NQT Conference: ‘Work Smarter’
Monday 14th October and Tuesday 15th October 2019,
Marriot Hotel, Huntingdon

Programme

08.30 – 09.00  Registration and refreshments
09.00 – 09.20  Welcome

The induction process

Rachel Minett, CCC NQT Adviser

09.20 – 10.10  Keynote 1: Smart Differentiation

Sue Cowley, Teacher trainer and Author

10.10 – 10.20  Break and networking
10.20 – 11.20  Workshop 1
11.20 - 11.30  Workshop changeover
11.30 – 12.30  Workshop 2
12.30 – 13.20  Lunch and networking
13.20 – 14.20  Workshop 3
14.20 – 14.35  Break and networking
14.35 – 15.20  Keynote 2: ‘Waving not drowning: how to enjoy your NQT year
and manage your workload effectively’

Helena Marsh, Executive Principal, Chilford Hundred Education
Trust

15.20 – 16.05  Keynote 3: ‘Professional learning without limits’

Professor Dame Alison Peacock, Chief Executive of the
Chartered College of Teaching

16.05  Evaluations and close
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<tr>
<th>Title of workshop</th>
<th>Summary</th>
<th>Presenter</th>
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| The 5 Cs of Positive Behaviour Management              | In this workshop Sue will explore the importance of high expectations and help you understand how best to communicate these to your students. She will also look at the need for consistency in the classroom and get you thinking about how to best motivate and engage your learners.                                                                                                                                             | Sue Cowley  
Teacher trainer and author             |
| Dyslexia: what it means and how to support it in your classroom. | Dyslexia is thought to affect up to 20% of the population yet remains one of the most controversial and oblique areas of learning need in terms of definition, identification, implications and intervention. This session aims to cut straight through all of that and will give you a clear, evidence-based definition of dyslexia that is shared across schools in Cambridgeshire and increasingly in other areas in the Eastern Region. It also aims to provide you with information about how you can identify needs in your classrooms and the three tiered model of assessment and intervention used in Cambridgeshire schools. Finally, this session will present you with all of the information you need about how to meet needs at a Universal level using small, sustainable adaptations in your classrooms that will enable you to ensure that students with literacy difficulties are able to access and enjoy the content of your lessons. | Dr Joanna Stanbridge  
Educational Psychologist  
CCC Educational Psychology Service |
| Evidence Informed Practice with Mobile Technology     | This hands-on workshop will consider how teachers and pupils can leverage the power of mobile technology to enhance pupils’ learning across the curriculum. Come along to find out more about how you can make smarter use of technology to support areas such as preparing resources, carrying out formative assessments and giving effective feedback, whilst factoring in evidence on cognitive load, dual coding and retrieval practice. This workshop will be based around the use of iPads but the key messages could apply across other types of technology too! You are welcome to bring along your own iPad to use in the workshop if you wish to. | Craig Thompson  
Schools’ Technology Advisor / Apple  
Professional Learning Specialist  
The Education ICT Service               |
| Meeting the Needs of Children with Autism in Your Classroom | Autism is a lifelong, developmental condition that affects how a person communicates with and relates to other people, and how they experience the world around them. There are four areas of difference that are particularly important to understand and pay attention to because most children and young people on the autism spectrum will have individual educational needs to be met in these areas. This session will enable you to understand the four areas of difference, and how they can affect pupils in school. Most importantly, you will hear about practical approaches and strategies for meeting the needs of children and young people on the autism spectrum, so that they are able to fully access the curriculum, and enjoy school. | Dr Carla Stavrou  
Educational Psychologist  
CCC Educational Psychology Service |
| Aims: | Zoe Lattimer  
Interim Deputy Head  
Teacher  
Cambridgeshire's Virtual  
School for Care  
Experienced Children |
|---|---|
| - To share the role and purpose of the Virtual School  
- To explore barriers typically faced by children currently in care or who have previously experienced being in care  
- To explore impact of attachment difficulties or trauma on learning and behaviour  
- To suggest strategies which support children in care in order to raise outcomes  
**Children in Care**  
This workshop will be of particular benefit for delegates who wish to broaden their understanding of the impact of poor early experiences on learning and behaviour in school. The barriers faced by children who are, or have previously been, in care will be explored and consideration will be given to the impact of poor attachments and early trauma on brain development and school readiness. A range of strategies which may support these children will be explored. This workshop is delivered by Cambridgeshire Virtual School who have specific responsibility for children in care in schools, however the themes and strategies may also be of use for delegates working with children at other stages of the safeguarding system including child in need, child protection and post-adoption |  |

| Aims | Belinda Harvey  
Primary Adviser |
|---|---|
| • To prepare NQTs for Inspection  
• To improve knowledge of the expectations, processes and procedures of the new Ofsted Common Inspection Framework – including safeguarding and curriculum.  
• To develop skills to communicate effectively with Ofsted Inspectors and HMI  
• Myth busting!  
**Description**  
An interactive workshops highlighting the key themes in the Common Inspection Framework. Through discussion and activities, NQTs will develop skills in preparation for Inspection. Resources will be shared to support NQTs preparations in school, as well as the opportunity to listen to and ask questions of Advisers with recent inspection experience. |  |

| Aims | Emma Fuller  
Lead Adviser English and Maths |
|---|---|
| - This session will support NQTs in considering the evidence around TA practice and how we can use this to develop good working practices and relationships within our classrooms. Delegates will be given a copy of the EEF Guidance Report: Making Best Use of Teaching Assistants and will be guided through an overview of the evidence. They will be supported to consider how this will best work in their context and be shown resources that can help them implement these effective approaches.  
**Supporting TA practice to maximise pupil progress in primary schools: Using the evidence to develop effective working relationships** | Cambridgeshire County Council  
Emma Fuller  
Lead Adviser English and Maths |
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<td>Rebecca Pentney&lt;br&gt;East Cambs and Fenland Research School Lead&lt;br&gt;Littleport Primary School</td>
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<td>Practical and interactive strategies for teaching PSHE – including the new statutory requirements (secondary)</td>
<td>This workshop will include practical and interactive approaches, resources, activities and ideas that support the teaching of PSHE and help to build positive climates and relationships in the classroom. Many of these will also be able to be used or adapted for delivering other subject areas – for example discussion techniques and active learning. Relationships and Sex Education and Health Education becomes statutory in all secondary schools from September 2020. This workshop will also introduce the ‘new’ areas of work.</td>
<td>Cathy Murphy&lt;br&gt;PSHE Adviser&lt;br&gt;PSHE Service, Cambridgeshire County Council</td>
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<td>Practical and interactive strategies for teaching PSHE – including the new statutory requirements (primary)</td>
<td>This workshop will include practical and interactive approaches, resources, activities and ideas that support the teaching of PSHE and help to build positive climates and relationships in the classroom. Many of these will also be able to be used or adapted for delivering other subject areas – for example discussion techniques and games. Relationships Education and Health Education becomes statutory in all primary schools from September 2020. This workshop will also cover the new requirements and how the PSHE Service’s Primary Personal Development Programme (available via a subscription to Cambridgeshire schools) enables schools to ensure these are met.</td>
<td>Steph Hoskin&lt;br&gt;PSHE Adviser&lt;br&gt;PSHE Service, Cambridgeshire County Council</td>
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<td>Strategies for supporting EAL students</td>
<td>This workshop will provide guidance on how to effectively support your bilingual learners of all levels. It will consist of a range of practical strategies, useful resources and an understanding of how language is acquired.</td>
<td>Iman Ibn Tahaikt&lt;br&gt;Louise Crook&lt;br&gt;Independent EAL specialists</td>
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