DELIOS
TRAINING & CONSULTANCY LTD

Live Online Training
2024/2025

DEVELOPING EFFECTIVE LEADERS IMPROVING
OUTCOMES FOR SCHOOLS

Course title	Date	Half day/ 90mins	Time	Price per person
1. Adaptive Teaching and the Universal Design for Learning 1 -Engagement NEW	Thursday 3rd October	90 mins	9.15 – 10.45	£125 for all three sessions
2. Adaptive Teaching and the Universal Design for Learning 2 – Representation NEW	Thursday 17th October	90 mins	9.15 – 10.45	
3. Adaptive Teaching and the Universal Design for Learning 3 – Action and expression NEW	Friday 29th November	90 mins	9.15 – 10.45	
4. Artificial Intelligence – exploring the role in Primary Education (a beginner's guide) NEW	Friday 8th November	90 mins	9.15 – 10.45	£50
5. Developing high quality feedback in the classroom NEW	Friday 21st March	Half day	9.15 – 12.15	£95
6. Engaging with parents about attendance NEW	Friday 28th March	90 mins	9.15 – 10.45	£50
7. Exploring the 'Great Teaching Toolkit -Part 1 NEW	Thursday 16th January	90 mins	9.15 – 10.45	£85
8. Exploring the 'Great Teaching Toolkit -Part 2 NEW	Thursday 30th January	90 mins	9.15 – 10.45	Both sessions
9. How inclusive is your classroom?	Thursday 19th September	Half day	9.15 – 12.15	£95
10. Improving parental engagement in their child's education NEW	Thursday 19th June	Half day	9.15 – 12.15	£95
11. Leading implementation successfully: a strategy not an event -Part 1	Friday 27th September	Half day	9.15 – 12.15	£150 for both sessions
12. Leading implementation successfully: a strategy not an event -Part 2	Friday 4th October	Half day	9.15 – 12.15	
13. Mitigating the impact of mental health on school attendance NEW	Friday 6th December	90 mins	9.15 – 10.45	£50
14. Oracy-rich classrooms: time to talk - Part 1 NEW	Friday 17th January	90 mins	9.15 – 10.45	£85 for both sessions
15. Oracy-rich classrooms: time to talk - Part 2 NEW	Friday 31st January	90 mins	9.15 – 10.45	
16. Outdoor learning; a mindset not just an activity NEW	Thursday 13th February	90 mins	9.15 – 10.45	£50
17. SEND Self Review – Good Practice NEW	Thursday 6th March	Half day	9.15 – 12.15	£95
18. Social and Emotional Learning – Why it matters! NEW	Friday 7th February	Half day	9.15 – 12.15	£95
19. Successfully identifying and tackling barriers to learning	Thursday 14th November	Half day	9.15 – 12.15	£95
20. Times tables – how can we make them stick? NEW	Thursday 28th November	90 mins	9.15 – 10.45	£50
21. Understanding the causes of aggressive behaviour and how to manage it	Friday 9th May	Half day	9.15 – 12.15	£95
22. Understanding and dealing with Emotionally Based School Avoidance NEW	Friday 28th February	90 mins	9.15 – 10.45	£50

In the event of a cancellation a replacement date will be provided or a full refund will be given. **Recordings will not be sent to non-attendees.**

	Course name	Description	Details	Who	Session
1.	**Adaptive Teaching and the Universal Design for Learning Part 1** NEW	It is important, for both teachers and teaching assistants, to appreciate the role adaptive teaching plays in ensuring our lessons are inclusive and benefit all learners. This session unpicks the broader concept of adaptive teaching reflecting on the different elements of what is called the 'Universal Design for Learning', recommended by Nasen. The focus for this session is to explore multiple means to enhance 'engagement'.	Learners differ markedly in the ways in which they can be engaged or motivated to learn. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential. This session will look at multiple means of recruiting interest, sustaining effort and persistence and encouraging self-regulation.	Heads, senior leaders, SENCOs, middle leaders, department leaders, phase leaders, teachers, teaching assistants	90 mins
2.	**Adaptive Teaching Part 2 – Representation** NEW	It is important, for both teachers and teaching assistants, to appreciate the role adaptive teaching plays in ensuring our lessons are inclusive and benefit all learners. This session unpicks the broader concept of adaptive teaching reflecting on the different elements of what is called the 'Universal Design for Learning', recommended by Nasen. The focus for this session is to explore multiple means to enhance 'representation'.	Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. This session will look at multiple means of enhancing perception, comprehension and communicating through language and symbols.		90 mins
3.	**Adaptive teaching Part 3 – Action and Expression** NEW	It is important, for both teachers and teaching assistants, to appreciate the role adaptive teaching plays in ensuring our lessons are inclusive and benefit all learners. This session unpicks the broader concept of adaptive teaching reflecting on the different elements of what is called the 'Universal Design for Learning', recommended by Nasen. The focus for this session is to explore multiple means to enhance 'action and expression'.	Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. This session will look at multiple means of developing physical action, expression and communication and developing executive function.		90 mins
4.	**Artificial Intelligence – exploring the role in Primary Education (a beginner's guide)** NEW	Artificial intelligence has gained prominence on a par not seen since the inspection of the internet. AI has the potential to revolutionize the way we teach and learn in primary education. As primary school practitioners, we have a responsibility to ensure AI is approached thoughtfully and appropriately in our school community and the role it can play in teaching and learning and curriculum development. This session will explore some of the broader considerations and the implications for teachers, teaching assistants and leaders.	Participants will explore: • generative AI tools like ChatGPT • other AI-powered tools • how to prepare for AI to be used more widely in their school • how AI can support teacher workload • how AI can support curricular development • the potential pitfalls of AI	Heads, senior leaders, SENCOs, middle leaders, department leaders, phase leaders, teachers, teaching assistants	90 mins
5.	**Developing high quality feedback in the classroom** NEW	There are a range of practices that can promote effective feedback - combining feedback and instruction, focusing on learning intentions and success criteria, intervening quickly, ensuring the feedback engages pupils in thinking and allowing time to enact the feedback. This session unpicks some of the research around effective feedback and how this can be incorporated into the classroom	Participants will explore: • Underpinning research linked to effective feedback • Key principles of effective feedback • Range of strategies to improve/ refine oral and written feedback • The implications for staff workload • The role teaching assistants play • Key factors in successfully implementing a whole school approach	Heads, senior leaders, SENCOs, middle leaders, department leaders, phase leaders, teachers,	Half day

6.	**Engaging with parents about attendance** NEW	Different factors are now influencing decision making for some parents, carers and pupils around whether a child or young person attends school. This session considers the research undertaken to understand changes in parent and carer attitudes to attendance since the pandemic identifying ways to adapt communication with parents and carers.	Consistent and open communication can play an important role in starting to influence behaviours. The research provides insight into the types of school absence and family decision making related to this. Participants will explore the key findings and use the insight to reflect on and adapt their communications with parents and carers to make them more effective.	Heads, senior leaders, middle leaders, department leaders, phase leaders, teachers	90 mins
7.	**Exploring the 'Great Teaching Toolkit' Part 1** NEW	The 'Great Teaching Toolkit' provides both a synthesis of evidence from authoritative studies, and the findings of this evidence, that teachers can relate to their own experience. It is a model that comprises these four overarching dimensions, with a total of 17 elements within them. An 'element' is defined as something that may be worth investing time and effort to work on to build a specific competency, skill or knowledge, or to enhance the learning environment.	The toolkit has a clear focus on areas of practice that have the potential to improve children's learning and outcomes. This session explores the first two dimensions: • 'Understanding the content (4 elements) • Creating a Supportive Environment (4 elements)	SENCOs senior/middle leaders, department leaders, phase leaders, teachers, TAs	90 mins
8.	**Exploring the 'Great Teaching Toolkit' Part 2** NEW	The 'Great Teaching Toolkit' provides both a synthesis of evidence from authoritative studies, and the findings of this evidence, that teachers can relate to their own experience. It is a model that comprises these four overarching dimensions, with a total of 17 elements within them. An 'element' is defined as something that may be worth investing time and effort to work on to build a specific competency, skill or knowledge, or to enhance the learning environment.	The toolkit has a clear focus on areas of practice that have the potential to improve children's learning and outcomes. This session explores the final two dimensions: • Maximising Opportunity to Learn (3 elements) • Activate Hard thinking (6 elements)	SENCOs senior/middle leaders, department leaders, phase leaders, teachers, TAs	90 mins
9.	**How inclusive is your classroom?**	This session will explore a range of time-efficient practical approaches that will help schools ensure that classrooms and lessons are inclusive and supportive of pupils with Special Educational Needs and Disabilities.	Exploring: • more fully what an inclusive environment needs • ways to create anxiety free routines • ensuring teaching methods are fully inclusive demonstrating high expectations for all • The language that we use in an inclusive classroom • The importance of the physical layout of the classroom • The theory of relational practice and its importance when working with pupils with SEND • The behaviour for learning classroom environment	SENCOs senior/middle leaders, department leaders, phase leaders, teachers, TAs	Half day
10.	**Improving parental engagement** NEW	Parental engagement has a large and positive impact on children's learning. This course explores both the research underpinning effective parental engagement and a range of strategies and approaches that could be developed by schools.	Participants will explore: • interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education or who are not involved at all • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis • how to tailor school communications to encourage positive dialogue about learning.	Senior leaders, middle leaders, department leaders, phase leaders, teachers, teaching assistants, pastoral leaders/ team members	Half day
11.	**Leading implementation successfully: a**	There are legitimate barriers to implementing effectively in schools—countless initiatives, limited time and resources, and the pressure to yield quick results, to name just a few.	Through the session participants will: • Explore the underlying factors that influence a school's ability to implement effectively: (a) treating implementation as a process, and (b) school leadership and climate.	Senior leaders, middle leaders, department	Half day

strategy not an event -Part 1	Based on the EEF's Successful Implementation report this workshop will provide an insight into each of the recommendations relating to successful school improvement.	• Consider the first two well-established stages of implementation (Explore and Prepare) • Identify and understand the importance of each stage reflecting on how the guidance will help implement a range of different school improvement decisions— programmes or practices, whole-school or targeted approaches, internal or externally generated ideas. • Identify the implications for both senior and middle leaders with regard to current and future school improvement work.	leaders, phase leaders, teachers	
12. Leading implementation successfully: a strategy not an event -Part 2	There are legitimate barriers to implementing effectively in schools—countless initiatives, limited time and resources, and the pressure to yield quick results, to name just a few. Based on the EEF's Successful Implementation report this workshop will provide an insight into each of the recommendations relating to successful school improvement.	Through the session participants will: • Explore the underlying factors that influence a school's ability to implement effectively: (a) treating implementation as a process, and (b) school leadership and climate. • Consider the final two well-established stages of implementation (Deliver and Sustain) • Identify and understand the importance of each stage reflecting on how the guidance will help implement a range of different school improvement decisions— programmes or practices, whole-school or targeted approaches, internal or externally generated ideas • Identify the implications for both senior and middle leaders with regard to current and future school improvement work.		Half day
13. Mitigating the impact of mental health on school attendance NEW	According to a survey conducted by the NHS, school absence rates are higher in children aged seven to 16 with a probable mental health disorder. Schools play an important role in supporting the mental health and wellbeing of children, and are well-placed to provide interventions to build resilience in children, which is essential to mental health, learning and development.	The session unpicks the responsibilities schools have where a mental health issue is affecting attendance and examples of effective practice. The guidance is intended for school staff, academy trustees, governing bodies, parents and carers, and local authorities. Participants will explore how some schools have supported children to build up their confidence and help them to attend more regularly.	Senior leaders, attendance leaders, pastoral staff,	90 mins
14. Oracy-rich classrooms: time to talk - Part 1 NEW	Oracy can mean different things to different people. Research shows that teaching children how to talk effectively can have a profound effect on learning outcomes. It is much more than simply providing children with opportunities to 'talk'. This session looks at how oracy can be developed across a school from EYFS to Year 6. This builds on previous webinar 'Pupil Articulation'	Participants will unpick the broader concept of 'oracy' and how this can be developed by unpicking the Cambridge Oracy Framework. In Part 1 participants will look at physical skills (voice and body language) and linguistic skills (vocabulary, language variation, structure and rhetorical techniques) associated with oracy.	Senior leaders, middle leaders, department leaders, phase leaders, teachers	90 mins
15. Oracy-rich classrooms: time to talk - Part 2 NEW	Oracy can mean different things to different people. Research shows that teaching children how to talk effectively can have a profound effect on learning outcomes. It is much more than simply providing children with opportunities to 'talk'. This session looks at how oracy can be developed across a school from EYFS to Year 6. This builds on previous webinar 'Pupil Articulation'	Participants will unpick the broader concept of 'oracy' and how this can be developed by unpicking the Cambridge Oracy Framework. In Part 2 participants will look at cognitive skills (content, clarifying/summarising, self-regulation, reasoning, audience awareness) and social and emotional skills (working with others, listening/ responding, confidence in speaking) associated with oracy.		90 mins
16. Outdoor learning; a mindset not just an activity NEW	Outdoor learning is a great way to provide children with a unique and engaging educational experience. Outdoor learning can be made possible in primary schools by assessing the available outdoor space, creating a timetable that maximizes the amount of time each bubble is outside, and adapting outdoor spaces for learning. This session explores a range of ways to further develop outdoor learning.	Participants will explore a range of ways that outdoor learning could be further developed in their schools. They will consider the extent to which they provide help children to • develop respect and sense of care for the planet. • nurture long-term resilience, confidence, creativity and problem-solving skills for children • encourage and nurture sustainable environmental behaviours • provide a secure and supportive setting to improve social skills and working with others	Senior/middle leaders, department leaders, phase leaders, teachers	90 mins

17. SEND Self Review – Good Practice NEW	Conducting a SEND review is a great way for schools to improve their provision. A review helps to shine a light on the inclusive practice of the school with the help of a powerful quality assurance tool. This session looks at the key aspects to consider in a self-review and how the findings can be evaluated and communicated to other stakeholders.	It covers eight areas: • outcomes for pupils with SEND; • leadership of SEND; quality of teaching and learning; • working with pupils and parents/carers of pupils with SEND; • assessment and identification; • monitoring, tracking and evaluation; • efficient use of resources; • overall quality of SEND provision.		Half day
18. Social and emotional learning- Why it matters! NEW	'Social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. This session unpicks this EEF guidance report which offers six practical and evidence-based recommendations to support children's social and emotional development.	This session is intended for primary schools. It is aimed primarily at senior leaders who are thinking about their school's approach to social and emotional learning, and at Early Years, Key Stage 1, and Key Stage 2 class teachers. Participants will have the opportunity to reflect on their current approaches, in light of the recommendations. They will explore practical ideas that could be implemented that can be woven into everyday class teaching without creating burdensome new programmes of work.	Senior leaders, middle leaders, teachers, teaching assistants, pastoral leaders/ team members, behaviour leaders	Half day
19. Successfully identifying and tackling barriers to learning	Identifying barriers to learning can be difficult because they come in all shapes and sizes, and are often particular to each pupil. This course unpicks a range of barriers pupils may face and how we can successfully identify and mitigate the impact they have on pupils success.	Participants will consider: • A range of ways that school practitioners can identify pupil barriers • The findings from social research • Ways to break down the barriers • Implications for teaching, the curriculum and the classroom environment • Interventions and approaches that can be taken to minimise the impact of such barriers • Ways to evaluate your impact	SENCOs senior/middle leaders, department leaders, phase leaders, teachers, TAs	Half day
20. Times tables – developing a whole school approach? NEW	Once learned….never forgotten! Since the Year 4 Multiplication Tables Check was introduced – there has been a greater emphasis on learning and recalling times table facts in line with NC expectations. This session explores research undertaken developing a whole school approach to the teaching (and learning) of times tables.	Participants will look at the findings from DfE funded research as well as explore a range of teaching strategies and interactive resources that can support the teaching and development of a whole school approach to the teaching of times tables.	Senior leaders, middle leaders, maths subject leaders, teachers, teaching assistants,	90 mins
21. Understanding the causes of aggressive behaviour and how to manage it	When aggressive behaviour occurs in the classroom or out of it – emotions run very high and the situations are stressful for all concerned. This course unpicks some of the antecedents of aggressive behaviour and explores was that aggressive behaviour can be managed -an in many cases prevented.	Participants will explore: • what is meant by aggressive behaviour • the causes of aggressive behaviour in pupils • ways that aggressive behaviour can be managed when it occurs • the wider classroom environment and routines • the importance of effective classroom management • the importance of relational practice and this can be developed further	Senior leaders, middle leaders, teachers, teaching assistants, pastoral leaders/ team members, behaviour leaders	Half day
22. Understanding and dealing Emotionally	Emotionally based school avoidance (EBSA) is a serious issue that affects thousands of children across England. It is a term used to describe children and young people (CYP) who experience challenges in attending school due to negative feelings (such as anxiety). This session will unpick	EBSA is commonly associated with emotional and physical distress, and a reluctance to attend school, which can lead to reduced attendance and further anxiety regarding school. Participants will explore ways schools can help get children back into education in a suitable manner and	Heads, senior leaders, middle leaders, department	90 mins

| Based School Avoidance NEW | the challenges facing schools and explore a range of strategies schools can deploy to improve children's attendance. | make sure any return is sustainable and long-lasting. A range of tools to support key staff in identifying, analysing and auditing needs will be available for use. Participants will also be signposted to other resources that can be used with families and children themselves. | leaders, phase leaders, governors | |