

ACCOMPLISHING
GREAT THINGS
TOGETHER



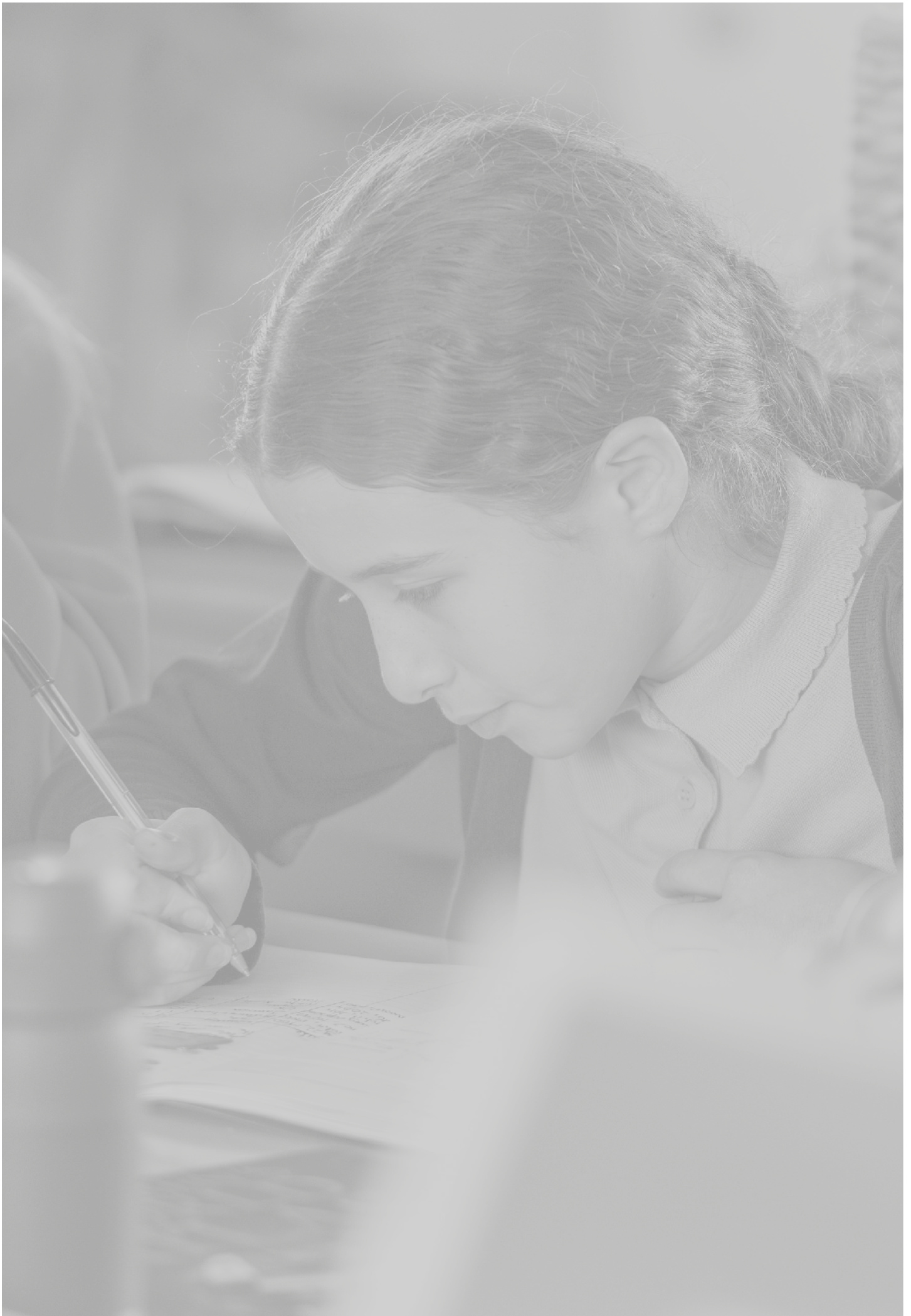
PARTNERSHIP & PROFESSIONAL LEARNING OFFER



ACCOMPLISH

MULTI ACADEMY TRUST

2026-27



ACCOMPLISHING GREAT THINGS TOGETHER 2026-27

At the heart of everything we do is a simple belief: together, we can accomplish so much more.

Our 2026–27 professional learning offer brings together an exceptional team of nationally recognised educators, leaders and specialists, united by a shared commitment to care, empower and celebrate uniqueness in every school, setting and child.

This programme has been carefully designed to inspire courageous leadership, strengthen classroom practice and nurture inclusive learning communities where both children and adults thrive. From Early Years to Leadership Development, Creative Curriculum to Personal Development, every course reflects our ambition to support educators in making a lasting difference for all learners - especially the most vulnerable.

OUR VISION

To create learning communities where every child, every educator and every leader feels valued, empowered and inspired to flourish.

OUR MISSION

We will:

- **CARE** deeply about children, families and those who work alongside them.
- **EMPOWER** educators with research-informed practice, professional confidence and collaborative networks.
- **CELEBRATE UNIQUENESS** by championing inclusive approaches that recognise the strengths, individuality and potential of every learner.

For 2026–27, we are proud to bring together the very best team of programme deliverers, including nationally respected voices in leadership, teaching and learning, inclusion, creativity and Early Years practice. Together, we offer high-quality professional development that is practical, inspiring and transformational.

Whether you are developing leadership capacity, refining curriculum practice, strengthening transitions or enriching children's personal development, this offer has been created to support meaningful impact in your setting.

Together, through collaboration, expertise and shared purpose, we can accomplish great things.

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LEADERSHIP



LEADING FOR IMPACT: SUPPORTING OUR MOST VULNERABLE PUPILS

Audience

Headteachers, Deputy Headteachers, leaders responsible for Pupil Premium Strategy, Inclusion Leads



About the facilitator

Marc Rowland

Marc is the adviser for improving outcomes for disadvantaged learners for the Unity Schools Partnership, a large cross-phase Multi Academy Trust based in the East of England. Marc works with the Education Endowment Foundation's national Research School Network on a range of programmes. Marc continues to work with numerous Local Authorities, Multi Academy Trusts, Teaching School Alliances and groups of schools nationally on long term projects to support better outcomes for disadvantaged pupils.

He was formerly the director of Rosendale Research School at Rosendale Primary School in Lambeth and the Deputy Director of the National Education Trust (now NET Academies Trust).

Marc works with, and advises the Department for Education on addressing educational disadvantage in schools. He has worked with over 600 individual schools to support them with their strategies to improve outcomes for disadvantaged pupils. He has spoken to over 12,000 school leaders on addressing disadvantage at local, regional and national conferences.

Marc is the education adviser to the Driftwood Association, a Swiss charitable foundation running education and development projects in Nepal.

Marc's most recent book 'Addressing Educational Disadvantage' was published in February 2021. was published in December 2015 (John Catt Educational).

Cost of the full programme: £230 for whole package per person

Book your place here:

[LEADING FOR IMPACT: SUPPORTING OUR MOST VULNERABLE PUPILS- Marc Rowland – Fill out form](#)

Overview of the programme

Day 1: Setting the Foundations

Date: Tuesday 29th September 2026

Time: 9.15- 3.00

- Defining Disadvantage
- Developing a culture of high expectations for all
- Understanding a strength-based discourse
- Securing leadership at all levels and developing a collective responsibility for the outcomes of pupils from disadvantaged backgrounds
- Using research evidence to strengthen our approach
- Understanding implementation and impact evaluation.
- Auditing our current approach and reviewing our Pupil Premium Strategy.
- Understanding the current policy landscape: OFSTED, the White Paper and Curriculum and Assessment Review

Day 2: Addressing need and Disadvantage

Date: Friday 22nd January 2027

Time: 9.15-3.00

- Assessment of need, rather than assumption based on labels
- Understanding the impact of low family income on learning, wellbeing, opportunity, confidence and agency.
- Collective understanding, collective responsibility
- Addressing disadvantage in the classroom: excellence for all

- Targeted academic support- core components of an effective approach and use of appropriately timed and precise interventions.
- Aligning our Pupil Premium Strategy to evidence informed practice and our context.
- Practical Tools to support our work

Day 3: Engagement and Sustained Impact

Date: Friday 30th April 2027

Time: 9.15-3.00

- Attendance to school, attendance to learning
- Evaluating our approach to supporting attendance
- Meaningful enrichment for all
- Developing a relational approach to working with families and pupils
- Evaluating our impact:
- Refining our approach and strategy

Twilights will also be included to support the delivery and impact of the programme:

These will be

17th November

2nd March 2027

15th June 2027

He would do 4pm-4.45pm

Building a Community of Practice:

The programme will include a short online check in with Marc each term to support inter-sessional activity.

MIDDLE LEADERSHIP DEVELOPMENT PROGRAMME

Audience

Curriculum leaders, year and phase leads, pastoral leads, subject leaders, aspiring middle leaders and leaders of Teaching and learning/assessment



About the facilitator

Mo Andrews

Mo Andrews is our Trust Director of Education for the Accomplish MAT and our EYFS Delivery Lead for the English Hub.

As an experienced Headteacher and Executive Headteacher, with over 30 years of teaching and leadership roles in London and in Yorkshire.

She has led in diverse contexts and most recently in a large primary school in an area of significant socio-economic disadvantage in South Yorkshire. She has experience of leading schools with a high percentage of EAL children and children with complex SEND.

She has a proven track record within school improvement, supporting a number of schools to achieve strong pupil and OFSTED outcomes.

Mo has a particular interest in developing people through high quality professional development, leading and developing teams and for sustainable school improvement through developing aspiring senior leaders.

Cost of the full programme: £230 for whole package per person

Book your place here:

[Middle Leadership Programme – Fill out form](#)

Overview of the programme

Workshop 1: Understanding the role of a middle leader- Vision, Values and Purpose

Date: Thursday 22nd October

Time: 1.15pm-4pm

- Understanding effective middle leadership and articulating your moral purpose
- Developing self as an inclusive leader who can positively communicate vision, values and purpose to others
- Understanding what an effective middle leader does within their role and how they connect with others, to impact positively on outcomes for pupils
- Explore the opportunities for and barriers to effective middle leadership

Workshop 2: Developing a positive culture and establishing high expectations across your team and school.

Date: Wednesday 2nd December

Time: 1.15pm-4pm

- Defining culture and climate
- Understanding who is your 'team'
- Develop tools and the skills required to effectively manage a team and establish high expectations of performance
- Create an environment for all pupils and colleagues where everyone feels welcome and safe

Workshop 3: Leadership of inclusive teaching

Date: Tuesday 26th January 2027

Time: 1.15pm-4pm

- Understanding ideas about the science of learning and what it means to be research informed

- Codifying excellence within teaching and understanding how to implement these approaches to ensure high quality teaching
- Defining inclusive practice and supporting our colleagues to adapt teaching to differing needs

Workshop 4: Developing our team through high quality professional development and a coaching culture

Date: Tuesday 16th March 2027

Time: 1.15pm-4pm

- Understanding the importance of collaborative approaches to high-quality professional development
- Exploring core elements of high quality continuous professional development
- What is coaching and how can the development of a coaching culture impact positively on teaching
- Giving feedback and managing difficult conversations when they arise

Workshop 5: Strengthening approaches to evaluating impact

Date: Wednesday 19th May 2027

Time: 1.15pm-4pm

- Understanding effective use of data in all of its forms
- Understanding the purpose of self-evaluation and a range of monitoring activity
- Developing an ability to select the most appropriate monitoring activity to match the task
- Develop skills in sharing evaluation of impact with others in order to support improvement
- Understanding your role within inspection

A THREE-DAY PROFESSIONAL DEVELOPMENT PROGRAMME FOR PRIMARY PRACTITIONERS

Audience

Headteachers, Teaching and learning leads, Senior leaders, Curriculum leaders, Class teachers, Early career teachers, School improvement leaders



Programme Dates

Session 1:
Tuesday 13th October

Session 2:
Wednesday 10th February 2027

Session 3:
Monday 1st March 2027

About the facilitator

Emma Turner FCCT

Emma Turner has served in primary education for over 25 years as a class teacher, assistant headteacher, deputy headteacher, and co-headteacher. She currently works as Deputy Director of Education across 18 primary schools within a West Midlands trust and has extensive experience in school improvement, curriculum development, leadership, and professional development.

Emma is the author of several highly regarded education books including *Simplicitus*, *Simplicitus Altius*, *Be More Toddler*, and *Let's Talk About Flex*, and co-author of *The Extended Mind in Action*.

She co-hosts the *Mind the Gap* podcast with Tom Sherrington and regularly speaks nationally and internationally on leadership, curriculum design, and research-informed practice.

A Fellow of the Chartered College of Teaching and Advisory Board member for the Global Equality Collective, Emma is particularly passionate about effective primary pedagogy and supporting teachers and leaders at all stages of their professional journey.

Cost of the full programme: £230 for whole package per person

Book your place here:

[Understanding how children learn – Research informed practice in the primary phase. – Fill out form](#)

Overview of the programme

Programme Outcomes

By the end of the programme, participants will:

- Develop a deeper understanding of how children learn within the primary phase
- Explore principles of cognitive science and research-informed practice
- Strengthen understanding of effective instructional design and pedagogy
- Reflect critically on current teaching and learning approaches within their setting
- Gain practical tools, models, and frameworks to support school improvement
- Develop approaches that align with the unique context and needs of their school
- Leave with clear strategies to enhance teaching and learning across the primary curriculum

Programme Content

Understanding How Children Learn

- Cognitive science and learning in the primary classroom
- Memory, attention, retrieval, and cognitive load
- Translating research into everyday classroom practice

Research-Informed Primary Practice

- Principles of effective teaching and learning
- What high-quality primary pedagogy looks like in practice
- Balancing evidence, curriculum, and context

Effective Instructional Design

- Designing learning that supports understanding and retention
- Scaffolding, modelling, and sequencing learning effectively
- Developing consistent approaches across schools and classrooms

Evaluating & Strengthening Teaching and Learning

- Reflecting on current practice and provision
- Developing bespoke approaches for individual school contexts
- Using tools, models, and frameworks to support improvement

Leadership, Curriculum & Professional Growth

- Supporting staff development and professional dialogue
- Curriculum thinking and interconnected learning
- Building sustainable and research-informed cultures of learning

Programme Features

- Research-informed and evidence-based approaches
- Practical tools and models for immediate implementation
- Opportunities for reflection, discussion, and professional collaboration
- Real examples from primary schools and leadership practice
- Strategies adaptable to different school contexts
- Clear links to curriculum, pedagogy, and school improvement
- Certificate of attendance provided

EARLY YEARS LEADERSHIP PROGRAMME

Audience

SLT, EYFS Leads, aspiring EYFS Leads



About the facilitator

Tracy Swinburne

Tracy Swinburne is our Trust Leader for the Accomplish MAT & our Strategic English Hub Lead. As a National Leader of Education, an experienced Executive Headteacher of a National Support School with over 24 years of teaching & leadership roles in inner city, urban, rural and international schools and most recently as the Head of School Improvement of a large LA and Regional Director of a large MAT.

Tracy has served as a Headteacher in 2 schools which have all reached optimum success. She has an extensive track record of supporting school improvement at local, national and international levels for schools and has led DFE Phonics initiatives in her schools. Leadership roles have included leading a whole local authority for school improvement, coaching leaders to improve their schools from special measures or requiring improvement to good or outstanding, leading teaching across the curriculum including in the EYFS, strategic development of senior and middle leaders and developing the culture within schools

Tracy has a particular passion for English and the early years. She has led both national and international projects to ensure that children have the necessary early literacy skills to become fluent readers.

Tracy Swinburne will be supported in the delivery of the programme by a number of guest speakers, including Headteachers and EYFS Leads.

Cost of the full programme: £230 for whole package per person

Book your place here:

[Early Years Leadership for Headteachers & EYFS Leads – Fill out form](#)

Overview of the programme

We are excited to offer the opportunity to work with schools on a journey of developing strong leadership of the EYFS through a series of interconnected sessions. There will be lots of opportunities to work on these developments in between each session, as well as seeing real-life practice in action.

Session 1: Leading high quality provision

Wednesday 7th October

- Gain an understanding of the latest research informed practice
- Ensure a clear vision and understand how to take the team on the journey
- Organisational management and staff development

Session 2: Leadership of learning

Friday 15th January 2027

- What does leadership of learning mean in the EYFS
- How do we empower others' to understand and apply pedagogy
- Securing effective interactions
- Implement communication, language and literacy approaches to support children's learning
- Ensuring the best learning happens inside and outside

Session 3: Leading change

Friday 11th June 2027

- Establishing and sustaining your setting's strategic direction
- Understanding challenges and opportunities
- Ensuring rigorous approaches to identifying, managing and mitigating risks
- Team building and effective approaches

EARLY YEARS



EARLY YEAR DEVELOPMENT PROGRAMME

Audience

SLT, EYFS Leads, EYFS Teachers



About the facilitator

Tracy Swinburne

Tracy Swinburne is our Trust Leader for the Accomplish MAT & our Strategic English Hub Lead. As a National Leader of Education, an experienced Executive Headteacher of a National Support School with over 24 years of teaching & leadership roles in inner city, urban, rural and international schools and most recently as the Head of School Improvement of a large LA and Regional Director of a large MAT.

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Tracy Swinburne will be supported in the delivery of the programme by a number of guest speakers, including Headteachers and EYFS Leads.

Cost of the full programme: £230 for whole package per person

Book your place here:

[Early Years Development Programme – Fill out form](#)

Overview of the programme

We are excited to offer the opportunity to work with schools on a journey of developing the EYFS through a series of interconnected sessions. There will be lots of opportunities to work on these developments in between each session, as well as seeing real-life practice in action.

Session 1: Understanding the EYFS Curriculum, planning and organisation

Friday 25th September
9.15pm-3pm

- This session explores how the environment acts as a third teacher and how we plan for this effective environment
- Ensuring adults understand the value of the resources on offer to support new learning and embed prior experiences.
- Ensure all members of your team have a clear understanding of the rationale behind the way in which the environment has been developed, the teaching and learning opportunities which are aligned to the curriculum planning and how we can respond to children's emerging interests

IMPACT:

- **Gain practical ideas to develop your EYFS curriculum and provision planning**
- **See the curriculum in action at Jerry Clay Academy**
- **Clarity for all adults on the potential of provision to support teaching and learning**
- **Strengthen adult interactions and expertise**

Session 2: Developing children's early language & love of reading

Wednesday 3rd February 2027
9.15am- 3.15pm

- The sessions will draw on the latest research findings and explore the key steps involved in early language development. Consider the processes involved in talk, vocabulary enrichment and how we can successfully support quality talk within provision.
- The Impact of the Learning Environment
- Understand the impact of the learning environment on children's language and communication.
- Stages of Development for Speech, Language and Communication
- Deepening understanding of the typical stages of development from birth to five years of age and distinguish between speech, language and communication.
- Action Planning for Practice and Provision
- Reflect on potential changes to practice and provision which will best support the development of children's speech, language and communication.

IMPACT:

- **Reflect on your current early years environment and begin to create a plan to move forward**
- **Explore the key features of an enabling, language rich environment allowing children to successfully follow their own interests**
- **Form strategies to extend children's thinking, language and communication skills through careful planning, resourcing and teaching within provision**
- **Reflect and evaluate current EYFS provision and begin to formulate**

Overview of the programme

Session 3: The importance of the great outdoors

Thursday 17th June 2027

9.15am-3.00pm

- Focusing on the principles of effective provision
- Evaluation and creating action steps for connecting the outdoors with the indoors
- Consider why the outdoors is so vital and unique for children's development
- Planning and organising resources for play outdoors
- Consider the adult role and how learning can be deepened further in this area
- This module will include a school visit to see effective practice in action

IMPACT:

- **Understand the impact of outdoor learning on young children's development**
- **Explore the connection between the physical environment and the opportunities and possibilities for learning outdoors**
- **Develop practical strategies to deepen your knowledge of the adult role in outdoor learning**

OUTDOOR LEARNING

A ONE-DAY PROFESSIONAL DEVELOPMENT COURSE FOR EYFS PRACTITIONERS

Audience

Nursery practitioners, Reception teachers, Childminders, Early Years leaders and managers, Teaching assistants, Forest School and outdoor learning practitioners, EYFS advisors and consultants

About the facilitator

Tracy Swinburne OBE

Tracy Swinburne OBE is a nationally recognised education leader, speaker, and advocate for high-quality early years practice. With extensive experience across education leadership, curriculum innovation, and practitioner development, Tracy is passionate about creating meaningful learning experiences that place children's wellbeing, creativity, and voice at the centre.

Supported by specialist guest contributors, this course brings together expertise, practical insight, and inspiring examples of effective outdoor learning practice.

Course Overview

This inspiring and practical one-day course is designed for Early Years Foundation Stage (EYFS) practitioners who want to develop confidence, creativity, and purpose in outdoor learning. Led by Tracy Swinburne OBE alongside specialist guest contributors, the course explores how outdoor environments can support children's wellbeing, communication, physical development, curiosity, and deep-level learning.

Participants will gain practical ideas, research-informed approaches, and real-world strategies to create meaningful outdoor experiences that align with the EYFS framework while nurturing children's independence, resilience, and connection with the natural world.

The day combines keynote input, hands-on activities, collaborative discussion, and opportunities for reflection and planning.

Course Date: Friday 6th November

Cost of one day course: £80 per person

Book your place here:

[Early Years Outdoor Learning- 1 day Course – Fill out form](#)

Learning Outcomes

By the end of the course, participants will:

- Understand the value and impact of outdoor learning within the EYFS
- Explore how outdoor provision supports all areas of learning and development
- Develop confidence in planning child-led and adult-guided outdoor experiences
- Learn strategies to support risk-taking, resilience, wellbeing, and behaviour outdoors
- Discover ways to create engaging outdoor environments using natural and open-ended resources
- Reflect on inclusion, accessibility, and sustainability within outdoor practice
- Leave with practical ideas and approaches ready for immediate implementation

Course Content

Key Themes Include:

The Power of Outdoor Learning

- Why outdoor learning matters in early childhood
- Current research and evidence-informed practice
- The role of nature, movement, and play in child development

Enabling Environments Outdoors

- Creating rich, engaging, and purposeful outdoor spaces
- Loose parts play and open-ended resources
- Supporting communication, language, and creativity outdoors

Risk, Challenge & Resilience

- Positive approaches to risk-taking in EYFS
- Supporting confidence, independence, and emotional wellbeing
- Managing safety while maintaining challenge and exploration

Outdoor Learning Across the EYFS

- Literacy, maths, expressive arts, and investigation outdoors
- Physical development and sensory learning
- Observation, assessment, and planning in outdoor contexts

Sustainability & Nature Connection

- Developing children's respect for the natural world
- Simple sustainable practices for settings
- Seasonal learning opportunities and nature-based experiences

Course Features

- Practical, hands-on learning experiences
- Real examples from EYFS settings
- Opportunities for networking and professional discussion
- Resource ideas and take-away activities
- Reflection and action-planning opportunities
- Certificate of attendance provided

What Participants Should Bring

- Suitable clothing and footwear for outdoor activities
- Notebook or digital device for reflections and planning
- Curiosity, ideas, and willingness to explore!

GETTING THE RECEPTION YEAR RIGHT!

A ONE-DAY PROFESSIONAL DEVELOPMENT COURSE FOR EYFS PRACTITIONERS

Audience

Reception teachers, EYFS leaders and managers, Nursery practitioners supporting transition into Reception, Teaching assistants, Early Years consultants and advisors, School leaders with responsibility for EYFS

About the facilitator

Tracy Swinburne OBE

Tracy Swinburne OBE is a nationally recognised education leader, speaker, and advocate for high-quality early years education. With extensive experience across curriculum development, leadership, and practitioner training, Tracy is passionate about supporting settings to create inspiring and developmentally appropriate learning experiences for young children.

Supported by specialist guest contributors, this course brings together practical expertise, current thinking, and strategies that can be implemented immediately within Reception practice.

Course Overview

This inspiring and practical one-day course is designed for EYFS practitioners who want to strengthen and refine their Reception year provision to ensure every child thrives. Led by Tracy Swinburne OBE alongside specialist guest contributors, the course explores effective pedagogy, enabling environments, child development, curriculum design, and approaches that support children's wellbeing, independence, engagement, and achievement.

Participants will gain practical ideas, evidence-informed approaches, and real-world strategies to create meaningful and developmentally appropriate Reception experiences that align with the EYFS framework while building strong foundations for lifelong learning. The day combines keynote input, practical examples, collaborative discussion, and opportunities for reflection and planning.

Course Date: Monday 9th November

Cost of one day course: £80 per person

Book your place here:

[Getting the Reception year right! – Fill out form](#)

Learning Outcomes

By the end of the course, participants will:

- Understand the key principles of effective Reception practice
- Explore how to create enabling environments that promote independence and engagement
- Strengthen approaches to play, interaction, and child-led learning
- Develop confidence in balancing curriculum expectations with developmentally appropriate practice
- Explore effective assessment and observation strategies
- Gain practical ideas to improve outcomes, wellbeing, and school readiness
- Leave with clear actions to strengthen Reception provision in their setting

Course Content

What Makes an Effective Reception Year?

- Understanding child development and learning needs
- Building strong foundations for lifelong learning
- Creating a culture of belonging, confidence, and curiosity

Enabling Environments & Continuous Provision

- Designing purposeful indoor and outdoor learning spaces
- Developing high-quality continuous provision
- Supporting independence, communication, and creativity

Play, Interaction & Engagement

- The importance of play in learning and development
- Effective adult interactions and sustained shared thinking
- Motivating and engaging all learners

Curriculum & Assessment in Reception

- Balancing direct teaching with child-led learning
- Observation and assessment approaches that inform practice
- Supporting progress across all areas of learning

Supporting Transition & School Readiness

- Helping children settle, adapt, and flourish
- Building positive partnerships with families
- Supporting emotional wellbeing and resilience

Course Features

- Practical and evidence-informed approaches
- Real examples from effective Reception settings
- Opportunities for networking and professional discussion
- Resource ideas and take-away strategies
- Reflection and action-planning opportunities

TRANSITION



A ONE-DAY PROFESSIONAL DEVELOPMENT COURSE FOR EYFS & KS1 PRACTITIONERS

Audience

Reception teachers, Year 1 teachers, EYFS and KS1 leaders Teaching assistants, Early Years consultants and advisors, School leaders with responsibility for transition and curriculum

About the Course Leader

Mo Andrews

Mo Andrews is a respected education director and specialist in early years and Key Stage 1 practice, with extensive experience supporting schools to strengthen transition, curriculum continuity, and child-centred learning. Passionate about developmentally appropriate practice, Mo works closely with practitioners to create engaging learning environments that support children's confidence, wellbeing, and achievement.

Supported by specialist guest contributors, this course brings together practical expertise, current thinking, and effective strategies that can be implemented immediately within Reception and Year 1 practice..

Course Overview

This practical and inspiring one-day course is designed to support practitioners in creating smooth, successful transitions from Reception into Year 1. Led by Mo Andrews alongside specialist guest contributors, the course explores effective transition practice, developmentally appropriate Year 1 provision, and strategies that support children's wellbeing, engagement, independence, and continued progress.

Participants will gain practical ideas, evidence-informed approaches, and real-world strategies to strengthen continuity between EYFS and Key Stage 1 while ensuring children experience a positive and confident transition into Year 1. The day combines keynote input, practical examples, collaborative discussion, and opportunities for reflection and planning.

Course Date: Wednesday 11th November

Cost of one day course: £80 per person

Book your place here:

[Effective Transitions – Effective Year 1 Practice – Fill out form](#)

Learning Outcomes

By the end of the course, participants will:

- Understand the key principles of effective transition practice
- Explore approaches that support emotional wellbeing and continuity of learning
- Strengthen understanding of developmentally appropriate Year 1 practice
- Develop strategies to support independence, engagement, and confidence in Year 1
- Explore effective classroom environments and provision for Year 1 children
- Reflect on curriculum, assessment, and pedagogy across EYFS and KS1
- Leave with practical ideas and actions to improve transition and Year 1 practice

Course Content

Understanding Effective Transition

- Why transition matters for children's wellbeing and achievement
- Supporting children emotionally, socially, and academically
- Building continuity between Reception and Year 1

Developmentally Appropriate Year 1 Practice

- Understanding the needs of young learners in Year 1
- Balancing play, exploration, and formal learning
- Supporting communication, independence, and confidence

Enabling Environments in Year 1

- Creating engaging and purposeful Year 1 classrooms
- Continuous provision and child-led learning opportunities
- Indoor and outdoor learning approaches

Curriculum, Pedagogy & Assessment

- Bridging EYFS and KS1 approaches effectively
- Observation, assessment, and responsive teaching
- Supporting progress while maintaining developmentally appropriate practice

Working in Partnership

- Building strong relationships with families
- Collaboration between Reception and Year 1 teams
- Creating consistent approaches that support children's success

Course Features

- Practical and evidence-informed approaches
- Real examples from effective EYFS and KS1 settings
- Opportunities for networking and professional discussion
- Resource ideas and take-away strategies
- Reflection and action-planning opportunities

ART



ART – PICK & MIX WORKSHOP DAYS

Choose the sessions that best suit your school, curriculum, and professional interests

About the Course Leader

Emma Bairstow

Emma has worked in education since graduating from Wimbledon College of Art in 2012. Emma is passionate about teaching and learning and giving children the best creative opportunities and education possible. She works nationally leading training aimed to inspire teachers and senior leaders and build confidence in how to approach a creative curriculum and embed it in school.

Since graduating from Wimbledon College of art Emma began as a teaching assistant, teaching art as PPA cover and therefore learning what needed developing and changing in regard to what art was viewed as in primary school.

Emma worked as Art specialist and consultant for the Inspire Partnership London which inspired her to set up Artworks Education LTD so she could broaden her reach nationally.

Course Overview

A series of inspiring and practical one-day workshops designed for teachers, subject leaders, and practitioners who want to strengthen creativity and confidence within art education. Each session focuses on a different aspect of high-quality art provision, combining hands-on experiences, curriculum development, creative exploration, and practical strategies that can be implemented immediately within the classroom.

Whether you are beginning to develop your art curriculum or looking to deepen and refine existing practice, these flexible “pick and mix” workshop days allow you to choose the sessions most relevant to your needs while exploring progressive, inclusive, and engaging approaches to teaching art across the curriculum.

Cost of one day course: £80 per person

Booking link- select the workshop(s) you require:

[Art – Pick & Mix Workshop Days – Fill out form](#)

ART- PICK AND MIX WORK SHOP DAYS- YOU CHOOSE!

Session 1: The Power of a Creative Curriculum

Thursday 24th September

Discover the impact of embedding creativity throughout your curriculum and explore where to begin your school's artistic journey. This session includes practical, experimental drawing activities woven throughout the day, alongside guidance on curriculum design and teaching sequences that develop artistic skills progressively over time.

Session 2: Artist Exploration: Discovering Inspiration

Thursday 8th October

Explore the artists who inspire us and examine how artist studies can enrich and strengthen your curriculum. We will discuss which artists to include, why representation and diversity matter, and how artist exploration deepens children's understanding of art. Practical activities include creating artist research and exploration pages within sketchbooks.

Session 3: Planning for Process

Thursday 14th January 2027

How do we create opportunities for children to freely explore materials and processes while still teaching key artistic skills? This practical session focuses on balancing creativity with progression. Delegates will have the opportunity to develop the core drawing and painting techniques needed to build confidence and proficiency over time

Session 4: Exploring Sculpture

Thursday 25th March 2027

Develop sculptural knowledge and practical skills through hands-on exploration. This session focuses on transforming drawing into sculpture, helping children build confidence as they move from 2D shapes to 3D forms while experimenting with a range of materials and techniques.

Session 5: A Deep Dive into Documentation

Thursday 20th May 2027

Take a closer look at curriculum overviews, progression, and assessment within art education. This session explores a holistic approach to documenting children's creative journeys, ensuring progression of knowledge and skills is clearly evidenced across your curriculum.

Session 6: Valuing the Journey

Thursday 24th June 2027

Discover how showcasing children's artwork can celebrate creativity, raise confidence, and demonstrate the value of the artistic process. This session offers practical guidance on creating impactful displays, as well as planning and designing creative arts weeks and exhibitions within your school community.

PERSONAL DEVELOPMENT



A THREE-PART PROFESSIONAL DEVELOPMENT PROGRAMME

Audience

Senior leaders, Pastoral leaders, PSHE and wellbeing leads, Inclusion and SEMH leaders, SENDCos, Teachers and practitioners, School improvement leaders, Safeguarding and pastoral teams



About the Course Leader

Kelly Wood

Kelly Wood is the creator of ONE LIFE- a highly successful personal development and wellbeing programme currently used in nearly 100 schools and having a transformational impact on school communities. Kelly is also a consultant for Roundhay School and other local schools and is passionate about ensuring pupils experience the very best opportunities to thrive academically, socially, emotionally, morally, and spiritually.

Through her latest research and work, Kelly supports schools to strengthen culture, inclusion, character education, and wellbeing through practical, meaningful, and sustainable approaches.

Programme Overview

This inspiring and research-informed programme is designed to support school leaders and practitioners in strengthening personal development, wellbeing, inclusion, and character education across their school communities. Led by Kelly Wood, creator of the successful ONE LIFE programme, the sessions explore how schools can develop a strategic, whole-school approach that enables all pupils to thrive academically, socially, emotionally, morally, and spiritually.

Drawing upon national guidance, current research, and best practice, the programme provides practical strategies, reflective opportunities, and real-life tools to help schools embed meaningful personal development and wellbeing provision. Delegates will explore leadership, culture, pedagogy, inclusion, SEMH support, and relational practice while developing approaches that align with the vision and values of their school.

Cost of the full 3 day programme: £230 per person

Book your place here:

[Personal Development and Wellbeing – An Entitlement for All – Fill out form](#)

Programme Outcomes

By the end of the programme, participants will:

- Develop a deeper understanding of national expectations around personal development and wellbeing
- Explore strategies to strengthen inclusion, SEMH provision, and relational practice
- Reflect on school culture, character education, and whole-school approaches
- Evaluate and strengthen existing provision within their setting
- Gain practical tools, shared language, and approaches to support pupil wellbeing and character development
- Understand how high-quality pedagogy supports personal development outcomes
- Leave with clear actions to enhance personal development and wellbeing across their school

Programme Features

- Research-informed and evidence-based approaches
- Practical tools and strategies for immediate implementation
- Opportunities for professional reflection and discussion
- Real examples from schools and settings
- Focus on inclusion, SEMH, and relational practice
- Clear links to school improvement and culture development
- Certificate of attendance provided

Programme Content

Session 1 – Strategic Leadership for Personal Development & Wellbeing

Wednesday 14th October

This session explores national expectations linked to Ofsted, DfE guidance, and best practice in personal development and wellbeing. The focus is on strategic leadership, inclusion, and enhancing a school's universal offer through research-informed approaches and practical implementation strategies.

Session 2 – School Culture, Character & Inclusion

Thursday 4th February

Building upon Session 1, this session explores school culture, character curriculum, and the complexities of personal development and wellbeing. Delegates will examine how schools can strengthen SEMH provision, relational practice, and whole-school approaches that align with their vision and values.

Session 3 – Teaching Personal Development & Wellbeing

Tuesday 20th April

This practical session focuses on pedagogy, teaching approaches, and real-life strategies that support character development and wellbeing. Delegates will evaluate whole-school systems, explore shared language and tools, and gain practical takeaways to implement within their own settings.





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