# GLOSSI Virtual Staff Development Sessions

The following pre-recorded staff development sessions are available to support your school's CPD programme.

## Released on 5th October 2026

*(Code: VSD1_26-27)*

### Supporting behaviour as communication: small changes, lasting impact

**Delivered by Sam Stocken, Educational Consultant at For The Child Ltd**

*This reflective staff development session will support all adults to explore how behaviour can be understood as a form of communication. Together, we will consider where your school is in its approach to relationships, routines, boundaries and the language adults use with children, parents/carers, as well as each other.*

*Participants will have time to pause, reflect and identify practical, achievable changes that can help all children thrive while also supporting staff wellbeing. By focusing on small, purposeful adjustments, this session will help schools strengthen their behaviour and attendance culture in ways that feel relational, consistent and sustainable.*

## Released on 3 November 2026

*(Code: VSD2_26-27)*

### Let's talk maths… orchestrating productive discussions

**Delivered by Steve Lomax, Maths Adviser**

*'Learning mathematics is more than simply finding the right answer; it involves reasoning, making connections, and understanding concepts. Articulating thought fosters deeper understanding and supports progress. The answer is only the beginning – the discussion that follows is central to meaningful learning' (NCETM Oracy statement 2026).*

*However, productive discussions cannot be left to chance and teachers need to plan for the mathematical thinking they want pupils to share, compare and connect. Based on the research from Stein et al, this session explores how to orchestrate productive discussions in the mathematics classroom using five practices to support teachers anticipate, choose and sequence solutions to help all pupils thrive and achieve in mathematics. During the session, each of the 5 practices will be explored in depth with examples providing the opportunity to pause and discuss each one in detail. The answer is only the beginning!*

## Available from 10 November 2026

*(Code: VSD3_26-27)*

### Inclusion for all: using the Ofsted Inclusion Toolkit to reflect on and strengthen practice

**Delivered by Ken Buxton, School Improvement Consultant & serving Ofsted Inspector**

*When we think of what inclusion means in a school setting, we're committing ourselves to ensure that every pupil can participate fully in school life, with equitable access to learning, support and opportunities, regardless of their individual needs or circumstances. This session is intended to help*

*schools to consider the effectiveness of their inclusion strategy in helping pupils to achieve, belong and thrive.*

## Available from 10 December 2026

*(Code: VSD4_26-27)*

### What do we mean by 'foundational knowledge' in foundation subjects and why is it important?

**Delivered by Claire Watson, HfL Education**

## Released in 2025-26

### Making the most of work scrutiny *(Code: VSD1_25-26)*

**Delivered by Sandy Hayes, School Improvement Consultant & serving Ofsted Inspector.**

*Work scrutiny is a commonly used part of the self-evaluation toolkit. However, it can be time consuming and lead to little tangible improvement. Leaders often find that there is so much that pupils' work can reveal, yet it is difficult to identify the most pertinent points to act upon. This session will set out five key principles to guide you through making the best and most efficient use of time when looking at pupils' work and how the insights gained can inform school improvement at all levels.*

### Messages: why it matters what we say and how we say it *(Code: VSD2_25-26)*

**Delivered by Joe Roberts, Headteacher at Callowell Primary.**

*This session delves into the importance of our verbal communication skills. It explores how we influence others with what we say and how we say it. The session covers how effective communication builds school culture and why every conversation matters. The content explains how adopting a 'dialectic' approach to navigating complex conversations enables us to listen, keep a cool head and find common ground. Whatever your role in a school; how we talk, listen and connect is the most powerful skill we have. The content is split into 5 sections with discussion points between.*

### The adult's role in effectively supporting pupils with additional needs in the classroom *(Code: VSD3_25-26)*

**Delivered by Tanya Haigh, Primary Education Consultant with specialism in SEN.**

*This session will provide an overview of how adults can best support all children in their classroom, but particularly considering children with additional need and the use of additional adult resources. Framed in the most recent research from the EEF, including The Five A Day Approach and Effective Deployment of Teaching Assistants, we will explore how to develop classroom provision which is supportive of need, but builds towards independence. Within this we will consider strategies for planning a comprehensive universal offer, supported by a more targeted and personalised approach. The session will include the opportunity for school staff to reflect on current practice and provision and consider this in line with best practice.*

### Behaviours that challenge in the classroom *(Code: VSD4_25-26)*

**Delivered by Emma Gundry, Director of Alternative Provision.**

*This session will offer an opportunity to reflect on presenting behaviours that challenge in the classroom and looking at them through the lens of communication, offering ideas and suggestions about how to manage in the moment.*

## Released on 10th November 2025

## Preparing for inspection under the renewed Ofsted framework *(Code: VSD5_25-26)*

**Delivered by Sandy Hayes, School Improvement Consultant & serving Ofsted Inspector.**

*From 10 November 2025, Ofsted inspections will look and feel different. This session will give an introduction to these changes. It will set out the principles of the new approach to inspection and what schools can expect from the process.*

*The session will explain what inspectors will be looking at and explain the new methodology they will use to collect and evaluate evidence. It will also explain how inspectors use their evaluations to give a set of grades that will feature on the report card for the school that will be published after the inspection.*

## Released in 2024-25

### Developing adaptive teaching in the classroom *(Code: VSD1_24-25)*

**Delivered by Aisling Stranack, Regional Effectiveness Lead at Diocese of Gloucester Academies Trust (DGAT).**

*Effective adaptation at the planning and delivery stage of teaching is crucial for meeting the diverse needs of students. By incorporating these strategies, you can support the growth and development of **all** students, regardless of their starting point. The session includes some practical examples and useful resources for all classrooms.*

### Personal development: aiming for outstanding *(Code: VSD2_24-25)*

**Delivered by Manda Reedman, Nicky Witcomb & Tanith Lynham, Lead Teachers for Gloucestershire Healthy Living & Learning (GHLL).**

*This session explores ways to enhance the provision for personal development towards outstanding. What might a 'coherently planned…wide, rich set of experiences' look like? How can we ensure 'opportunities for pupils to develop their talents and interests are of exceptional quality'. How might the development of pupils' character be deemed 'exemplary'? What can we do to ensure 'there is strong take-up by pupils of the opportunities provided by the school' and that 'disadvantaged pupils (including those with SEND), consistently benefit from this excellent work'.*

### Assessing progress in the primary foundation subjects *(Code: VSD3_24-25)*

**Delivered by Kate Kellner-Dilks, Lead Teaching and Learning Adviser (Beyond the core curriculum), HFL Education.**

*This session explores principles, as well as offer tools and guidance, when assessing progress in learning in the foundation subjects.*

*We explore the 'why' (we need to assess learning), 'what' (is the key learning that needs to be embedded/retained so that pupils are able to progress through the curriculum) and 'how' (to use different tools) of assessment in primary foundation subjects. When considering how to assess, the session draws on the 'why' and the 'what' in order to clarify which assessment tools are the most appropriate.*

### Artificial intelligence: the place, use & impact in primary education *(Code: VSD4_24-25)*

**Delivered by Sarah Taylor, Primary Computing Consultant.**

*This session provides schools with an overview of Artificial Intelligence (AI) and its potential applications in education. It delves into recent developments and initiatives from the Department for Education (DfE)*

*regarding AI in teaching. Additionally, we explore existing AI tools and resources, as well as address the associated challenges and ethical considerations.*

### Closing the word gap: strategies to build vocabulary and foster a love of language whatever the subject *(Code: VSD5_24-25)*

**Delivered by Tanya Haigh, Primary Education Consultant with specialism in Communication, Language and Literacy.**

*This session provides an overview of the latest research into the word gap, including a discussion about the priorities identified as part of Ofsted's 'Telling the Story' report (March, 2024). Tanya shares practical strategies and resources to support accurate identification and assessment of language. The session includes opportunities for staff to consider their roles as both teachers and subject leads, with schools encouraged to reflect on how they plan for language and vocabulary across the curriculum and how this is developed as pupils progress through the school.*

### Parental engagement: forming strong relationships *(Code: VSD6_24-25)*

**Delivered by Laura Spence, Director of Research and Development at Gloucestershire Learning Alliance.**

*This session is a blend of evidence, discussion and real examples of how to build effective partnerships with parents and carers. We walk through the EEF key recommendations and share how these can be put into action within your settings with the Gloucestershire Research School. Danielle Morley, headteacher of Northway Infant School (Outstanding 2024) talks about her school and the intentional actions they take to build strong, successful relationships with families. We also hear top tips from a teacher at Northway and our pastoral lead for the GLA, ensuring that this training shares valuable examples from all stakeholders. There is planned time for discussion and reflection so that you can link this session to the context of your own school.*

## Released in 2023-24

### Role of a primary subject leader *(Code: VSD1_23-24)*

**Delivered by Helen Sowden, GCC School Improvement Adviser.**

*This session explores the role, and importance, of the subject leader and key elements of the subject leader job description. We consider: monitoring structures, systems and the importance of triangulation to gather evidence of impact; leading and managing staff, including communication with stakeholders; and efficient and effective deployment of resources.*

### Applying cognitive load theory in the classroom *(Code: VSD3_23-24)*

**Delivered by Laura Spence, Director of Gloucestershire Research School.**

*An overview of what cognitive science is telling us about memory and understanding, how this impacts on pupil performance, and classroom techniques that can maximise long-term retention and avoid cognitive overload. This session can be used as a stimulus for review/reflection in schools already applying cognitive load theory in the classroom or as an introduction to staff new to this theory.*

### Addressing the needs of disadvantaged learners *(Code: VSD4_23-24)*

**Delivered by Marc Rowland, Pupil Premium Adviser for Unity Schools Partnership.**

*This session considers approaches that can be implemented in the classroom to help address the needs of disadvantaged learners.*

## Adapting the curriculum to meet the needs of SEN pupils *(Code: VSD5_23-24)*

**Delivered by Laura Spence, Director of Gloucestershire Research School.**

*This session explores the background to a focus on adaptation, headlines from key documents and research, vision for SEND and inclusive classroom approaches.*

## Effective retrieval practice *(Code: VSD6_23-24)*

**Delivered by Jenn Sills, Hayley Hancock & Charlie Everitt at Gloucestershire Research School.**

*An overview of what we mean by retrieval practice, the evidence that supports its use, and practical strategies that can be used in the classroom to strengthen pupils' memory and ability to recall essential knowledge. This session can be used as a stimulus for review/reflection in schools already implementing retrieval practice strategies or as an introduction to staff new to this practice.*

## Effective modelling *(Code: VSD7_23-24)*

**Delivered by Melody Thomas, Tony Philcox & Emma Paget at Gloucestershire Research School.**

*An overview of the importance of explicit teacher modelling, the components to ensure that modelling improves pupil progress, and approaches to support effective practice in the classroom. This session can be used as a stimulus for whole school review/reflection or to support individual staff to further develop their practice.*

## BOOKING INFORMATION

The links above will take you to the relevant training page on GCC Plus page for booking. NB Bookings must be made using the name and correct email address for the primary person who needs access to the recording(s).

The pre-recorded sessions are available to book as an inclusive part of GLOSSI premium membership (up to 6 sessions) or standard membership (up to 4 sessions).

Additional sessions can be purchased by GLOSSI members at a discount, as single events or a package of three. Non-GLOSSI members can also purchase sessions/packages. You will first need to purchase the session(s) via the 'Store' or 'Services' tab by searching under 'Gloucestershire School Improvement (GLOSSI)'. Once purchased, please revisit the training page to book the delegate on the relevant (recorded) event.

Please email GLOSSI@gloucestershire.gov.uk if you have any difficulties with booking or purchases.

***Please note: Some recorded sessions were produced before November 2025 and therefore refer to the previous Ofsted inspection framework. While the core content remains relevant, inspection-related references may not align with the current framework.***