</b>	Pivotal behaviour management training
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• This workshop will aim to show you what steps you need to go through to improve behaviour in your classroom and throughout your school or college.</li> <li>• This workshop will explore the pillars of positive behaviour management and how to achieve a culture change through consistent, calm adult behaviour; first attention for best conduct; relentless routines; scripting difficult interventions and restorative follow ups.</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• It is expected that this workshop will help teachers to impact on behaviour of learners through positive behaviour management strategies, resulting in an improvement in learner behaviour, learner confidence, self-esteem; classroom management skills.</li> <li>• This workshop will equip teachers with strategies to deal with difficult and challenging behaviour and will perhaps challenge them to take a different approach to behaviour management</li> </ul>
<b>Target audience</b>	Teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A15</b> : Monday 25 June 13:00-15:00

<b>Setting</b>	Bridgend College
<b>Presenter</b>	Alex Clarke
<b>Title of workshop</b>	Questioning techniques
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Questioning is as crucial to teaching as air is to breathing</li> <li>• How do we create a 'culture of inquiry' in our classroom that open minds and provokes truly independent thought?</li> <li>• What strategies can we use to ensure all learners are engaged and stretched and challenged?</li> <li>• Most research indicates that as much as 80% of classroom questioning is based on low order, factual recall questions</li> <li>• This workshop will explore how to put questioning back to the core of our pedagogy and planning</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• It is expected that this workshop will help teachers to stretch and challenge pupils; It will offer techniques to include all learners</li> <li>• It will demonstrate scaffolding to support pupils in their learning</li> </ul>
<b>Target audience</b>	Teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D14</b> : Wednesday 27 June 10:00-12:00



<b>Organisation</b>	Bridgend College
<b>Presenter</b>	Luke Ganz
<b>Title of workshop:</b>	Differentiation
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• It's a term that every teacher has heard during their training: differentiation</li> <li>• Differentiation is defined by the Training and Development Agency for Schools as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning'</li> <li>• But what does it really mean in practice?</li> <li>• This workshop will explore the many different ways of differentiating in the classroom, through differentiation by task, differentiation by grouping, differentiation of resources, differentiation by pace, outcome, support and assessment</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Differentiation in the classroom is all about understanding that we are dealing with a group of diverse individuals and adapting our teaching to ensure that all of them have access to learn</li> <li>• This workshop will provide you with quick and easy methods and strategies to differentiate in your classroom</li> </ul>
<b>Target audience</b>	Teachers
<b>Total number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C20</b> : Tuesday 26 June 13:00-15:00

<b>Setting</b>	The Bridge Alternative Provision
<b>Presenter</b>	Charlotte Lewis Williams
<b>Title of workshop</b>	Anxiety First Aid
<b>Overview of workshop</b>	<p>This workshop will explore:</p> <ul style="list-style-type: none"> <li>• Anxiety and panic is a normal reaction</li> <li>• How the fight, flight, freeze response manifests</li> <li>• How we can manage the intrusive symptoms that accompany anxiety</li> <li>• How to redirect from extreme thoughts</li> <li>• Exploration of the symptoms of anxiety</li> <li>• How to break the cycle</li> </ul> <p>All will be delivered indoors at The Bridge and no equipment is needed.</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Each workshop will equip staff to deal more effectively with these issues in their own school</li> <li>• The school measures for wellbeing will be the best overall measure of impact</li> <li>• 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</li> <li>• 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</li> </ul>
<b>Target audience</b>	Secondary school staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A12</b> : Monday 25 June, 13:00-15:00

<b>Setting</b>	The Bridge Alternative Provision
<b>Presenters</b>	Linda Morgan, Charlotte Brown and Amy Lang
<b>Title of workshop</b>	Lego Therapy
<b>Overview of workshop</b>	<p>This workshop will explore:</p> <ul style="list-style-type: none"> <li>• How Lego therapy helps develop communication</li> <li>• How Lego therapy support students with ASD</li> <li>• How it can inspire reflection and discussion</li> <li>• How it can support expressing thoughts and ideas effectively without language</li> <li>• Develop creativity and problem-solving skills</li> </ul> <p>All will be delivered indoors at The Bridge and no equipment is needed.</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Each workshop will equip staff to deal more effectively with these issues in their own school</li> <li>• The school measures for wellbeing will be the best overall measure of impact</li> <li>• 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</li> <li>• 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</li> </ul>
<b>Target audience</b>	Primary staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A13</b> : Monday 25 June 13:00-15:00

<b>Setting</b>	The Bridge Alternative Provision
<b>Presenter</b>	Tammy Thomas
<b>Title of workshop</b>	Relaxation and mindfulness
<b>Overview of workshop</b>	<p>This workshop will explore:</p> <ul style="list-style-type: none"> <li>• What is relaxation and mindfulness?</li> <li>• What are the benefits of relaxation and mindfulness?</li> <li>• Incorporating relaxation and mindfulness into the school day/ a pupil's routine</li> <li>• Relaxation techniques</li> <li>• Practicing mindfulness</li> <li>• Guided imagery</li> </ul> <p>All will be delivered indoors at The Bridge and no equipment is needed.</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Each workshop will equip staff to deal more effectively with these issues in their own school</li> <li>• The school measures for wellbeing will be the best overall measure of impact</li> <li>• 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</li> <li>• 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</li> </ul>
<b>Target audience</b>	Secondary school staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C17</b> : Tuesday 26 June 13:00-15:00

<b>Setting</b>	The Bridge Alternative Provision
<b>Presenter</b>	Charlotte Lewis Williams
<b>Title of workshop</b>	Raising self-esteem
<b>Overview of workshop</b>	<p>This workshop will explore:</p> <ul style="list-style-type: none"> <li>• Taking an insight into ourselves and discovering what makes us happy</li> <li>• How keeping a journal can give us opportunity to reflect our own thoughts and feelings</li> <li>• Look at changes in emotions over time</li> <li>• How gratitude can increase wellbeing and finding meaning</li> <li>• Negative automatic thoughts and self-talk</li> <li>• Breaking the cycle of self-doubt</li> </ul> <p>All will be delivered indoors at The Bridge and no equipment is needed.</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Each workshop will equip staff to deal more effectively with these issues in their own school</li> <li>• The school measures for wellbeing will be the best overall measure of impact</li> <li>• 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</li> <li>• 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</li> </ul>
<b>Target audience</b>	Secondary school staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B16</b> : Tuesday 26 June 10:00-12:00

<b>Setting</b>	The Bridge Alternative Provision
<b>Presenter</b>	Michelle Joyner
<b>Title of workshop</b>	Using the Boxall profile to set IEP targets
<b>Overview of workshop</b>	<p>This workshop will explore:</p> <ul style="list-style-type: none"> <li>• Identification and assessment – how to use and analyse the Boxall.</li> <li>• Target setting and intervention – how to set targets and examples of interventions.</li> <li>• Tracking progress – what to look for and how to report.</li> </ul> <p>All will be delivered indoors at The Bridge and no equipment is needed.</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Each workshop will equip staff to deal more effectively with these issues in their own school</li> <li>• The school measures for wellbeing will be the best overall measure of impact</li> <li>• 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</li> <li>• 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</li> </ul>
<b>Target audience</b>	Primary school staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D11</b> : Wednesday 27 June 10:00-12:00

<b>Setting</b>	The Bridge Alternative Provision
<b>Presenters</b>	Kate Clarke and Jo Flower
<b>Title of workshop</b>	Implementing a Thrive assessment
<b>Overview of workshop</b>	<p>This workshop will explore:</p> <ul style="list-style-type: none"> <li>• Introduction to Thrive and what is involved - Internal Stress Management System and Thrive Developmental Strands</li> <li>• The theory and Neuroscience behind the approach- Attachment Theory, Child Development and Neuroscience</li> <li>• Thrive Online Assessment Demonstration and action planning</li> <li>• Case study and evidence base</li> <li>• Thrive activities at each developmental strand (practical activities for staff to participate in)</li> </ul> <p>All will be delivered indoors at The Bridge and no equipment is needed.</p>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Each workshop will equip staff to deal more effectively with these issues in their own school</li> <li>• The school measures for wellbeing will be the best overall measure of impact</li> <li>• 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</li> <li>• 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</li> </ul>
<b>Target audience</b>	Primary staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E14</b> : Friday 29 June 10:00-12:00

<b>School</b>	Héronsbridge Special School
<b>Presenters</b>	Dr Sylvia Fowler and Siarlot Hall
<b>Title of workshop:</b>	Shining the light on autism
<b>Overview of workshop</b>	An introduction to working with pupils with ASD, including practical strategies to support in class
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Increased engagement levels of pupils with complex ASD</li> <li>• Increased understanding in developing pupil communication skills</li> <li>• Lower anxiety levels and better wellbeing (staff and pupils)</li> </ul>
<b>Target audience</b>	Teachers and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C18</b> : Tuesday 26 June 13:00-15:00



<b>School</b>	Héronsbridge Special School
<b>Presenter</b>	Dr Sylvia Fowler
<b>Title of workshop</b>	All behaviour is communication
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Why do pupils behave the way they do and what can we do to support them?</li> <li>• A positive and proactive approach to supporting and understanding behaviours of concern (ALN specific)</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Increased engagement levels of pupils with complex needs</li> <li>• Decreased incidents of crisis/challenge</li> <li>• Lower anxiety levels &amp; better wellbeing (staff and pupils)</li> </ul>
<b>Target audience</b>	Class teachers and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B17</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Héronsbridge Special School
<b>Presenter</b>	Karen Harris
<b>Title of workshop</b>	Multisensory ideas
<b>Overview of workshop</b>	An introduction to multisensory activities for pupils with complex ASD and PMLD
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Increased engagement levels of pupils with complex needs</li> <li>• Developing levels of pupil interaction and communication</li> <li>• Building increased trust and strong relationships/bonds</li> <li>• Improved pupil wellbeing</li> <li>• Multi-agency working</li> </ul>
<b>Target audience</b>	Teachers and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D12</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Héronsbridge
<b>Presenter</b>	Alana Harries
<b>Title of workshop</b>	Person-centred planning (PCP) reviews
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• How to deliver a PCP review</li> <li>• Understanding the changes from Annual Review of SEN Statement</li> <li>• Examples of documentation and processes</li> <li>• FAQs</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Professionals fully understand new system – removing the fear of change</li> <li>• Joined-up multi-professional approach</li> <li>• Greater pupil voice, person-centred targets – specific to needs</li> </ul>
<b>Target audience</b>	Senior leaders, additional learning needs coordinators, teachers, and support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E15</b> : Friday 29 June 10:00-12:00

<b>School</b>	Ysgol Bryn Castell
<b>Presenters</b>	Helen Ridout, Sean Jenks and Victoria Cox-Wall
<b>Title of workshop</b>	ALN Innovation Fund: Behaviour next steps
<b>Overview of workshop</b>	Facilitated discussion about project outline, findings, next steps/evaluation and funding mechanisms going forward
<b>Impact on provision, teaching and learning and/or leadership</b>	<p>Project initiated as part of the ALN Reforms in 2016-2017 to upskill mainstream schools in terms of managing pupils with challenging behaviour</p> <p>Range of actions so far:</p> <ul style="list-style-type: none"> <li>• training delivered on positive behaviour management, attachment and ADHD</li> <li>• behaviour for learning audits shared</li> <li>• development of idea of Behaviour Champions within primary schools</li> <li>• delivery of INSET days to secondary schools</li> </ul> <p>Impacts on provision, teaching, learning and leadership</p>
<b>Target audience</b>	Senior leaders and behaviour coordinators
<b>Maximum number for workshop</b>	10
<b>date/time of workshop</b>	Workshop <b>D13</b> : Wednesday 27 June 10:00-12:00

<b>School</b>	Ysgol Bryn Castell
<b>Presenters</b>	Helen Ridout, Sean Jenks and Elvis Richards
<b>Title of workshop</b>	Behaviour for learning
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Whole-school positive behaviour management approach and ethos</li> <li>• Behaviour tracking and analysis</li> <li>• Solution-focussed problem-solving</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Bring your problems and we will work together as a whole group to find a possible solution</li> <li>• Impacts on provision, teaching, learning and leadership</li> </ul>
<b>Target audience</b>	Senior leaders and/or Behaviour Champions
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>C19</b> : Tuesday 26 June 13:00-15:00

<b>School</b>	Ysgol Bryn Castell
<b>Presenter</b>	Carwyn Williams
<b>Title of workshop</b>	Achievement for All
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Overview of process and costs</li> <li>• Scope of school improvement journey</li> <li>• Impact at Ysgol Bryn Castell</li> <li>• Value for money</li> <li>• LAC project</li> <li>• Next steps</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Impacts on provision, teaching, learning and leadership</li> </ul>
<b>Target audience</b>	Senior leaders and governors
<b>Maximum numbers for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B18</b> : Tuesday 26 June 10:00-12:00

<b>School</b>	Ysgol Bryn Castell
<b>Presenters</b>	Helen Ridout, Sarah Davies and Carwyn Williams
<b>Title of workshop</b>	Action Research at Ysgol Bryn Castell (YBC)
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Overview of action research at YBC</li> <li>• Pros/cons of using an action research model</li> <li>• Overview of current projects</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• A session to look at the principles of action research within a special school environment focussed on improving the wellbeing of pupils</li> <li>• Impacts on provision, teaching, learning and leadership</li> </ul>
<b>Target audience</b>	Anyone interested in action research
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A14</b> : Monday 25 June 13:00-15:00

<b>School</b>	Ysgol Bryn Castell
<b>Presenters</b>	Helen Ridout and Jeremy Evans
<b>Title of workshop</b>	Special School Governor Improvement Group (GIG)
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Overview of GIG</li> <li>• Findings</li> <li>• Next steps</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	Impacts on leadership
<b>Target audience</b>	Headteachers and governors
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E16</b> : Friday 29 June 10:00-12:00



<b>Service area</b>	Cognition and learning
<b>Presenters</b>	Fran Jones
<b>Title of workshop</b>	Supporting early literacy
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• This workshop will provide delegates with an opportunity to engage with a variety of strategies and resources designed to support early literacy</li> <li>• Members of the cognition and learning team will be available to demonstrate resources and advise schools on interventions</li> <li>• This workshop would require sufficient space for several tables so that it could be run as a carousel activity</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• Research has shown that children with literacy difficulties make more progress when their needs are identified early</li> <li>• 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</li> <li>• We are currently in the first cycle of this new way of working and are still awaiting data to demonstrate its effectiveness</li> </ul>
<b>Target audience</b>	Additional learning needs coordinators, class teachers support staff
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>B19</b> : Tuesday 26 June 10:00-12:00

Service Area	Visual Impairment
Presenter	Members of the VI Team, will be QTVI/s and VI LSOs
Title of workshop	Supporting visually impaired children and young people
Overview of workshop	<ul style="list-style-type: none"> <li>• Specialist Teachers and LSOs working with visually impaired children and young people (CYP) across the County</li> <li>• Supporting pre-school and school age CYP across the key stages</li> </ul>
Impact on provision, teaching and learning and/or leadership	<ul style="list-style-type: none"> <li>• This will be dependent on who attends the workshop, whether it will be teachers school support staff or parents</li> <li>• Measurable improvement – basic understanding of the effect of a visual impairment on the child or young person’s access to learning</li> <li>• For school staff: an awareness of how to modify materials and the resources available</li> </ul>
Target audience	Teachers, LSOs and SNSAs
Maximum number for workshop	6
Date/time of workshop	Workshop C21: Tuesday 26 June 13:00-15:00

Service area	Children's Commissioner Participation Team
Presenters	Children's Commissioner for Wales Participation Officer
Title of workshop	The Right Way: A Children's Rights Approach to Education in Wales
Overview of workshop	<ul style="list-style-type: none"> <li>• The Right Way is the Children's Commissioner for Wales' guidance to implementing a children's rights approach in education settings in Wales</li> <li>• This workshop will look at practical ways schools can realise the principles of the United Nations Convention of the Rights of the child, using case studies from education settings in Wales</li> <li>• Using a range of interactive activities and discussions, this workshop will also introduce how schools can benefit from the Commissioner's free Ambassador schemes</li> <li>• This workshop will be held indoors</li> </ul>
Impact on provision, teaching and learning and/or leadership	<ul style="list-style-type: none"> <li>• The Children's Commissioner for Wales advocates a children's rights approach to education in order to safeguard the long term needs of children and young people and help develop healthy and confident individuals who can learn and thrive</li> <li>• Participants in the workshop will explore how schools can implement the Commissioner's Ambassador schemes to provide meaningful opportunities for children and young people to participate as ethical, informed citizens in their schools, communities and at a national level</li> <li>• Participants will receive resources to use directly in their school settings at a classroom and whole school level to develop approaches and understanding of children's rights and UNCRC</li> </ul>
Target audience	Senior leaders and class teachers
Maximum number for workshop	10
Date/time of workshop	Workshop A17: Monday 25 June 13:00-15:00

<b>Service area</b>	Inclusion Speech and Language Team (in collaboration with NHS)
<b>Presenters</b>	Tracy Newman-Ford and Nia McVeigh
<b>Title of workshop</b>	Vocabulary – What’s in a Word?
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The course will be practical and interactive and provide strategies and approaches to help support pupils</li> <li>• A room with an interactive whiteboard would be required</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• An MS Excel document will be available to participants with regard to vocabulary support</li> <li>• 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</li> </ul>
<b>Target audience</b>	Additional learning needs coordinator and class teachers
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D15</b> : Wednesday 27 June 10:00-12:00

<b>Service area</b>	Educational Psychology
<b>Presenters</b>	Lorraine Silver and Kathryn Morgan
<b>Title of workshop</b>	Person-centred planning (PCP) training for headteachers
<b>Overview of workshop</b>	<p>The purpose of the workshop is:</p> <ul style="list-style-type: none"> <li>• to improve knowledge, skills and understanding in preparation for the ALN Reform</li> <li>• to demonstrate a PCP organisational self-evaluation tool to support the development of a whole-school approach to person-centred planning</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• The impact of the training will be measured through the PCP organisational self-assessment tool</li> <li>• 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</li> <li>• This will be followed by a second measure after two terms to evaluate the impact of the training</li> </ul>
<b>Target audience</b>	Senior leaders
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A16</b> : Monday 25 June 13:00-15:00

<b>Service Area</b>	University of South Wales
<b>Presenter</b>	Dr Susan Haywood
<b>Title of workshop</b>	Escape Room Games
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The workshop will allow participants to take part in an escape room game which comprises a series of challenges in the form of puzzles that they need to solve, working in small groups. The games require them to collaborate in order to solve the puzzles.</li> <li>• Participants will work in groups of four or five.</li> <li>• The experience of the game will be followed by a 'debriefing' and discussion of the pedagogy involved. The game itself takes 45 minutes to an hour, plus time for discussion.</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• A workshop on using escape room games in education has been offered as a session for students on our MA programme both as an induction activity and in order to model this approach as a pedagogical strategy. It has been well received by students.</li> <li>• This workshop will allow the participants to experience a different pedagogical approach that they could consider adapting for their own practice.</li> </ul>
<b>Target audience</b>	Teachers, teaching assistants, youth workers, school leaders working in any age phase.
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>A18</b> Monday 25 June 13:00-15:00

<b>Organisation</b>	University of South Wales
<b>Presenter</b>	Matt Hutt
<b>Title of workshop</b>	Distributed leadership and wellbeing
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• The literature on the positive benefits of distributed leadership often describes potential for headteachers and leadership teams to spread the load of leadership activity in ways that promote well-being</li> <li>• This workshop will look at the different groupings within schools and consider the well-being advantages that may accrue from distributed leadership</li> <li>• It will also consider the common road-blocks and barriers that prevent distributed approaches from succeeding</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• The workshop will give leaders an opportunity to discuss the implementation of distributed leadership in context</li> <li>• It will also be an opportunity to discuss practitioners' experiences of distributed leadership (including raising staff morale and improving staff performance)</li> <li>• Supporting innovation and creativity in the classroom</li> </ul>
<b>Target audience</b>	Senior leaders
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>D16</b> Wednesday 27 June 10:00-12:00

<b>Organisation</b>	Schools Health Research Network (SHRN), Cardiff University
<b>Presenter</b>	Joan Roberts
<b>Title of workshop</b>	How membership of the SHRN can support health and wellbeing in your school
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• All Bridgend secondary schools currently participate in the School Health Research Network completing the biennial Health and Wellbeing survey</li> <li>• The workshop will explore potential use of the data in schools and consider evidence-informed practice</li> <li>• This workshop will provide an opportunity to share practice with the national team.</li> </ul>
<b>Impact on provision, teaching and learning and/or leadership</b>	<ul style="list-style-type: none"> <li>• This workshop should impact on teaching around health and wellbeing across the curriculum</li> <li>• It will be set within the whole-school Healthy Schools approach</li> </ul>
<b>Target audience</b>	Secondary staff with an interest in health and wellbeing
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E17</b> : Friday 29 June 10:00-12:00



<b>School</b>	Western Bay Youth Justice and Early Intervention Service
<b>Presenter</b>	Angharad Thomas and Kelly Cox
<b>Title of workshop</b>	Youth Justice Diversion
<b>Overview of workshop</b>	<ul style="list-style-type: none"> <li>• Outline of referral pathways to access interventions from the Youth Justice Service and Early Intervention Service. What do we offer?</li> <li>• Overview of restorative approaches and Peer mediation training</li> <li>• Opportunity to participate in some interactive diversion exercises as an example of work completed with young people</li> <li>• Case studies</li> <li>• This captures those reaching the age of criminal responsibility, transition to secondary education and becoming a teenager (13/14 year-olds have been identified as the most likely first-time entrant age range to reoffend)</li> </ul>
<b>Impact on provision, teaching and learning and / or leadership</b>	<ul style="list-style-type: none"> <li>• Participants will understand the referral pathways and interventions provided to support young people deemed to be 'at risk' of offending behaviour</li> <li>• Clarity regarding the offer of peer mediation training to school staff and pupils</li> <li>• Recognition and understanding of the vulnerable group of children and young people within the youth justice system or at risk of entering it</li> <li>• Possible ways to work through examples of the positive results that can be achieved together</li> </ul>
<b>Target audience</b>	Year 5 and 6 teachers, key stage 3 pastoral staff and Heads of Year
<b>Maximum number for workshop</b>	10
<b>Date/time of workshop</b>	Workshop <b>E18</b> : Friday 29 June 10:00-12:00