



# L.E.A.D. Professional Development

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'WORKING IN PARTNERSHIP, ACHIEVING THE HIGHEST OUTCOMES FOR ALL' Issue No.44 March/April 2026

## MARCH/ APRIL NEWS

As we move into March and April, across the education sector, there is a continued and much welcomed focus on **literacy, inclusion and high-quality professional development**.

This reminds us that strong foundations in reading, writing and communication underpins success at every phase of education. Whether supporting early readers, strengthening literacy across the curriculum, or refining our leadership practice, the importance of evidence-informed, inclusive approaches has never been clearer.

At the Teaching School Hub, we remain committed to working alongside you to support this work. Over the coming months, our programmes, networks and resources

will continue to prioritise **effective classroom practice, leadership development and collaboration**, ensuring that professional learning is both purposeful and responsive to the realities of schools and settings today.

In this edition of the newsletter, you'll find updates on upcoming professional development opportunities, highlights from recent research, and resources designed to support colleagues at every career stage. We hope these offer practical support, encouragement and inspiration as we move through the Spring Term.

We value our partnership working and the trust you place in us as we look forward to continuing our work together.

- Amanda Griffiths

### 5 Education Trends Shaping 2026 – and What Leaders Can Do Now

Below are five major trends we saw take hold in 2025, including two with direct implications for special education, along with practical actions leaders can take in 2026.



### The Role of Visionary Leaders in Shaping 21st-Century Schools

The needs of learning in the 21st century reach far beyond conventional conceptions of teaching and learning.

Schools are being asked to foster critical thinking, technological literacy, creativity, and world awareness to prepare students to face dynamic social and economic futures. Achieving this transformation requires more than incremental adjustments; it calls for visionary leadership capable of driving systemic change.



# Every Child Achieving and Thriving: A New Vision for Education

The government's 2026 education white paper, *Every Child Achieving and Thriving*.

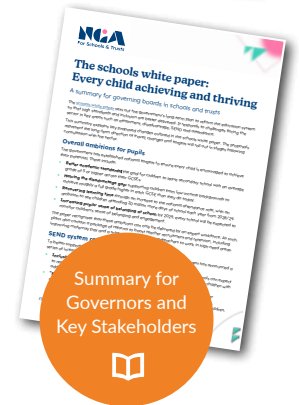
The schools white paper sets out the government's long-term plan to reform the education system so that high standards and inclusion are better delivered. It responds to challenges facing the sector in key areas such as attainment, disadvantage, SEND and attendance.



## Aspirations for Every Child

The government has established national targets to ensure every child is encouraged to achieve their potential.

The paper recognises that these ambitions can only be delivered by an expert workforce and high quality CPD and teacher training entitlements. Plans also contain a package of reforms to boost teacher recruitment and retention, including improving maternity pay and a scheme to incentivise headteachers to work in high-need areas.



## SEND system reform

To better support mainstream settings and earlier intervention, the government has announced a series of initiatives and significant changes to the current approach, including:

- Inclusive mainstream funding as well as expert services: Schools will be able draw on a multi-agency support offer overseen by local authorities, bringing together specialists from speech and language, educational psychology and occupational health.
- Schools will be required to publish an inclusion strategy which explains how resources are deployed to benefit children with SEND. This document will replace the current SEN Information Reports.
- Individual Support Plans (ISPs) for all children with additional needs: schools will be legally required to develop a plan that describes a pupil's day-to-day provision and the support required. ISPs will be created in collaboration with parents.
- EHCPs for pupils requiring more complex support: EHCPs will be based on a 'Specialist Provision Package' that sets out the evidence-based interventions and resources required.
- Quality first, research based, inclusive teaching is an expectation for all mainstream pupils.

## Stronger Foundations to Deliver Change/A Rich and Broad, Inclusive and Innovative Curriculum

A rich and broad, inclusive and innovative curriculum should be in place which includes the focus on foundational skills and enrichment opportunities. Realising the opportunities from data, AI and technology alongside building a more nuanced accountability system.

### Coherence and Collaboration across the Sector

The paper outlines the need for coherent planning of services across a community and an understanding of the patterns of children and families lives in order to design around them.

The government describes a system where families are treated as partners in their child's education with wider services such as the Best Start Family Hubs as a single point of access for parents to get advice on supporting learning at home and identifying emerging needs sooner.

### Stretch for all children: achieving without limits

White working-class children have been identified as one of the largest and lowest-performing groups that require further support. This forms a significant focus within the White Paper.

Recognising that some challenges are concentrated in specific geographic regions, the government has launched two area-specific programmes: Mission North East and Mission Coastal, which aim to tackle barriers to progress.

### Formal Collaboration and MATs

The DfE encourages more structured collaboration to promote best practice and resource sharing. There is an expectation that all schools will join or form a high-quality multi academy trust (MAT), with local authorities also able to establish trusts.

### An Improved Complaints Process

The white paper also acknowledges that the current complaints system needs to work better for parents and staff.

### Exclusions and Behaviour

The white paper sets out high expectations for behaviour, while ensuring that sanctions do not result in pupils losing learning time or being removed from settings without appropriate oversight.




## READING

### Reading: Fluency is the Bridge to Comprehension: Doug Lemov

Doug Lemov explains the bridge to comprehension, calling this the “Science of Comprehension Symposium.” There is a video to see it in action too.



Follow the link to watch the video and find out more: 

### Secondary Literacy: Why Reading Fluency Matters for Every Subject


Blog by the Derby Research School

In secondary classrooms, pupils encounter texts that are dense, technical and conceptually demanding. Whether navigating a science method, analysing a historical source or interpreting a complex maths problem, success depends not only on subject knowledge but on the ability to read fluently.

Too often, fluency is seen as something mastered in primary school—a stage to “get past” before moving on to comprehension. Yet research (e.g., the EEF’s Improving Literacy in Secondary Schools guidance) reminds us that without fluency, working memory remains tied up with decoding.

Read on to find out more: 

### EEF: Revisiting the Reading House

Updated reading house links reading theory, assessment, practice and professional learning. 


### How thoughtful teaching and modelling of vocabulary can make a real difference to children's outcomes

Julian Grenier, Senior Content and Engagement Manager for Early Years, reflects on the importance of children’s early communication and language.




Follow the link to find out more: 

### National Year of Reading 2026: Celebrating Reading in Multilingual Classrooms

Discover free resources, expert insights, and practical strategies from The Bell Foundation to support reading development for multilingual pupils as part of the National Year of Reading 2026. 

### Early Years

The Importance of fundamental skills in the EYFS. Read the article to identify the important skills the first phase of education. 

## WRITING

### The Language of Great Writing: Exploring vocabulary and grammar through the Writing Framework

Behind every powerful piece of writing lies two essential building blocks: vocabulary and grammar. These components aren't just technical details, they're the tools that allow young writers to express ideas with clarity, precision, and creativity.

In this latest instalment of our series of blogs exploring the Writing Framework, we will delve into the topic of vocabulary and grammar and how they are fundamental to breathing life into writing.


Read on to find out more: 

### The Writing Framework Section 4: Composition - what this really means for the way we teach writing

Section 4 of the Writing Framework feels particularly important because it gets right to the heart of what we do: supporting children to become confident, purposeful writers - fostering writers who can shape meaning, not just follow instructions. It reminds us that the quality of children's writing is tied directly to the quality of the decisions they make - decisions about vocabulary, structure, varied sentences, tone, pace, clarity and effect.

READ MORE HERE

### How to Help Children See Themselves as Writers

Think back to the last time you asked your class to write something. Did you spot a few pupils staring at the page, unsure where to start? Maybe you noticed someone who always writes with confidence, while others struggle to get going. What's happening here isn't just about grammar or spelling - it's about whether your pupils see themselves as writers. This article explores why writer identity matters, how it shapes pupils' engagement, and what you can do to help every child see themselves as a writer. Read the blog from Ambition Institute here: 

## Writing Moderation Resources

Paul Singleton, the strategic assessment and moderation lead in Lincolnshire has created and shared a range of resources to aid moderation in each year group:

<b>Y1 Writing</b> 	<b>Y2 Writing</b> 	<b>Y3 Writing</b> 	<b>Y4 Writing</b> 	<b>Y5 Writing</b> 	<b>Y6 Writing</b> 	<b>All Year Goups</b> 
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### Films to support Parents/Carers and Professionals from the NHS

New 2026 Mental Health Strategy Videos from NHS Hampshire CAMHS.

Parents, carers, and professionals can now access new films covering important topics around children and adolescent mental health.

To watch the videos, simply scan the QR codes provided and explore these helpful resources.

Supporting young people's mental health has never been easier!



What is emotionally-based school avoidance?



Risk factors for emotionally-based school avoidance



Tips for emotionally-based school avoidance



Thriving with ADHD in school



ADHD and sleep



Reframing ADHD



Girls and ADHD



ADHD - order our of chaos




Growing older and changing ADHD symptoms



The importance of sleep



Tips to support sleep optimisation

Find further resources here: 

## Resources to Support Schools Through RISE

Through the RISE programme in the East of England, there are a range of resources to support schools e.g.

- High Expectations Webinar KS2 and slide deck
- Strengthening Teaching and Learning in Year 6
- From Purpose to High Expectations

# RISE



## Webinars to support outcomes in Mathematics

There are a vast range of webinars in mathematics.

Please access them here:

### Attendance & Attainment Conference

Join primary school leaders in a virtual event providing fresh insight and strategies on improving attendance and attainment in your school.

The conference takes place across two afternoons:

**Wednesday 4th, 12:30pm–3:30pm and Thursday 5th March, 12:30pm–3:30pm**

Each afternoon features different content so please join both days.



## RISE East Midlands Universal Literacy Offer Literacy Support - EYFS to Key Stage 4 - Spring 2026

The DfE have funded a project which is running during Spring 2026 and provides teachers and leaders in Early Years, KS1, KS2, KS3, KS4 and SEND settings with access to:

Funded by



Department for Education

CPL

Leadership Support

Moderation

Resource Bank

Podcasts

This provision will be delivered by a partnership of literacy experts from the Literacy Excellence Centre, L.E.A.D. & Flying High English Hubs and Derby Research School.

Workshops and resources are:

- available from mid-January to the end of March.
- designed to school and MAT/Partnership colleagues.
- in-person, on-line and as recordings.
- focussed on the following area, linking to the existing national programmes.



Writing	Reading	Leadership	Moderation	SEND
Developing confident young writers Coming up - 21st January <i>Book your place <a href="#">here</a></i>	Reading diagnostic skills	Train the trainer - building literacy audit and expertise	Securing the foundations: FS/ Reception & Y1	Strategies to develop literacy
Improving writing outcomes	Struggling readers	Partnership/MAT English Leadership	Pre key stage moderation	Train the trainer - building SEND literacy expertise
Creating an early writing framework	Reading fluency	Effective English Leadership		
Enabling extra adults to support writing	Phonics			
Writing Podcast & Case Study	Reading at KS3/4 Podcast & Case Study	Leading Literacy Podcast & Case Study	Moderation Podcast & Case Study	Strategies for SEND Podcast & Case Study

Further details can be found via our brochure:

To access the literacy support and expertise available for your school, MAT or Partnership, follow the links below:

You can also express your interest in being the first to hear more about the literacy offer and share key contacts to receive information directly, such as English or Literacy Leads.

**Find out more**

Express your interest here

**CPL Bookings**

Book your place here

**Resource Bank**

Coming soon

**Email**

Rebecca.smith@sdsa.net

# Leadership Briefings

**'How to Effectively Implement Responsive Teaching and Foundational Knowledge'**  
(Primary and Secondary Colleagues together)

Do not miss the opportunity to book your place on the upcoming Leadership Briefings. There will also be the opportunity to unpick the Curriculum Review and the topic of Transition with colleagues within the session.

Aims:

- To recap and connect with prior leadership forum content
- To share current position against the curriculum review
- To share thoughts and views around transition in Lincolnshire
- How to effectively implement 'Responsive Teaching and Foundational Knowledge'
- To identify your own next steps as a setting.

**Spring - Cross-Phase** - Please click the date for booking your place.

**Tuesday 3rd March**  
South Kesteven

**Wednesday 4th March**  
East Lindsey

**Thursday 5th March**  
City of Lincoln

**Tuesday 10th March**  
North Kesteven

**Wednesday 11th March**  
Boston & South Holland

**Thursday 12th March**  
Boston & South Holland

## We need your help!

Help us showcase the fabulous education settings across Lincolnshire at The Hub!

We're looking for high-quality, original-size JPEG images to feature on the pillars in our main room. We'd love photos that capture children reading, writing, participating in sports and performance, artistic and creative activities, and outdoor learning. We would really welcome pictures from Early Years and also of teachers teaching and engaging in professional learning and collaboration. Please do share any other moments that reflect the rich, high-quality experiences enjoyed by Lincolnshire's diverse young people.

Please send your images to [admin@leadtshub.co.uk](mailto:admin@leadtshub.co.uk) and help us celebrate the incredible work happening across our schools and settings. If images of colleagues are shared, please do ensure that any information on lanyards are not visible.

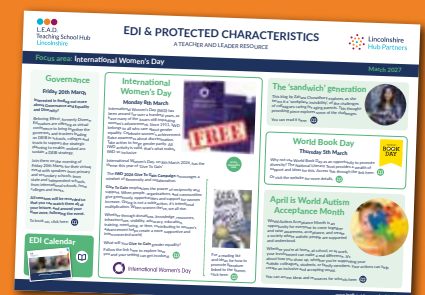


CLICK HERE

The EDI Calendar

## EQUALITY, DIVERSITY AND INCLUSION

L.E.A.D. Teaching School Hub remains committed to supporting schools in developing their approach to Equality, Diversity, Inclusion and Protected Characteristics.



Please find a copy of the latest EDI newsletter for March



## The Value of the Learning Conversation when Mentoring Trainee Teachers at Lincolnshire ITT

Mentor feedback is a critical element in developing the practice of trainee teachers and building confidence. At Lincolnshire ITT, mentors play a crucial role in developing new teachers through purposeful dialogue that combines support with professional challenge. At its core is the learning conversation: a structured, reflective dialogue that enables trainees to analyse their practice and improve pupil outcomes.

Mentors use the Lincolnshire ITT Mentor Feedback Model, which emphasises evidence-informed discussion, precise targets, and a sharp focus on the impact on pupil learning. Rather than offering general praise or criticism, mentors root feedback in observed practice, identify high-leverage improvements, and agree granular next steps and rehearsal.

A key strength of the learning conversation is its role in developing reflective practice. Donald Schön (1983) argued that professionals grow through reflecting on action. Structured post-lesson dialogue enables trainees to analyse specific moments, evaluate their effectiveness, and consider alternative strategies.

One secondary trainee reflected, "*The conversation helped me see exactly where pupils became confused. I hadn't really noticed it while I was teaching.*" Such insights demonstrate how guided reflection moves trainees beyond instinct to intentional decision-making.

Not all post-observation questions are equally effective. The common prompt, 'How do you think it went?', is often too broad and emotionally charged. Trainees may respond with general feelings, eg 'fine' or 'terrible', rather than analysing evidence of learning. It can also lead them to second-guess the mentor's judgement instead of engaging critically. The Lincolnshire ITT feedback model promotes sharper questioning such as, 'What evidence shows pupils understood the key concept?' This focus on impact encourages analytical thinking. In a mentor evaluation process, one trainee commented, "*When my mentor asked about evidence of pupils' learning, it shifted my attention from how I felt to what pupils achieved.*"

Learning conversations also establish a growth-oriented culture. Carol Dweck (2006) highlights the importance of a growth mindset in sustaining improvement. When mentoring is dialogic rather than judgemental, mistakes become opportunities for refinement. This reflects principles of instructional coaching described by Jim Knight (2007), where partnership and clarity are central, and as one trainee reflected, "*I felt challenged but never criticised; it made me want to improve.*"

The learning conversation, supported by the Lincolnshire ITT Mentor Feedback Model, transforms mentoring into professional partnership. By grounding dialogue in evidence and maintaining high expectations, mentors develop reflective, resilient teachers committed to continuous improvement.

### References

- Lizana Oberholzer and Derek Boyle (2024), *Mentoring and Coaching in Education 2024*  
 Knight, J. (2007). *Instructional Coaching: A Partnership Approach to Improving Instruction.*  
 Schön, D. (1983). *The Reflective Practitioner.*  
 Dweck, C. (2006). *Mindset: The New Psychology of Success.*



## Early Career Teacher Entitlement (ECTE)

This term sees the launch of our **Spring Term ECT Regional Training events**. ECTs who began their training in **September or January** will be able to join us for **face-to-face training events**. Dates and locations can be found in our training calendar:



One of the key focuses of our **Year 1 ECT Regional Events** is **Reading for Pleasure**, in line with this year being the National Year of Reading. One Education further explores what the latest research tells us about reading for pleasure and how to instil a love of reading in our learners.

You can read the full article here:

Our **Year 2 ECTs** will attend a **local group session**, with a range of venues and dates available across Lincolnshire. If you have a Year 2 ECT in your school, please ensure they are booked onto their training event.

Events can be booked via the **ECPDP platform** for ECTs and mentors who began **prior to September 2025**, and via the **ECTP portal** for ECTs and mentors who began **from September 2025 onwards**.



### Change of Mentor

If you have had a change of mentor in your school, please follow the steps below:

1. First add the mentor on DfE Manage Training for Early Career Teachers:
2. Whilst on DfE Manage Training for Early Career Teachers. Link the new mentor to the ECT.
3. Log onto ECT Manager to update mentor details:



## Dates for your diary

<b>Thursday 12th March</b>	<b>Progress Review/Assessment Deadline</b> <i>Formal lesson observation and review meeting to take place prior to this.</i>
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As we approach the deadline for submission of Progress reviews and Assessment reports you may find our updated guidance on ECT Manager useful. These can be found under the 'resources' tab.

### Appropriate Body and ECTE Padlet

Just a reminder that you are able to access our AB/ECTE Padlet where you can easily access documents and guidance for everyone involved in the induction process. This is regularly updated with key information.

### ECTE Policy

We have updated our model ECT Policy to include additional information regarding formal capability and failure of the induction period. We recommend reading the amendments to decide if they are relevant to your setting.

A copy of the policy can be found on our Padlet under **useful resources** section. The policy can also be found on ECT Manager, under the 'resources' tab.



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## Meet the Team Continued!

This month, we are excited to introduce you to **Kirstyn Moffat**, our wonderful facilitator for this year's NPQEYL programme. Find out more about her here:

Hi, my name is Kirstyn - I'm an experienced school L.E.A.D.er and early years specialist, with my entire career rooted in Lincolnshire. I began my journey after graduating from Bishop Grosseteste College with a BA (Hons) with QTS in English, followed by a first-class Master's degree in Primary L.E.A.D.ership and Management. I was also proud to be part of Cohort 2 of the original NPQH.

I became a headteacher at the age of 27, which at the time made me the youngest in the country. I have enjoyed a number of headship roles including as an Executive Headteacher across two primary schools. Throughout my career, I have been deeply committed to high-quality L.E.A.D.ership, which led me to become a local authority consultant headteacher, supporting colleagues across the county, and to L.E.A.D. the first Network Community funded by the DfE, bringing schools together to share and develop best practice.

At the heart of my professional journey has always been my passion for early years. This has shaped every stage of my career – from opening nursery provision in primary schools, to L.E.A.D.ing a maintained nursery school, to working as a Senior Adviser for the local authority Birth to Five Service, and later as an Early Years L.E.A.D. Practitioner within a Multi-Academy Trust.

I am now an Early Years Consultant and Ofsted Inspector, and I am thrilled to also be working for L.E.A.D. as a facilitator for the NPQEYL. Early years is the foundation of all learning and development, and when we get it right for our youngest children, we set them on a lifelong path of curiosity, confidence, and success. L.E.A.D.ership in the early years is an exciting and vital area of development, as it focuses on empowering teams who are dedicated to giving every child the very best start in life.

The L.E.A.D. Teaching School Hub provides a powerful platform for early years practitioners and teachers to grow as L.E.A.D.ers, to implement meaningful improvement projects, and to enhance the quality of provision and curriculum within their settings and schools. Central to this work is bringing colleagues with you: listening, supporting one another, developing others, and bringing out the best in everyone as we navigate the training and qualification together.

Through facilitating the NPQEYL, I feel privileged to work alongside early years colleagues who share the same passion, commitment, and ambition to create exceptional learning environments where every child can thrive. I very much look forward to working with you, sharing our enthusiasm for early years, and being part of your L.E.A.D.ership journey.



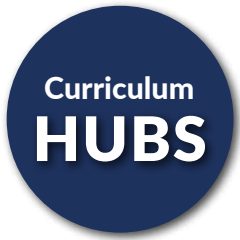
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## School Visits

April and March will be busy months for the school visits. Out NPQSL and NPQH cohorts are thoroughly looking forward to visiting Ling Moor, Louth Academy and St. Peter at Gowts, following the success of the John Spendluffe visit. Thank you to all leaders for sharing their great practice and we look forward to sharing details of the days in future newsletters.

## Good Luck!

Good Luck to our TDT Cohort 7 Leadership NPQ Programme Members who have their assessment in April. Don't hesitate to reach out to use for any support in the lead up to this. We wish you every success!



# English Hub Remit Expansion – September 2026



English Hubs  
Witham St Hughs English Hub

We are pleased to announce that the Department for Education has confirmed the expansion of our remit across multiple key areas:

- **Key Stage 1:** Continuation of work in early reading, reading for pleasure, and early language.
- **Key Stage 2:** New focus on reading fluency.
- **Secondary:** Full rollout of our remit, targeting KS3 reading outcomes.
- **Early Years:** Expansion into early literacy, with a particular focus on early writing.

*These developments mark an exciting progression of our work, and we look forward to sharing further updates in due course.*

## National Year of Reading



As part of our commitment to the Year of Reading, we have developed a support offer designed to work alongside schools throughout the year. This offer aims to strengthen and celebrate reading for pleasure across all settings.

The offer includes case studies, video clips to share with staff and leadership teams, video ideas to support classroom and library reading areas, community links, podcasts, and a range of supporting resources, all aligned with the Lincolnshire Reading Pledge.

If you would like to take part in any aspect highlighted within the infographic, please do let us know. We would very much welcome the opportunity to collaborate with schools and share practice. Together, we share one clear vision: to continue improving and embedding a strong culture of reading for pleasure in all of our settings.

	Book Reviews	Films	Case Study	Podcast	Wider Releases	
<b>Classroom</b> Spring Term 2026	Early Years KS1 KS2 KS3/4	<i>Video compilation:</i> What does reading for pleasure mean to you?  What does an effective classroom reading area look like?	<i>Case studies from the classroom:</i> What does it mean to be a reader in your classroom?	The Reader Behind the Teacher.	Release of the renewed Lincolnshire Reading Pledge criteria – Bronze, Silver and Gold.  Release of updated Lincolnshire Reading Pledge supporting documentation.	Our National Year of Reading Webpage: 
<b>School</b> Summer Term 2026	Early Years KS1 KS2 KS3/4	What does an effective school library look like?  Where do you use reading in your daily life?	<i>Case studies from schools:</i> How have you developed and continue to develop your reading for pleasure culture?	Voices of Leadership: The Power of Reading Teachers.	Release of a secondary specific Bronze Lincolnshire Reading Pledge criteria.  Release the Platinum criteria for the Lincolnshire Reading Pledge.	Join the Lincolnshire Reading Pledge: 
<b>Community</b> Autumn Term 2026	Book reviews from the wider community: Early Years KS1 KS2 KS3/4	Where can you read beyond your school gates?  <i>Video Compilation:</i> Author's Input - What does reading for pleasure mean to you?	<i>Case studies from the community:</i> Celebrations of reading across the community.	The Reading That Shaped Me: From Reading to Real Life.	DfE funded 'Transform your Schools Reading Culture' training is launched for Secondary Schools.  Production of new Lincolnshire Reading Pledge videos.	Join the National Year of Reading: 

If you haven't already, find out more and register here

# Celebrating Reading for Pleasure in Action

## Somercotes Academy – World Book Day for Year 7 and 8



**Somercotes  
Academy**

As part of this year's World Book Day celebrations, Mablethorpe Library and Somercotes Academy will participate in a nationwide community book distribution project, bringing books and the enjoyment of reading to our local children. Working in partnership with the World Book Day charity and made possible with support from The Julia Rausing Trust, Arts Council England, National Year of Reading and World of Books, we will be giving children and young people the opportunity to exchange their £1 token for a book of their choice and will also be organising school events.

Years 7 and 8 students from Somercotes Academy will be visiting the library on Friday 27th February for the KS3 event which will be hosted by Kenny Baraka, working with the WBD charity, and will give students the chance to meet and work with two of the WBD published authors and participate in two exciting workshops delivered by Seven Stories.

It is a unique event for Mablethorpe library and supports the World Book Day charity's mission to improve access to books and provide opportunities to develop a lifelong habit of reading for fun. What better way to celebrate the National Year of Reading!



**LING MOOR**  
A PRIORY ACADEMY

## Ling Moor Academy - Reading Cafes

Ling Moor have made a great start to the Year of Reading. At the start of February, they hosted a series of reading cafes, where parents, carers and Grandparents were invited in to read with their child and share their favourite stories. Child and grown up alike had a wonderful time sharing the fabulous world of books!



Join us at **Ling Moor's Gold School showcase** to explore their inspiring Reading for Pleasure journey, discover the strategies and activities that have engaged their students, and see firsthand how a love of reading has been nurtured across the school.



**Thursday 30th April**  
**9.30am – 11.45am**

Richmond Drive,  
Lincoln LN6 8QZ

CLICK  
HERE TO  
BOOK

# Nottingham Trent University

## - Year of Reading free monthly webinars

This year, we've had the pleasure of working alongside colleagues from Nottingham Trent University and as part of their contribution to the Year of Reading, they have produced a special series of free seminars, hosted by the CLEDI Research Group (Centre for Research in Language, Education and Developmental Inequalities) at Nottingham Trent University.

These monthly sessions are designed to provide practical, research-informed strategies to support reading, literacy, and wellbeing in primary and secondary classrooms. Each seminar is free, starts at 3.30pm, and includes time for discussion, reflection, and ideas to take straight back to your classroom.



<b>March 18th</b>	<b>Reading, intense interests, and autistic joy in the classroom.</b> Practical Ways to Build Inclusive Reading Experiences. <i>Dr Ania Atkinson - Senior Lecturer and Researcher in Education Studies and SEND</i>
<b>March 31st</b>	<b>Creating a successful Reading for Pleasure Community.</b> Practical and innovative ways to embed reading for pleasure initiatives. <i>Dr Beccy Cullen - WRAP Programme Director</i>
<b>April 28th</b>	<b>Peers helping peers with their reading: PALS-UK a whole-class paired reading programme.</b> Sharing the success of engaging with EEF programmes in your setting. <i>Dr Emma Vardy - Associate Professor in Psychology</i>
<b>May 19th</b>	<b>Navigating Language Disorders in the Classroom: Dyslexia and Developmental Language Disorder (DLD).</b> Building Understanding and Confidence in Supporting Language Needs. <i>Dr Rebecca Larkin - Deputy Head of Department of Psychology and Dr Catherine Marshall - Senior Lecturer in Psychology</i>
<b>June 30th</b>	<b>Love2Read: Ann innovative approach to sustain a love of reading.</b> Six Research-Informed Principles for Fostering Reading for Pleasure. <i>Professor Sarah McGeown - Professor of Literacy (Psychology &amp; Education) and Dr Jamie Lingwood - Senior Lecturer in Psychology</i>
<b>July 14th</b>	<b>Supporting wellbeing through stories</b> Practical Ways to Use Stories to Support Emotional Health <i>Jayne Carter - Programme Development Lead</i>
<b>Sept 29th</b>	<b>Support Language and Movement through Storytelling in the Primary Setting.</b> Innovative in the early years. <i>Professor Clare Wood - Professor of Psychology</i>
<b>Oct 20th</b>	<b>'I can relate to this': insights on factors affecting teen reading choices.</b> Supporting Teen Reading Through Choice, Relevance, and Connection. <i>Beth Kemp - PhD Researcher</i>
<b>Nov 24th</b>	<b>From Calculation to Communication: A Disciplinary Approach to Teaching Mathematics.</b> Practical Strategies for Developing Disciplinary Literacy in Maths. <i>Tina Ronan - Second Grade Teacher</i>
<b>Dec 15th</b>	<b>ReadEasy: The Importance of Reading Volunteers</b> Harnessing the Power of Volunteers to Support Literacy and Confidence. <i>Lorna Jaggard - Early Years Lead</i>



## Leading Change, Inspiring Music Next Level Curriculum and Assessment

Friday 20th March

The New Life Centre, Sleaford

Scan or click the QR code

FREE  
to Access

Following the recent publication of the Curriculum & Assessment Review, join us for a powerful day of inspiration, collaboration and discussion. We'll explore curriculum innovation, assessment, equity and inclusion -strengthening music education across Lincolnshire.

Other CPD opportunities can be found here including:



- **Tuesday 24th March**  
Crash, Bang, Sing and Play  
(Music in the Early Years)
- **Thursday 21st May**  
Music Subject Leader Network Meeting (online)
- **Tuesday 2nd June**  
UpRising Special School Network (online)
- **Thursday 18th June**  
Composing with Confidence at KS3 and KS4  
(with 'I Can Compose')
- **Tuesday 30th June**  
Tech Tunes (Integrating Technology into  
the Music Curriculum)

**Lincolnshire Music Service**  
**Leading Change, Inspiring Music**  
Next Level Curriculum & Assessment

For all Music Leaders shaping music education across Lincolnshire

**Keynote: Jeffrey Boakye**  
A powerful day of inspiration, collaboration, and discussion exploring curriculum innovation, assessment, equity, and inclusion – strengthening music education across Lincolnshire for the future

**Secure your place**  
Scan the QR code to book

**Location:** The New Life Centre, Sleaford  
8:45am arrival | 4:00pm close

**Date:** Friday 20th March 2026

**QR Code:** [QR Code]

# Greater Lincolnshire Careers Hub

THE CAREERS & ENTERPRISE COMPANY



## Defence & Security Skills Webinar

Join the Greater Lincolnshire Careers Hub for an exclusive Defence & Security Skills Webinar on **Monday 17th March, 6-7pm**, designed to inspire students and broaden their understanding of the diverse career pathways within the UK's defence & security sector.

This live online event will feature insights from leading employers—including Tekh, MASS, SRC UK and the RAF—who will each showcase real-world roles, emerging skills, and opportunities across technology, engineering, intelligence, cyber and more. Students will also have the chance to hear from industry professionals, explore varied routes into defence careers, and take part in a Q&A session.



**PATHWAY**

**Sector Insights:**  
Defence & Security with Greater Lincolnshire Careers Hub

17th Mar - 6pm-7pm

ROYAL AIR FORCE | MASS | tek | SRC UK

This is a fantastic opportunity for young people to discover high value, future focused careers and learn how they can begin their journey.

# WHAT'S COMING UP IN MARCH

## East Midlands KS2 SATs Support Sessions

inspiring|leaders

Free regional events for Year 6 teachers and leaders

Join our **free, face-to-face support sessions** designed to strengthen and empower the **Year 6 teaching community** in the final stages of KS2 SATs preparation. These events are open to Year 6 teachers and leaders from schools across the East Midlands.





### Session features:


- **Safe and supportive environment** – time and space to reflect, share and learn
- **Expert-led inputs** – guidance on the Writing Framework, Mathematics, and SATs administration
- **Peer learning opportunities** – fostering honest conversations in a professional and respectful space
- **Practical insights into key challenges, including:**
  - SEND considerations, groupings, and compliance
  - Effective styles and approaches to assessment preparation
- **Access to shared resources, including:**
  - A regional Padlet of high-quality tools and materials
  - Recordings of key expert inputs for future reference
- **Ongoing community-building** – these events aim to spark a professional network that continues beyond the sessions to support Year 6 colleagues throughout the year

### Book onto the event near you!

#### Lincolnshire


 Monday 16<sup>th</sup> March


 1pm - 4:30pm

 Venue TBC (expected to be Lincoln city)

 [BOOK NOW](#)

#### Nottinghamshire & Derbyshire


 Tuesday 17<sup>th</sup> March


 1pm - 4:30pm

 Eastwood Hall

 [BOOK NOW](#)

#### Leicestershire & Northamptonshire

 Thursday 19<sup>th</sup> March

 1pm - 4:30pm

 Staverton Park Hotel &  
Golf Club

 [BOOK NOW](#)

## Maths professional development leadership opportunities

The NCETM and Maths Hubs are now accepting applications for five programmes designed to develop teachers as experts in teaching for mastery and the leadership of professional development. The programmes are:

**Primary  
Mastery  
Specialist**

**Secondary  
Mastery  
Specialist**


**Further  
Education  
Mastery  
Specialist**

**Professional  
Development  
Lead**

**School  
Development  
Lead**

The links above will take you to the webpage of each programme with full information and details of how to apply. Each programme is fully funded by the Maths Hub Programme and so is free to participating schools. Furthermore, your school / setting will receive funding to cover your release time to participate fully in the chosen programme.

- Mastery Specialist Programmes support individuals to develop and embed expertise in leading maths pedagogy and knowledge of how pupils learn maths.
- NCETM Professional Development Lead Programmes support individuals to develop and embed expertise in leading maths professional development and knowledge of how teachers of maths learn and develop.
- NCETM School Development Lead Programmes support individuals to develop and embed expertise in leading maths school development and knowledge of how leaders of maths learn and develop.

If you wish to discuss these exciting opportunities further, please get in touch at [enquiries@ememathshub.org](mailto:enquiries@ememathshub.org) or visit our website: 

The closing date for all applications is **Thursday 23rd April 2026**.




## Recruitment Opening Soon - Mastering Number Key Stage 1

**Would your school like the opportunity for teachers to develop the subject knowledge and skills to secure firm foundations for their pupils in additive relationships?**

Then Mastering Number at Key Stage 1 is the programme is the the programme for you.

There are new and exciting changes coming to the programme for 2026/2027 with the programme now including a 'shape, space and measure' element.

Whether your school has engaged historically or if you are new to Mastering Number at Key Stage 1 - please express an interest on the link. Once the programme is finalised we will be in touch with the updated information. 



## UPCOMING LEARN SEND HUB TRAINING

Click on your chosen event or resource for more information

**TEAM Teach Level 2**  
(2 day course)  
Tuesday 3rd &  
Wednesday 4th March

**Lego Therapy**  
Thursday 5th March  
Using Lego play to support  
social skills

**Midday Supervisors  
De-escalation and Behaviour  
Management**  
Tuesday 17th March

**Emotion Coaching**  
Thursday 19th March

**Specialist School  
Leadership Meetings**  
Friday 20th March

**Introduction to the SEND  
Journey in Action**  
Thursday 30th April

**Adult Mental  
Health Aware**  
Thursday 21st May



## Why not See Practice in Action for Free?



Schools across Lincolnshire are hosting free open mornings to share their practice, tools, routines and their journey.



**Aim: An opportunity for leaders to:**

Inspire

Explore

Reflect

Collaborate

Click on the area below to see the list of dates available and book your slot.



*There are limited spaces available*



## This month's opportunity for professional development

Click on your chosen programme below to book



**Monday 2nd March**  
**Small School Forum**



**Tuesday 3rd March**  
**Sharing Practice:  
Writing**  
St Peter at Gowts CofE Primary



**Tuesday 3rd March**  
**Subject Leader Network:  
Primary Computing**



**Wednesday 4th March**  
**Subject Leader Network:  
Primary Languages**



**Monday 9th March**  
**Sharing Practice:  
Behaviour/Attendance**  
Bishop Alexander Academy



**Tuesday 10th March**  
**Subject Leader Network:  
Primary History**



**Tuesday 10th March**  
**Active English  
Open Morning**



**Thursday 12th March**  
**Subject Leader Network:  
Primary Maths**



**Friday 13th March**  
**Being a Writer-Teacher**



**Monday 16th March**  
**Subject Leader Network:  
Secondary Maths**



**Monday 16th March**  
**Subject Leader Network:  
Primary Art**



**Tuesday 17th &  
Wednesday 18th March**  
**Youth Mental Health  
First Aid**



**Tuesday 17th March**  
**Active Spelling  
Open Morning**



**Tuesday 17th March**  
**Sharing Practice:  
Early Years**  
BGrimoldby Primary School



**Wednesday 18th March**  
**Subject Leader Network:  
Primary English**



**Thursday 19th March**  
**Sharing Practice:  
Early Years**  
St Peter at Gowts CofE Primary



**Friday 20th March**  
**Primary Geography**  
**Conference**



**Thursday 26th March**  
**Youth Mental Health**  
**Aware**



**Tuesday 28th April**  
**Active English**  
**Open Morning**



**Tuesday 28th &**  
**Wednesday 29th April**  
**Mental Health**  
**First Aid**



# SHARING GOOD PRACTICE: **Early Years visits**

**FREE**  
 opportunity

Click or  
 scan QR  
 code

If you would like to view a school in action, hear their journey, unpick the culture, pedagogy, curriculum and underpinning principles in reading then please sign up to one of the following events.

All dates are 9.30am – 11.45am  
 Please note that the places are limited.



**Grimoldby Primary School**  
 Tinkle Street, Grimoldby, Louth LN11 8SW  
 Tuesday 17th March 2026



ST. PETER AT GOWTS  
 C of E PRIMARY SCHOOL

**St Peter at Gowts C of E Primary School**  
 Pennell Street, Lincoln LN5 7TA  
 Thursday 19th March 2026  
 Thursday 18th June 2026



# Primary Geography Conference



## Intended impact of the programme and overview

**Geography for all** - the day will empower teachers to create inspiring and engaging place studies that utilise a range of adaptive teaching strategies. We will explore how to build opportunities for all pupils to enquire, synthesise and communicate information about the places they study. We will consider the importance of multiple narratives and perspective and how to compare familiar and unfamiliar places through a combination of classroom and field work.

Aimed at:

- All primary phase teachers
- Leaders of geography

**Friday 20th March 2026**  
**9.30am – 3pm**

**Venue:** L.E.A.D. Teaching School Hub,  
Lincoln LN6 3QR

**Cost:** £99



@The\_GA



## Missed an issue?

View previous issues of the newsletter

