

Teaching & Curriculum

2026-27



Invest in effectiveness

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School Improvement Support Tailored to Your School

I am delighted to be able to share with you a range of high-impact training opportunities, from precisely curated single-day courses to more substantial year-long programmes. Every course focuses on clear pupil level impact.

"You have inspired the whole staff and this is just what we needed to kick start the year." Headteacher

Course evaluations consistently highlight the quality of the training, the depth of knowledge shared, the practical range of ideas, and the value of high-quality professional dialogue. I am always delighted when colleagues leave feeling inspired and confident to make meaningful changes to practice, and then see the impact of that work in schools.

"I feel totally inspired and determined to improve reading."

"Extremely useful. The course is already having an impact on reading."

All programmes and courses are:

- Grounded in extensive research;
- Rooted in both theory and practical application;
- Supported by resources to aid implementation;
- Accompanied by evaluation materials to help leaders consider impact.

"Every session has been immensely useful."

"A very thought-provoking and useful day."

"Vicky is a fantastic trainer – very inspirational and knowledgeable."

Schools can also purchase my time flexibly, adding hands-on expertise and capacity to leadership teams to help move key priorities forward. When you need more than advice and guidance, when you need someone to actually work in partnership with you and your leaders, adding an associate leader to your staff for a number of days across a term or year can help bridge the gap between identifying priorities and delivering them well.

"Truly exceptional in tailoring to our school, my vision and also the staff."

Additional services include leadership development programmes and coaching. If you would like more information about these, or any of the courses, please get in touch. I would be delighted to explore how we might work together.

Vicky Crane

School Improvement Consultant, Trainer and Leadership Coach

Metacognition



Grounded in high quality research, this training will extend teachers' knowledge and understanding of this exciting field of psychology. The training particularly focuses on how metacognition can be used to improve outcomes for disadvantaged pupils and be a key strategy for inclusion.

The EEF rates metacognition as the highest impact strategy for closing the attainment gap, reporting that pupils can make 7+ months of progress. Through bespoke consultancy for school leaders, staff training throughout the year and access to practical resources, your school can ensure that pupils capitalise on the benefits of metacognition.

Training covers a number of themes:

- Understanding the role metacognition plays in pupil progress and how pupils can become more effective and efficient learners;
- Increasing teacher understanding of how to develop metacognition in the classroom - a range of habits and approaches every teacher can employ;
- Using metacognition to enable pupils to become more independent;
- Choose from a range of modules to help teachers apply metacognition, e.g. Plan-Monitor-Check, Teacher think alouds, pupil think alouds, increasing pupils' ability to choose effective strategies, mechanisms for supporting thinking, metacognition applied to problem solving, mathematics, reading, test performance.

The training supports leaders and teachers to create learners who are: highly reflective and capable of taking charge of their own learning; engage in self-monitoring and self-correcting; and can articulate their learning.

The schools I have worked with have found the modular format builds team confidence and embeds new practices incrementally with amazing impact.



"I credit much of my academic success to developing metacognitive skills—but I gained them by chance, not design. I was lucky. Our pupils shouldn't have to rely on luck. It matters deeply to me that every learner is equipped with the metacognitive tools they need to succeed."

Vicky Crane
Consultant and Trainer



"Useful resources and excellent activities."

"Lovely atmosphere. Superb trainer. Great subject knowledge."

"Really enjoyed the training. Vicky is a generous and engaging course leader."

"Really practical resources. Lots of activities to take back for immediate and long-term action."

"The whole course was outstanding."

"Lots of ideas to develop metacognition across the school."

Bespoke in-school consultancy and training

Full day £750+VAT

Half day £550+VAT

Twilight £425+VAT

Q & A consultancy 90 minutes
£195+VAT

For larger conferences and groups please request a quote.

Includes access to online supporting resources.

Executive Functions in the classroom

The hidden architecture behind access, independence and inclusion

Executive functions not only play a crucial role in academic achievement, they also contribute to emotional regulation and psychological well-being.

They are hard to assess, partly due to their contextual nature, sit on a continuum and work in conjunction. With development, proactive control can increasingly replace reactive control.

Executive functions are the mental processes that help pupils focus, hold information in mind, regulate impulses, switch flexibly, plan, organise and persist. When these processes are underdeveloped, pupils can appear distracted, forgetful, disorganised, passive, dependent, oppositional or “not trying”, when in reality they may be struggling to manage the demands of learning. Understanding executive functions helps teachers respond with greater precision, strengthen pupil independence and build classrooms that work better for all learners, particularly disadvantaged pupils and those with SEND.

Sessions are rooted in research, but always translated into practical classroom action.

1. Develop teacher knowledge of the executive functions most relevant to classroom learning and gain greater precision in interpreting pupil difficulties;
2. A focus on designing lessons, adaptive teaching and creating classroom environments that support pupils experiencing difficulties with executive functions;
3. Support pupils to find strategies that will enable them to be more successful and independent;
4. Seek to address root causes by unpacking research to identify what is most likely to have a positive impact on executive functions.



“This work has two strands. Practical training for teachers, and strategic support for headteachers and senior leaders. The aim is to help schools make sense of the complex research on executive function and turn it into clear whole-school actions, consistent routines and classroom practice that strengthens inclusion.”

*Vicky Crane
Consultant and Trainer*



Evaluations from previous courses:

“Whole course was excellent – delivery, materials, presentation.”

“An excellent course, thank you. Will have a major impact on practice immediately.”

“Effective blending of theory and practical application in the classroom.”

“Inspirational. Thought provoking. Really made me think about my own mindset.”

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Full day £750+VAT

Half day £550+VAT

Twilight £425+VAT

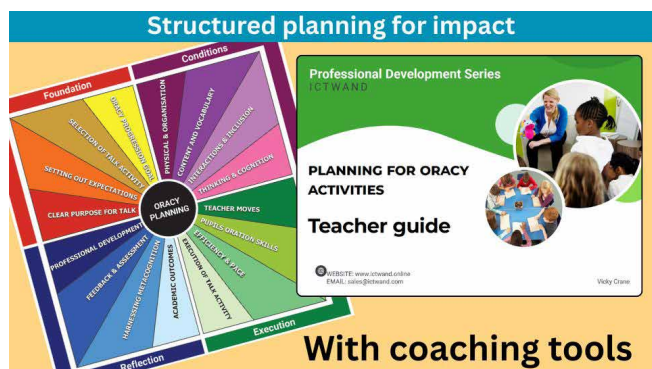
Q & A consultancy 90 minutes
£195+VAT

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Includes access to online supporting resources.

Oracy Development

With leadership support and teacher training options



Support your oracy leader:

- deepen their knowledge and expertise;
- access audits and frameworks;
- utilise school CPD materials;
- use resources to aid implementation;
- develop a strategic action plan; and
- access training that specifically focuses on leadership.

Learning to talk | Learning through talk | Learning about talk



7 strand progression framework

Four-quadrant lesson design process

Assessment materials

Classroom resources

"Brilliant ideas easily put into practice."

"Really practical resources. Lots of activities to take back and use immediately and longer term actions."

"Vicky's whole course was outstanding."

"Fantastic!" "Couldn't have been better!"

"Thoroughly enjoyed the day."

"Excellent resources / ideas to help with higher order questioning."

"More than met my expectations."

- **Audit:** Create a baseline from which to build.
- **Strategic planning:** Produce a strategic plan with clear milestones that empowers everyone to act.
- **Oracy progression:** Using 7 key oracy strengths, plot precise progression and enable pupils to make rapid, targeted progress.
- **Teaching:** Develop effective practices for talk activities in the classroom. Use the brilliant 4 quadrant framework for planning and evaluating talk activities.
- **Pupil responses:** Increase participation and support reluctant pupils; increase the quality and impact of talk activities; enhance daily questioning.
- **Thinking:** Utilise structures within talk activities to support pupil thinking.
- **Listening:** Enhance teaching of how to listen.
- **Assessment:** Oracy assessment frameworks and mechanisms for target setting.
- **EYFS:** A focus on the bi-directionality of communication and sustained play.

Bespoke in-school consultancy and training for oracy leaders, senior leaders, working parties, teacher training.

Full day £750+VAT

Half day £550+VAT

Twilight £425+VAT

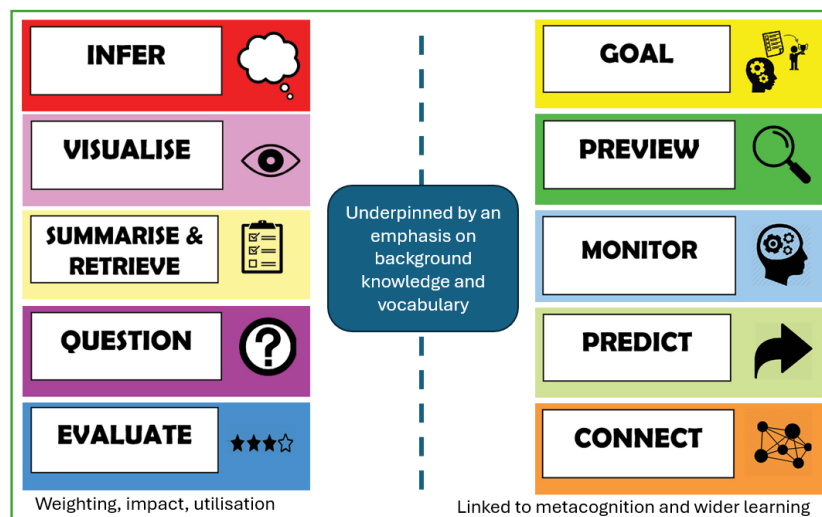
Q & A consultancy 90 minutes
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Includes access to online supporting resources.

Reading: switching to the Big 10

Grounded in research, teaching has greater impact when it addresses the full range of reading comprehension skills and deliberately weaves in oracy and metacognition. With an emphasis on precision teaching, progression and deep learning, the Big 10 approach supports schools to refine existing practice and improve pupil outcomes.



Schools that invest in the Big 10 gain more than a precision framework. Training is typically delivered face-to-face and usually consists of a full training day plus a series of modules to help build teacher expertise. This is accompanied by an extensive online CPD and classroom resource platform enabling teachers to personalise their professional growth and tap into phase-specific advice.

- **Research:** Explore the evidence base underpinning the Big 10 and consider the research about how pupils acquire comprehension skills and grow into proficient readers. Leverage this knowledge to create a more strategic and rigorous approach to teaching reading.
- **Progression:** Increase the precision of teaching with a framework that breaks down reading comprehension into clearly defined, granular components and understand how to support and challenge readers.
- **Assessment:** Ensure there is excellent use of assessment for learning and responsive classroom teaching. Unpack common assessment findings.
- **Tackling comprehension barriers:** Build knowledge of common issues and support teachers with diagnostic assessments to pinpoint specific problems.
- **Reading across the curriculum:** The Big 10 competency framework can be applied to any text—fiction or non-fiction—making it a powerful tool for strengthening reading comprehension across subjects and all year groups.
- **Bi-directionality:** The framework also builds a strong bridge between reading and writing, helping pupils transfer author techniques into their own writing.
- **Oracy:** Additional tools support links between oracy and reading comprehension. Give your book talk more bite.

“Extremely useful. The course is already having an impact on reading.”

“Everything! It has given me a real boost to think more about how reading is taught and what the children need. Thank you for all the brilliant resources.”

“I have bopped around school all day beaming, at the outstanding reading teaching I have seen, and the progress some of our most vulnerable learners were making both long term, but in front of my eyes.”

“Excellent ideas for stimulating reading. Superb tips and techniques for teaching inference / asking questions / inspiring.”

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Consultancy

Bespoke support

Do you need a partner who can help you achieve school improvement goals? Someone who can provide flexible support to you and your senior leadership team?

With over 25 years in education and more than 15 years in school improvement, my work goes beyond advice; I help leaders navigate complexity, make evidence-informed decisions and translate ambitious ideas into practical actions that improve outcomes. Every project is tailored to the context, priorities and people within your school.

Schools value the combination of strategic thinking, educational expertise and practical implementation support that I bring.

I am a qualified ILM Level 7 Executive Coach, a member of the Association for Coaching and an Affiliate Member of the Chartered Institute of Personnel Development.

Formats

One-to-one coaching.

Small group collaborative activities and working party facilitation.

Training days, workshops and twilights.

Leadership support packages to enhance impact.

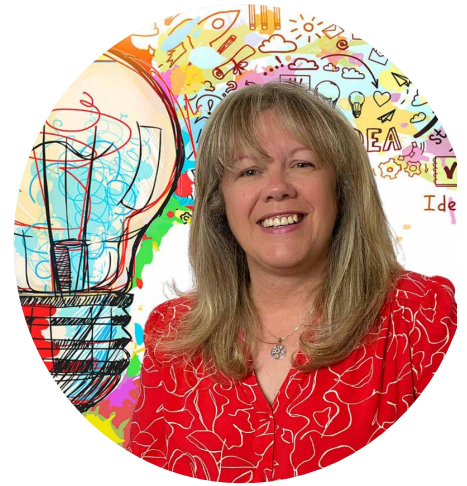
Reviews and analysis of existing practices.

Face-to-face in school support and virtual meetings are available.

Services

- Leadership coaching.
- Headteacher performance management and year-round support for achieving goals.
- Support for strategic planning.
- Team development.
- Year-long projects with specific aims related to metacognition, oracy, reading comprehension, assessment for learning.
- Partnership with senior leaders who hold particular areas of responsibility, such as raising attainment for disadvantaged pupils, inclusion by design, leading reading and curriculum development.
- Senior leadership training sessions, e.g. strategic thinking, developing school culture, leadership styles, improving performance management, maximising the impact of middle leaders.
- DHT, phase leader, subject leader training.

If your school is based in Yorkshire, I can offer you a range of face-to-face and remote support. I work in true partnership. Headteachers comment on my generosity, integrity and the quality of the support I provide. **"Vicky's level of expertise, her level of reality, and her level of practicality sets her apart from other school improvement professionals."** You can book a free discovery meeting to consider if my services meet your needs.



"Vicky is an excellent trainer and has worked with us for several years; both in developing individual leaders but also the work outlined here. Truly exceptional in tailoring to our school, my vision and also the staff rather than just being generic. Love her!" HT

"Thank you for being so generous in your support. I have been inspired and energised to keep going. Truly a well timed and informative session that I can practically put into practice for IMPACT." DHT

"You have inspired the whole staff and this is just what we needed to kick start the year." HT

"Vicky's style is a combination of information sharing, enquiry based questions and a coaching model that provides both challenge and support to all leaders and staff in school. I thoroughly enjoy working with Vicky, it supports and challenges me to be a proactive leader." HT

Book a free discovery meeting to explore how we might work together.

