

# Be in the driving seat



## Training & Support

For leaders and teachers

**2022/23**

Vicky Crane

ICTWand  
*Independent consultancy & training*





Dear Headteacher,

My training and support is not for the faint of heart. **My work centres around achieving excellence** and as such I pledge to explore subjects deeply, tackle complex issues with rigour and support colleagues to achieve more than they thought was possible. Gains are sometimes easy, and everyone loves a quick win, but more often improvement comes with hard work and a longer-term approach to tackling complex issues. I aim to establish the knowledge, understanding and skills that colleagues need to be 'experts' and to build school capacity that will ensure there can be continued growth beyond the training and support provided. I am always delighted when colleagues tell me they feel inspired and confident to lead developments in school or make changes to their practice. I provide practical tools and resources to help teachers and leaders create solutions that are right for their school. At the heart of all my work is a deep commitment to **'inspire, empower, and enable others'**.

**The majority of my training is now delivered remotely**, and as such I seek to take advantage of many new and creative ways of electronically collaborating. Online brainstorming tools, virtual corkboards, live questions and polls, structured whiteboard activities, and a combination of online and offline tasks can be brought together alongside video conferencing tools to make training an immersive and interactive experience.

Offering remote training provides schools with an efficient and convenient solution. Many schools choose one or more days of support and carve these into blocks of support, e.g. 9am-11am facilitating a working party focusing on word reading developments, 11.15am-12.15pm one-to-one coaching and professional dialogue with a deputy head teacher, 1.15pm-3.30pm reviewing intervention plans with an assistant headteacher.

**Hybrid courses, remote learning, self-paced training materials, live sessions, 1:1 coaching and mentoring – choose options that are right for your staff.** Choose from short sessions on a very specific issue to year-long support on a wider theme. Choose from central courses open to colleagues from across many schools or engage in bespoke solutions delivered just to colleagues in your school.

**The ICTWAND teachable learning platform** provides me with the opportunity to share video recordings, documents, advice booklets, leadership tools, and downloadable resources. **Online courses** offer personalisation and choice, e.g. phase specific units; modules that match school improvement priorities; sections of a course that link to the individual needs of a teacher. Training materials can be viewed on a classroom screen enabling groups of colleagues to learn together or completed at individual computers allowing for self-paced learning or a combination of approaches. With effective leadership, online training can be highly successful.

Please do not hesitate to get in touch to discuss your requirements.



# AHT Programme

*Five half-days across the academic year*

The focus of this programme is 'leading whole school actions' and working strategically at an Assistant Headteacher level. The course supports colleagues to consider how they are a driver for school improvement, a leader of change and an operational manager.



**Mental nourishment:** Time for thinking, discussion, expanding knowledge, deepening understanding.



**Tools:** Linking theory to practical tools allowing colleagues to immediately put ideas into action.



**Well-being:** support for mental resilience, an opportunity to pause and refocus, share challenges, peer support.



**Influence:** A focus on skills that enable leaders to work strategically and at a whole school level.



**Reflection:** Activities designed to support leadership reflection and improve personal effectiveness.



Covered across the course are a number of themes:

- Challenges of the AHT role; inward and outward facing leadership; having a whole school influence;
- School self-evaluation, vision, goals, utilising plans and securing impact;
- Setting expectations, addressing standards, persuasion, challenging conversations;
- Effective meetings; whole school communication; successful teams;
- What is impact and how can it be measured? How do day-to-day actions and longer-term strategies turn vision into reality? How can leaders reduce friction and overcome barriers to success?



*"A well thought out set of concepts to get us thinking."*

*"A great opportunity to spend some time reflecting on our practice. I've learnt a lot today! I feel empowered and motivated to do more, more effectively and armed with 'tools' to help me."*

*"I am delighted with the way the programme has developed my leaders...it will have a lasting impact on everyone who has been part of the course."*

*"Research, quality of activities, engagement, reflection. This has been a confidence-building, superb course."*

*"Excellent ideas and suggestions, especially when dealing with tricky issues."*

**Full course (exc.VAT):**  
Single delegate £595

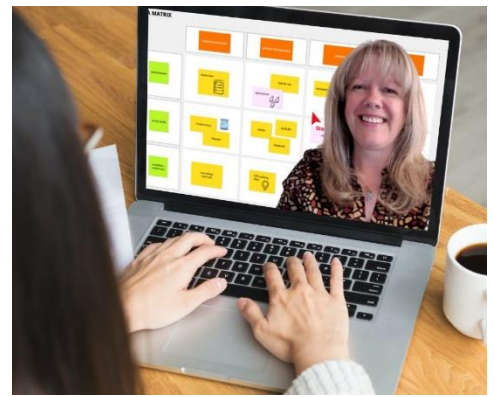
Thursday 22<sup>nd</sup> September 2022  
Tuesday 1<sup>st</sup> November  
Thursday 12<sup>th</sup> January 2023  
Thursday 2<sup>nd</sup> March  
Tuesday 20<sup>th</sup> June  
9.00am-12.00pm

*This course can also be delivered in your school or for a group of schools. Get in touch for a quote.*

# Phase Leadership

*Four full days across the academic year*

This course focuses on leaders having impact beyond their own classroom and influencing the teaching of others. It supports colleagues to grow and develop their leadership, increase their effectiveness and efficiency, and have the means to evaluate both the quality of their phase and their own leadership. The course provides leaders with a deeper understanding of the issues for their particular key stage and practical solutions to challenging problems.



Covered across the course are a number of themes:

- understanding phase leadership, including the demands of the role;
- influencing and developing the quality of teaching within a phase;
- undertaking school self-evaluation from a phase perspective; contributing to school improvement; learning the skills required to monitor effectively;
- building and sustaining positive, effective teams; maximising the impact of phase meetings and communication; motivating others.



Vicky Crane  
Consultant & trainer

- supporting colleagues to be successful, holding others to account and having difficult conversations;
- personal efficiency and effectiveness - getting the day-to-day basics right;
- managing logistics and team resources, including time and people.

*Additional coaching sessions for individual colleagues can be added to the programme.*

*"Really informative and engaging sessions. The tasks helped me to focus my thinking in terms of phase and school wide issues. Great discussions with Vicky and leaders from other schools which have helped me to plan exact actions going forward."*

*"The chance to plan a focused line of enquiry for monitoring and improving the phase was excellent."*

*"Excellent guidance. Very interesting and informative. As always I'm leaving buzzing with ideas and a plan of action."*

**Full course (exc.VAT):**  
Single delegate £550  
School price for 4 leaders £2000

Tuesday 20<sup>th</sup> September  
Tuesday 8<sup>th</sup> November  
Tuesday 24<sup>th</sup> January  
Tuesday 25<sup>th</sup> April

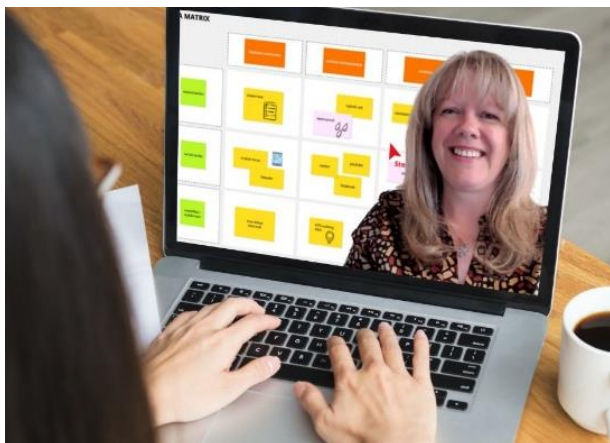
9.00am-3.30pm

*This course can also be delivered in your school or for a group of schools. Get in touch for a quote.*

# Subject Leadership

Middle leaders play a pivotal role in shaping the curriculum and supporting teachers to deliver high quality lessons. This course equips leaders with the skills, knowledge and understanding necessary to drive forward developments in foundation subjects.

Vicky has a wealth of experience in delivering inspiring leadership training that has real impact in schools. Headteacher comments: *"I am delighted with the way the programme has developed my leaders...it will have a lasting impact on everyone who has been part of the course."*



*Vicky Crane, consultant & trainer*

*The course is delivered remotely through live, interactive sessions. In addition, colleagues gain access to an online platform of supporting materials.*

The course emphasises **growing and developing leadership** through a subject leader lens.

Covered across the course are a number of themes:

- characteristics of effective middle leaders;
- impacting on learning beyond your own classroom;
- understanding why the curriculum is important and deepening knowledge of good practice;
- being aware of national updates, including the most recent publications from Ofsted;
- understanding the aims and objectives of the National Curriculum and the choices leaders need to make in shaping pupil learning;
- auditing the current position - identifying strengths and areas for development;
- ongoing monitoring and how to get the most from evaluation activities;
- taking steps to make the vision a reality; creating and implementing plans that have impact;
- considering how leaders can ensure there is equality of access to the curriculum for different pupil groups, e.g. disadvantaged pupils, SEND, EAL, gender;
- considering how the impact of the curriculum is assessed and how assessment information is used to support learning;
- communicating with a wide range of stakeholders.



*"I feel I have a clear vision and know the steps I need to take next as a leader. I feel inspired. Thank you for all your support."*

*"I liked having time to really think about what I am doing well and what areas I still need to improve. I really enjoyed it."*

*"The resources really solidified the information and helped to drive all points home. Vicky had some excellent advice and the examples really helped."*

*"Based on research with real examples. Helps to think more strategically."*

*"Vicky made the training really enjoyable."*

*£395 first delegate  
£300 for subsequent delegates*

*One full day and two half-days:*

*Tuesday 27<sup>th</sup> September  
(initial full day 9.00-3.30pm)*

*+*

*(8.45-12.30pm)*

*Tuesday 18<sup>th</sup> October  
Tuesday 10<sup>th</sup> January*



*The software we use gives live sessions a new look and feel.*



# Leadership modules

## Mix and match leadership topics

Create a bespoke leadership programme for your school (or across a number of schools), selecting from a range of modules. Delivered remotely through live zoom sessions and supported with additional electronic material, you can design training to suit the needs, experience and roles of your leaders.

### A. Developing your vision

- What is strategic leadership and how can you develop a strategic approach?
- The reason why visioning and strategic leadership are so important.
- Using strategic tools to analyse areas of responsibility to gain a clearer and sharper focus of key priorities for the future.

### B. Turning your vision into reality

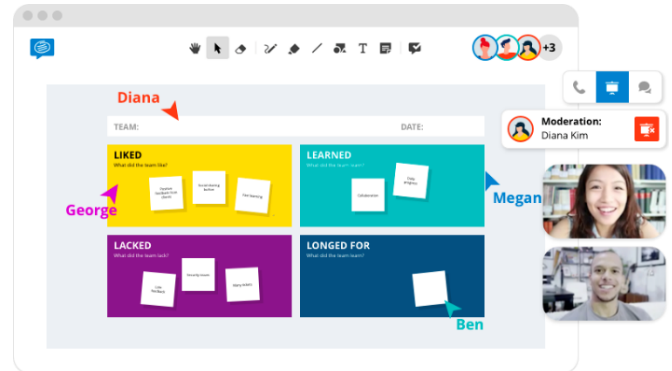
- The difference between leadership and management and why you need both.
- Tools to help leaders achieve their vision.
- The importance of selling your vision to others and strategies for achieving this.
- Factors that can derail projects and school improvement plans.
- Steps to success in turning your vision into reality.

### C. Ofsted and leadership

- Exploring what Ofsted are looking for when judging the quality of leadership.
- An opportunity to self-assess leadership.
- Common issues that arise in Ofsted reports and the implications of this.

### D. A relentless focus on the quality of teaching

- How should leaders judge the quality and teaching?
- What makes 'outstanding' teaching?
- Exploration of the methods leaders can use to influence the quality of teaching.
- What can leaders do to support individual teachers?



Concept board software, Padlet & zoom provide interactive sessions.

"A fantastic day. Superb mix of discussion and practical challenges."  
Assistant Headteacher

### E. What kind of leader are you?

***Understanding leadership styles and how this translates into everyday actions. Increasing personal effectiveness through understanding 'how you lead'.***

- Introduction to leadership styles and an opportunity for colleagues to consider which leadership style is their default position.
- Self-assessment activities designed to help leaders consider their underlying motivations and behaviour traits. Consideration for how this impacts on day-to-day leadership actions.
- Inward and outward facing leadership.

## F. Tapping into emotional intelligence

- What is emotional intelligence and why is it important for leadership?
- Using theoretical models of emotional intelligence in a practical way to aid leadership.
- What motivates you? What motivates people in your team?

## G. Dealing with challenges

- Delegation.
- Challenging conversations.
- The art of persuasion.
- Time management.
- Consideration of Steven Covey's seven habits of highly effective people.

## H. Team leadership & people management

- What makes an effective 'team leader'?
- Different types of teams and how teams form and develop.
- Dynamics of teams - using models to analyse your current team and plan for increasing team effectiveness. How team cultures are created. What is the culture of your team? How would you like to shape or re-shape the culture of your team?
- Motivating others.
- Developing people in your team.
- Effective team communication.

## I. Curriculum development

- Why is curriculum design important?
- As a leader, what is your role in ensuring the curriculum has strong intent, effective implementation and secures impact?
- How do you know if pupils are making progress and are ready for their next stage in education?

"I came away with lots of practical ideas and lots of inspiration." Phase Leader

## J. Stepping up to the plate and 'carpe diem'

- What does leading with confidence look like? What are the dangers of 'strong' leadership as opposed to confident leadership?
- How does confidence impact on leadership effectiveness?
- Methods for increasing leadership presence.
- Positivity and energy transfer.

## K. Contributing to school self-evaluation

Leaders at all levels need an accurate picture of the strengths and weaknesses for their area of responsibility. It is essential that leaders feel confident in designing methods of gathering evidence, are skilled in analysing the results and equipped to implement changes that will lead to improvements.

**Mix and match modules to create your own programme. Content from any session can be customised.**

**In addition to live zoom sessions, participants are provided with access to useful printables and electronic files, links to research, audits and checklists, advice booklets, etc.**

**Schools can add 1:1 sessions for coaching and mentoring of leaders to further personalise the CPD.**

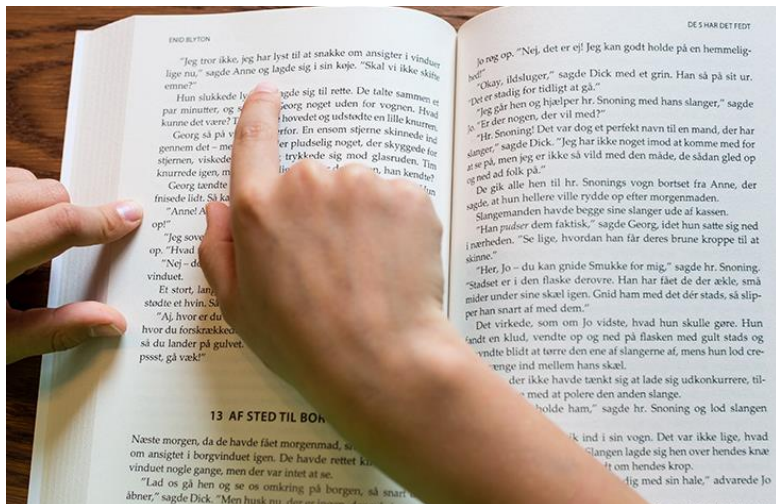
**Full day cost is typically £675+VAT, half-days £550+VAT, twilights £400+VAT.**

**Get in touch for a quote.**

# Word reading review

## Support for reading leaders

This is a half-day review session for reading leaders. You can also invite other colleagues, such as the person who leads on interventions and the pupil premium leader in your school.



### What is covered?

- Discussion of the school's approach to assessing pupils' word reading speeds, accuracy levels and prosody. If you don't currently have a system, an easy-to-use test can be provided with guidance on how to conduct the test and analyse the results.
- Discussion focusing on word reading interventions to consider if gains could be made, e.g. by switching to higher leverage interventions, identifying and removing any obstacles to successful intervention, correctly matching interventions to pupils. Developing knowledge of best practice in delivering reading interventions.
- Considering the needs of pupils who are struggling with phonics and suggestions for improvements. Consideration of DfE and Ofsted guidance of best practice.
- Discussion focusing on the day-to-day development of fluency and how to support teachers in maximising pupil progress.



Vicky Crane  
Consultant & trainer

- The link between quantity of reading and vocabulary development, fluency and comprehension.
- Paving the way for later success by acting on research related to reading in EYFS and Year 1.
- Support for aspects of leadership, e.g. quality assurance, action planning, leading developments.

Additional topics can be added to meet your needs.

### Evaluations from previous courses:

"We also continue to have huge successes with reading fluency, thank you once again with your support."

"I have been monitoring and quality assuring reading fluency interventions over the last few weeks and just want to say a huge THANK YOU for your engagement with the theory, assessments, plans, and to our support staff in particular for the PHENOMENAL delivery of the interventions. 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."

Review session ½ day £500.

Follow-up training sessions and support can be added:

Full day £675  
Half-day £500  
Twilight £400

Additional 90 minute 1:1 session £175

(Prices are excluding VAT)

Bespoke support for your school delivered via zoom



# Reading Comprehension

## Online training package for the whole school

This **substantial online training package** has been developed over several years. It contains **core modules** that all participants should complete and a range of **additional modules** to choose from, ensuring that colleagues can select a pathway for professional development that matches their current strengths and level of experience. As well as completing CPD individually and at their own pace, colleagues can also train together and engage in professional dialogue by displaying materials and video a large screen in a classroom (e.g. phase or interest groups). The coverage and depth of the course means that teachers can develop their skills over the course of a year (or more) and keep coming back to resources. **EYFS to Year 6 examples** are provided throughout the course. Participants can have access to a wide range of teaching resources.

CHECK LISTS - AUDITS - GUIDANCE BOOKLETS - CLASSROOM RESOURCES - THINK PIECES - THEORY & PRACTICE



### *Awareness:*

Introductory units designed to increase participants knowledge of both theory and practice: importance of comprehension; decoding v comprehension; Dr Scarborough's reading rope; Cummin's quadrant; identifying good / poor comprehension; planning lessons; case studies for different types of text; methods of teaching; different approaches to reading a text with a class (including approaches to reading aloud).



### *'Big 10' comprehension strategies in-depth:*

Explanations of each of the 'Big 10' comprehension strategies plus classroom resources and teaching ideas.



### *Practice and classroom issues:*

Exploring pupil difficulties, e.g. pronoun and alternative noun tracking; working memory; background knowledge; word reading speeds; conjunctions; text structures and genre. Using non-fiction texts. Planning lessons and methods of teaching. Reading assessment.



### *Teacher bonus materials:*

A wide range of teaching materials, printables and display materials to aid book talk and support lesson activities.



### *Leader bonus materials:*

Audits, checklists and guidance materials.

#### *Evaluations from previous courses:*

*"Wow! Brilliant ideas that I can use straight away in class."*

*"The balance of classroom examples, instructions and research documents makes the course interesting and kept my attention."*

*"It has given me a real boost to think more about how reading is taught and what the children need. Thank you."*

Individual user = £300

To enable whole school training, we are offering fantastic multi-account deals.

Small group account  
(up to 6 users in the same school £600)

Do you need more than 6 users? Simply multiply the number of accounts by £40. If you purchase a small group account, you can add in extra colleagues at any time.  
(Price is excluding VAT)



# Reading for pleasure

## Support for schools

We know that the quantity of reading makes a difference to the progress pupils make in reading comprehension and general academic achievement. Therefore, the number of books consumed by a child is important and parents and educators should do all they can to encourage pupils to read widely and often. An extensive diet of reading is important for all sorts of other reasons, such as enjoyment, escapism, social and emotional wellbeing, not to mention the benefits reading has to establishing pupils' knowledge base, views of the world and vocabulary. Pupils benefit from extensive reading.

Reading for pleasure support can be shaped to address the specific needs of your school. Choose from some of the options below or provide information about specific aspects you wish to cover.

- Understanding the **impact** of reading for pleasure - why is it important?
- School wide strategies for **promoting** reading in the classroom and beyond the classroom.
- Teaching and supporting pupils to select texts.
- Putting together an offer that inspires pupils to read. This includes consideration for resources that link to texts, text combinations, the role of different types of text, e.g. wordless books, graphics novels, poetry, nonfiction, dual language books, audio books, online and print materials.
- Designing and running effective independent reading sessions - including useful resources to keep readers engaged.
- Classroom approaches, e.g. reading aloud, group reading, peer to peer support, cross phase reading groups, teacher support for reading for pleasure.
- Informal book talk and promoting peer interactions based on books they are reading;
- Barriers to reading for pleasure and how to address these issues;
- Teacher approaches to monitoring reading for pleasure and taking action;
- Consideration for the role leadership plays in securing high levels of reading for pleasure across the school.
- Factors which influence school success in developing a love of reading.

Pupils who are motivated to read bring something extra to the reading process, e.g. concentration, perseverance, a desire to understand the text, a willingness to engage in thinking while reading. Intrinsic motivation is therefore an important factor. Desire to read is enhanced by being fluent and having good comprehension skills (which improve the more you read).



### *Evaluations from previous courses:*

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

"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."

Put together training at a depth and breadth to suit the school. For reading leaders, a working party, a training day, phase leaders etc.

Full day £675

Half-day £500

Twilight £400

Additional 90 minute 1:1 session £175

(Prices are excluding VAT)  
Bespoke support for your school delivered via zoom.



# Closing the gap for disadvantaged pupils : leadership and classroom practice

*"Being challenged in life is inevitable, being defeated is optional." Roger Crawford*

A strategic approach is needed to successfully close the gap for disadvantaged pupils. There needs to be a strong leadership layer that skilfully addresses key barriers and tackles global issues, such as ensuring the right infrastructure is in place to enable this group of pupils to thrive, and in addition every classroom teacher must know how to close the gap on a day-to-day basis. Only a system where everyone sees themselves as part of the solution will manage to close progress and attainment gaps.

Work with Vicky to design a programme of support that meets the needs of your school. This might include focused SLT zoom sessions, 1:1 support for the pupil premium leader across the year, meetings with the governor for pupil premium, working with the English leader on actions specific to reading and writing, working with the EYFS leader on developing vocabulary and early communication, working with the KS1 / phonics leader on early reading issues; supporting the SENCO to review interventions linked to this group of pupils, etc.

"Training and support aims to examine the barriers to learning and the common problems disadvantaged pupils face and provides practical strategies that can yield impressive improvements in pupil performance. It is a solution focused approach that equips leaders to strengthen both the leadership and classroom layers of closing the gap for disadvantaged pupils."



Vicky Crane  
Consultant & trainer

- Understanding the current issues and being aware of key findings from national and international research.
- High impact leadership actions.
- High impact practical classroom actions.
- Leadership that ensures all staff understand how they can contribute to closing the gap.
- Practical tools and resources for use in school.
- Considering the needs of disadvantaged pupils in your school, current practice and next steps.



*Create a package of support that meets the need of your school. Training can also be designed for groups of schools.*

Evaluations from previous courses:

*"The whole course was outstanding."*

*"A good mixture of activities, reflection, theory and time to develop plans."*

*"Thank you for all the support Vicky! All day you have been extremely knowledgeable in answering all my questions."*

*"A brilliant course. Lots of ideas and resources to use back in school. Very thought provoking. Thank you Vicky!"*

*"Excellent resources and information that can/will impact on performance at school and achievement of pupil premium funded children."*

*"A fantastic course."*





# EYFS : Provision development

This programme is for schools who wish to increase the impact of learning through provision **with a particular focus on communication, language, vocabulary, thinking and sustained play**. You can choose a particular focus, e.g. outdoor, indoor, role play - or look more broadly across all aspects. The training is delivered remotely via zoom.

1. The EYFS leader submits photographs (and video footage if possible) of the environment and areas of provision. The EYFS leader will also be asked to complete and return a professional observation document. (The EYFS leader will need ½ day release to complete the exercise.)
2. ½ day meeting with the EYFS leader to discuss the environment, how provision is utilised, the EYFS leader's assessment of provision and establishing priorities. Support is provided for action planning. A summary document is provided for EYFS leader and headteacher.
3. 90-minute twilight training session for the EYFS team - tailored to meet the needs of the school following discussion with EYFS leader. The training examines theory and compares this to current practice in school.
4. Access to online learning modules for the EYFS team and materials that the EYFS leader can utilise in meetings.
5. Follow-up meeting with EYFS leader and headteacher (or SLT link) 1 hour approximately 12 weeks after initial training.
6. Case study is produced by EYFS leader showcasing developments that have taken place throughout the year.

"This programme is about providing bespoke support to the EYFS leader and their team. The process enables colleagues to evaluate current practice and discuss practical strategies for improvement. The live training and online modules help adults in EYFS to broaden and deepen their understanding of theory and best practice."

Note: It may be necessary to set aside a small budget (usually for small items / books) to enable the EYFS leader to implement an action plan.



Vicky Crane  
Consultant & trainer



## Cost:

Package of support : £995 +VAT

Additional sessions can be added:

Half-day £500+VAT

Twilight £400+VAT

90-minute meetings £175+VAT

## Evaluations from previous courses:

*"A good mixture of activities, reflection, theory and time to develop plans."*

*"Thank you for all the support Vicky! All day you have been extremely knowledgeable in answering all my questions."*

*"Having a high quality, engaging outdoor area has impacted on the quality of learning that happens inside the classroom. The children want to spend time outside and therefore the inside environment is calmer which allows for higher concentration when participating in focused activities."*

*This programme aims to support and empower the EYFS leader. Additional support can be added, such as longer training sessions, more frequent meetings with the EYFS leader, support for SLT link. Create a support package that works for you!*

# Handwriting

## Whole school online training package

The importance of developing handwriting, stamina and fine motor skills cannot be overemphasised. The transcription skills (handwriting and spelling) do not have to be a limiting factor for pupils. Teachers can work systematically and utilise research to ensure all pupils can write fluently!

This classroom programme enables teachers to easily implement 15-minute daily handwriting sessions.

For older pupils, the programme can be used as an in-school intervention, an opportunity to practice for the whole class, or target pupils in Years 5 and 6 can be issued with passwords to a separate site for home use (included in the price).

- Videos demonstrating the formation of all letters.
- Videos of short words containing the target letter.
- Extra videos for difficult letter formations and joins.
- Videos for the 100 most common words.
- Additional printable resources to support development.

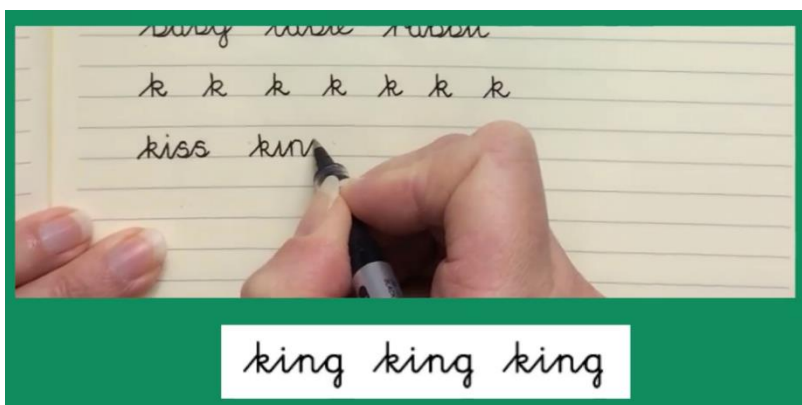
Based on research evidence about effective practice.

Focus: stamina, freeing up working memory / automaticity, presentation, confidence, improving writing outcomes.

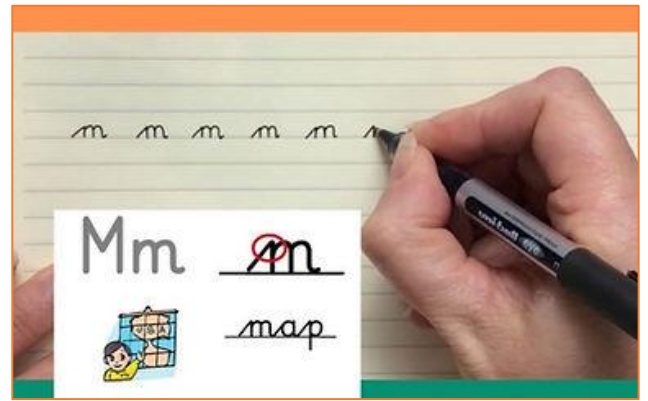
As the videos play on a loop, teachers are able to concentrate their efforts on supporting individuals and providing feedback. There is no need to purchase any expensive workbooks - a simple exercise book or sheets of paper can be used.

You can see more information on handwriting and example video clips on the blog: <https://www.ictwand.online/blog>

Please note that the programme is based on the Debbie Hepplewhite handwriting style.



Year 5 and 6 independent practice at home: "I've had a queue of children at my door this week so proud of their progress!" DHT



"The handwriting is still going from strength to strength and it's even noticeable on display boards around school. What a difference the programme has made!" AHT

"After only a few short weeks we have seen the impact. At parents evening, one of the parents commented that the work looked like it was written by two different pupils there had been so much improvement!" Year 5 teacher

*School licence £700+VAT  
(continuous use single fee)*

*Included in this cost is a 1-hour zoom meeting with one or more senior leaders. An additional twilight for staff can be added at £300+VAT. The license is perpetual – no need to renew each year.*





# Information texts

## Progression in writing series

Do you want to ensure that the nonchronological reports and information texts pupils produce are increasingly more sophisticated and show clear progression? Do you want to make sure that teachers are knowledgeable and skilled in teaching writing?

It is hard to deliver CPD for writing development for the whole school at the same time. The content of a writing training session for EYFS colleagues is extremely different to a training session that tackles the issues Year 6 teachers want to focus on. Online CPD offers the perfect solution.

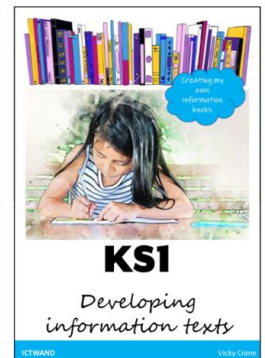
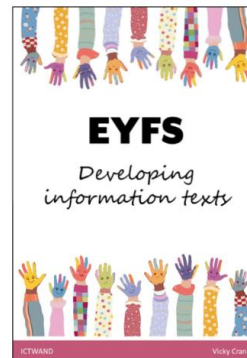
The course provides CPD for teachers in every phase. There is a common introduction followed by a section of the course for EYFS, KS1, LKS2, UKS2. Colleagues can access materials from any phase, but the course is split into sections to help colleagues access training that is relevant to their needs.

- Sentence structure progression;
- Deepening pupils' understanding of genre across phases;
- The role topic knowledge plays in creating texts;
- Different ways of planning information texts;
- Typical difficulties and how to address these;
- Teaching strategies and classroom activities for each phase designed to secure progression;
- Frameworks to aid professional dialogue.

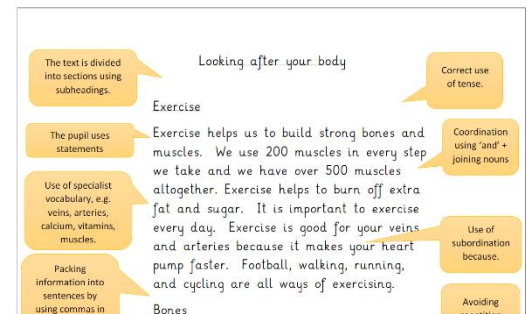
There are video tutorials for teachers, advice and guidance, booklets that can be downloaded and supporting classroom resources. The course is designed to provide materials that will stimulate professional discussion and help colleagues plan schemes of work. Ideally, colleagues will discuss the content and work together - and as such the price includes access for up to 10 colleagues (each being able to create their own account). Materials can also be displayed on a classroom screen to enable colleagues in the same year group to work together.

*How long does it take to complete the training? Schools should allocate at least a half-day or two twilight sessions for colleagues to complete the training (either individually or as a phase group). Colleagues will also need additional time to work together to plan. Teachers can then dip in and out of the course at relevant points in the year. The course can be accessed as many times as needed. Colleagues across the school could access the materials all at the same time, or the training can be undertaken by phases at a time when information text writing is particularly relevant.*

**VIDEO TUTORIALS - PROGRESSION BOOKLETS - CHECKLISTS - CLASSROOM RESOURCES - EXEMPLIFICATION MATERIALS**



Progression booklets for every phase



Exemplification materials



Video tutorials



Supporting resources

An account for up to 10 colleagues in the same school is £100+VAT  
Please get in touch for a quote if you need more accounts.



# Have you planned your CPD programme for next year?

Design your own training programme. Mix sessions of different length and different types, e.g. 1:1, small group, whole school sessions. Sessions are delivered via zoom and/or an online learning platform.

**Training is** available in a wide range of areas including:

- closing the gap for disadvantaged pupils (at classroom level / at leadership level);
- developing reading comprehension; developing fluency;
- non-fiction reading / non-fiction writing;
- marking, feedback and post production activities;
- progression in writing;
- metacognition;
- teaching with memory in mind;
- Growth Mindsets; and
- using the power of questioning, developing talk and harnessing thinking skills.

**Have training sessions designed to meet the needs of your school. To maximise impact, consider multiple sessions with gap tasks to embed changes and tackle high priority issues with rigour.**

## Leadership development

Have you planned your *programme of leadership development*?

Why not consider a series of leadership sessions:

- Strategic leadership and facilitated SLT sessions, e.g. planning for the year ahead, reviewing the development plan, mid-year reflection activities, data analysis.
- Senior leadership team training programmes - sessions designed to fit the needs of your team and provide support for specific aspects of leadership, e.g. team work, developing as an SLT, increasing the impact of lesson observations, sharpening school self-evaluation activities, emotional intelligence, challenging conversations.
- Curriculum development - support for leaders with 'intent, implement, impact'.
- Middle leadership training programmes.

## In-depth development programmes

Create your own multi-session package of support to aid the implementation of whole school initiatives. Mix leadership sessions, twilight training via zoom, coaching and 1:1 support across a whole year to tackle large scale changes, e.g. developing reading across the school, improving the quality of the curriculum, tackling progression in writing.

## ICT Wand

*Independent consultancy & training*



- ✓ Practical advice;
- ✓ Courses firmly rooted in good practice and educational research;
- ✓ Supporting electronic materials provided for teachers / leaders;
- ✓ Designed to meet the needs of your school;
- ✓ Facilitated reflective practice and professional dialogue.

"Fabulous resources, good themes for group discussions, lots of opportunity to share ideas and a variety of learning tools."

"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."

"Thank you. The day left us both feeling really inspired and positive about the future of our SLT!"



Personalised support from  
Vicky Crane  
Consultant & trainer

Mobile: 07921 726580  
sales@ictwand.com  
www.ictwand.com

# Base line pricing for in-school support

The following provides an illustration of typical base line pricing for the academic year 2021/2022 excluding VAT:

## Full-day training delivered in blocks

A full day of support is usually £675. For example, 1:1 sessions with subject leaders throughout the day scheduled via zoom. Four x 75 minute small group training sessions (3-6 people), e.g. year group specific training.



## Two-hour twilights via zoom:

£400 for delegates from the same school.

## Leadership mornings / Leadership afternoons:

£500, e.g. 3-hour training session via zoom or two 90-minute sessions (one in the morning, one in the afternoon) with a gap task between the two.

## Bespoke consultancy support:

- Zoom appointments: 90 minutes £175+VAT for coaching, mentoring, small group work. Aimed at senior leaders and colleagues leading on whole school initiatives or those involved in research projects.
- Discounts can be applied to multi-day packages.

## Cluster support / large scale events

The cost for this type of training depends on the number of delegates, the number of schools involved, and the type of training being delivered

Please do get in touch for a no obligation quote.

*"Delivered superbly, good content, exactly what we needed, clear instructions."*

*"Inspirational. Thought provoking. Really made me think about my own mindset."*

*"Vicky's whole course was outstanding!" "Absolutely what we needed to kick start the year." "Every session has been immensely useful." "Vicky is a fantastic trainer – very inspirational and knowledgeable." "Each session is having a positive impact."*

*"Research, quality of activities, engagement, reflection. This has been a confidence-building, superb course."*

*"Excellent ideas and suggestions, especially when dealing with tricky issues."*

# Two strands of specialism:

## ACADEMIC SUCCESS FOR DISADVANTAGED PUPILS / SUCCESS FOR ALL PUPILS

### MAXIMISING SELF-DIRECTED THINKING

Metacognition, teaching and learning with memory in mind, growth mindsets, self-development, goals and plans, taking greater responsibility for own learning.

### UTILISING SUPPORT FOR LEARNING

Marking, feedback, flexible grouping, responsive teaching, utilisation of data, interventions (class-based and non class-based), maximising the impact of teaching assistants.

### REMOVING LIMITING FACTORS

Reading speeds and fluency barriers, handwriting, speaking and listening, vocabulary. Consideration of a wide range of limiting factors and high value solutions.

### READING

Word reading & fluency, developing comprehension, reading to learn & nonfiction reading, designing effective lessons, identifying and tackling typical difficulties.

### PROGRESSION IN WRITING

Genre knowledge, sentence structures, lesson sequencing, identifying and tackling common issues, utilising research, placing success for all at the heart of lessons.

### CURRICULUM

Working to ensure the curriculum is strong, effective and has the desired impact.

### SECURING A GREAT START

EYFS focus particularly maximising impact of provision, speaking and listening, vocabulary, early reading/language development.

### MESH

Working with leaders to create strong, multi-layered solutions. Working with teachers on classroom actions. Everyone, at all levels, having impact.

## LEADERSHIP

### HEADTEACHERS AND SLT

Strategic thinking, facilitated planning sessions, teamworking, professional dialogue and bespoke support. Sessions can be provided 1:1 or small group.

### DEPUTY HEADTEACHERS

Training for colleagues new to role or for experienced colleagues who want to continue to expand and develop their leadership skills. Courses are also offered that provide headspace to reflect on the challenges of the role.

### CATCH-UP / PP LEADERSHIP

Meetings with individuals or groups of leaders with responsibility for closing the gap, e.g. support for planning, support for reviewing current position, training, leadership support.

### ASSISTANT HEADTEACHER

A focus on whole school developments and equipping leaders to work at this level. As well as courses, 1:1 ongoing support can be provided (e.g. half-termly) linked to an aspect of school improvement or specialist area of responsibility.

### PHASE LEADERSHIP

Understanding the role with a focus on leaders having impact beyond their own classroom, building high-performing teams, balancing different elements of the role, phase evaluation, and utilising leadership self-evaluation tools.

### CURRICULUM & SUBJECT LEADERSHIP

The subject leadership course is ideal for new leaders or leaders who have not had previous training. For more experienced leaders, some schools purchase a day of support and divide the day into a series of 1:1 sessions. For whole school development, perhaps a series of twilight sessions might suit your needs particularly if coupled with curriculum leader support.

### READING / WRITING LEADERSHIP

Training and support sessions for individual leaders or groups of colleagues with overlapping areas of responsibility, e.g. EYFS leader, KS1 leader, phonics leader, reading leader.



*Vicky Crane*

*Independent Consultant & Trainer*

ICTWAND

5 Highdale Road

Scarborough

North Yorkshire

YO12 6LL

[cpd@ictwand.com](mailto:cpd@ictwand.com)

07921 726580

[www.ictwand.online](http://www.ictwand.online)

[www.ictwand.com](http://www.ictwand.com)

