

One Family

ISSUE 7

with Wonder

Competition Winners!



Explore Wonder...

- Curriculum Conversation: Making the Connection
- Meet the Director of Estates & Compliance
- Safeguarding: Forced Marriage



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

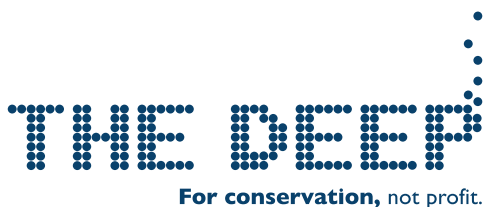
One Family

ISSUE 7

with Wonder

Welcome to the Wonder Learning Partnership

Congratulations to the class of children at Stamford Bridge Primary School for being chosen as the winners by the Education Team at The Deep. We look forward to hearing about their visit.



Contents

Competition Winners	3
School News	4
The Curriculum Conversation	8
Estates and Compliance	11
Safeguarding	14
Governance	16
Vacancies	18
Training Courses	19
Te Big Conversation	24

“Wonder is the beginning of wisdom” Socrates

Our Values

Educate

We are committed to educating the whole child and believe every child should reach their potential.

Empower

We will empower our whole school community through support, development, and value in the pursuit of excellence.

Engage

We will engage in best practice to develop the personal qualities and aspirations of pupils and staff.

Enrich

We will ensure our children are exposed to a wealth of experiences and opportunities.

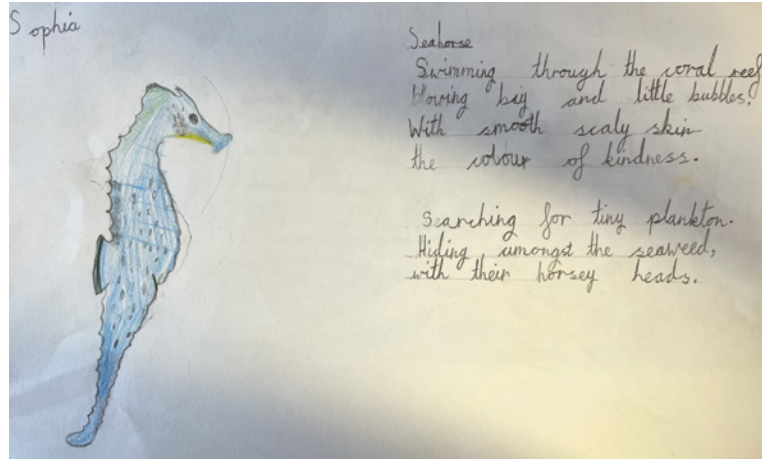
We welcome any school partner into the Wonder Learning Partnership and look forward to hearing from you. Our team is here to help across a breadth of areas whether this is peer to peer support, compliance, curriculum development or if you are seeking to join our Trust. Please get in touch at office@wlp.education.



Wonder Learning Partnership is a company limited by guarantee, registered in England and Wales with Company Number: 10518602

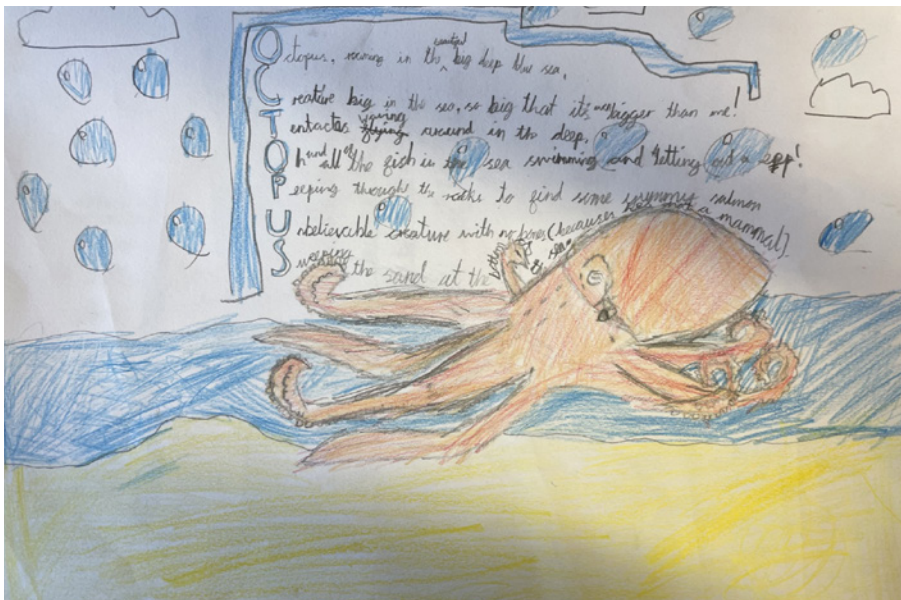
Competition Winners

Congratulations to the class at Stamford Bridge Primary School who were chosen by the Education Team at The Deep as winners of the Poetry & Picture competition.



The Education Team chose Sophia's poem about a seahorse as the overall winner, followed by Kieran's about an octopus. Here's what the judges had to say:

"Sophia's line 'with smooth scaly skin the colour of kindness' won us over as it so accurately describes the gentle nature of our seahorses."



Regarding Kieran's poem the Education Team said, "The author really captured the essence of an octopus."

Thank you to The Deep for judging our competition. We look forward to seeing the children on their trip.

Wonder School Family News

Celebrating Black History Month

Longcroft School and Sixth Form welcomed Kingsley Nebechi in as part of their Black History Month celebrations. Dynamic, dazzling, and distinct, Kingsley Nebechi's art worked is packed with personality. Like the man himself, it also has drive. The award-winning graphic designer and illustrator visited Longcroft as part of our Black History Month celebrations, to talk to GCSE and A level artists about what it means to be a creative.

Kingsley showed examples of his work, including some wonderfully drafted drawings, and explained how they evolved into the vibrant sophisticated photoshop images he's known for.

His work with BuzzFeed for Black History Month is especially important to him and a true celebration of black culture. His posters and murals are incredibly distinctive, joyous, and unique and reflect his Nigerian heritage. He also enjoys working with authors, and recently collaborated with former children's laureate Malorie Blackman on a Folio Society edition of her ground-breaking work Noughts and Crosses.



Wonder School Family News



Sporting Success!

We are always excited to hear about the achievements of our pupils in their chosen sports and so it was wonderful to learn of Elsa's recent successes on the trampoline.

Recently, Elsa represented Yorkshire at the British Gymnastics Inter-Regional Championships in Birmingham. She is a member of Tornadoes Trampoline Club in Pocklington and qualified for the Yorkshire squad earlier this year. It was a huge event at the Utilita Arena, but despite this, Elsa completed her two routines with no deductions or faults. Elsa told us that she was a little nervous when she saw how big the arena was and how many were watching, but she thoroughly enjoyed the experience. She is now training with a harness to practise even more complex routines.



Remembrance Sunday, 12th November

Pocklington Junior School prepared for Remembrance Day by creating beautiful poppies for a display.

Teaching children about the history and remembering the sacrifice of those who fought for our freedom is an important part of our heritage. Remembering is also part of our school value of respect as we learn about Armistice and links to our community. We remember the Armed Forces, and their families, from Britain and the Commonwealth, the vital role played by the emergency services and those who have lost their lives as a result of conflict or terrorism.

We look forward to seeing your final display and remembering together.



Wonder School Family News

Kindness in the Community

Stamford Bridge pupils were donated numerous pumpkins by local business The Balloon Tree. The children engaged fully in exploring the pumpkins through scooping, printing, painting, drawing counting, rolling, chopping, cooking and tasting!

The pumpkin soup was met with mixed reviews from, "this is scrumptious and delicious in my tummy" to "I licked it and I think it's a bit disgusting!"

Whatever your take is on pumpkin soup, we love the community links that allow additional opportunities for the children to explore and learn! Thank you to The Balloon Tree for donating the pumpkins.



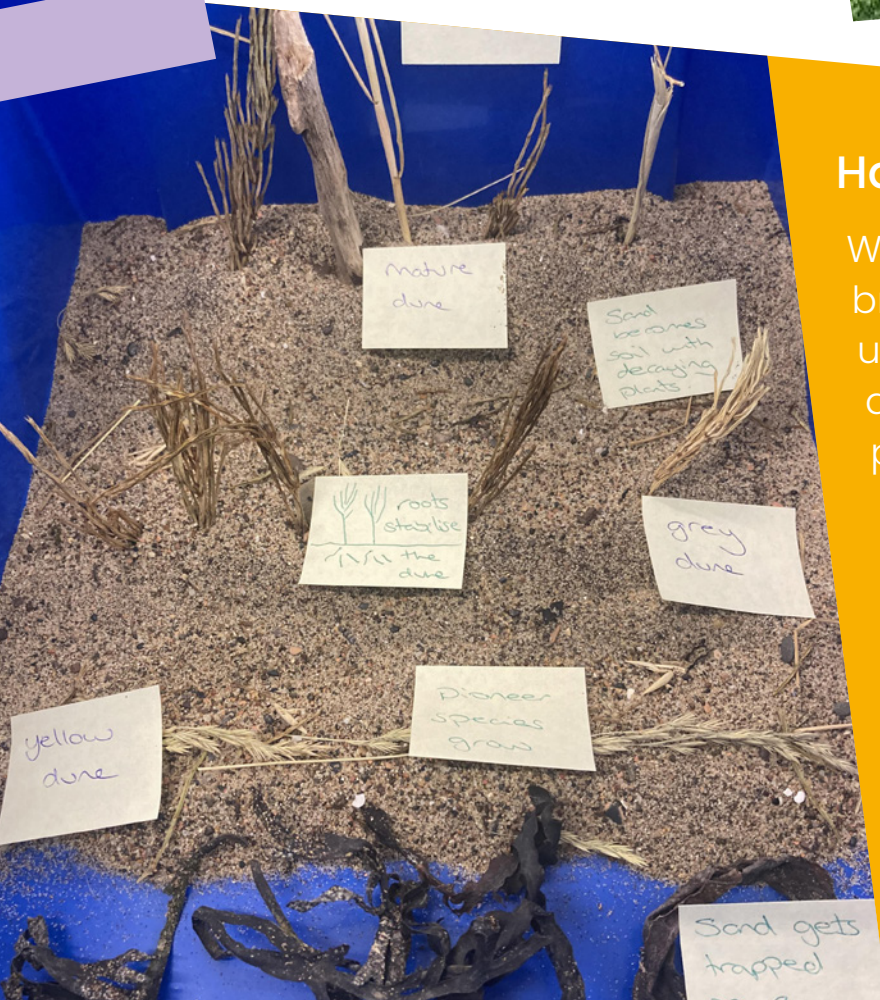
Wonder School Family News

Teamwork Shines Through

Melbourne Primary School has had a very sporty October!

The girls' team played against other schools hosted by The Market Weighton School. Freya said, "It was really fun, and we enjoyed it a lot. In the last five minutes of the game, we scored our first ever Melbourne goal! As a result, there was a lot of forward rolls and even a cartwheel. Because we scored, we didn't come first but we didn't come last!"

The boys' team played seven other schools in a tournament and were commended on their resilience and motivation of each other which we are really proud of. The Cross-Country team really routed for each other as the various age group events were held. Again, another show of how respectful our pupils are and how they value teamwork. The event saw three pupils heading into the next round. Well done to all of our children who have represented the school in these events.



Hands on Learning

What a fabulous way to bring learning to life to really understand the complexities of a subject. Year 8 Geography pupils in the Whitby Secondary Partnership have been learning about sand dunes in their topic on deposition.

They have been getting creative by building their own models of sand dunes that they then used to help them explain this complex process to their group. Their written work on this was fantastic after all the practice they got using their key terms! Well done Year 8.

The Curriculum Conversation: Part 2

Making the Connection

In the year 958, Harald Gormsson – literally “son of Gorm the old” – ascended to the throne as king of a vast realm extending across today’s Denmark and parts of Norway and Sweden.

He was in late middle age and while there are very few original Viking texts to tell us much about his character and appearance, some sources unfortunately describe him as “deprived of wisdom” and, sadly, “without great intelligence.” Many sources, however, also comment on the fact that he had one large and very visible rotten tooth in his mouth, which led to his nickname – Blåtand – pronounced “(blau-ter)” – in Danish.

Harald was brought up worshipping the Norse Pantheon’s gods, such as Odin, Loki, and Thor just as his ancestors would have done. Around two years into his rule, however, Harald converted to Christianity – the faith had been slowly spreading across the region for the last hundred or so years.

This had lasting consequences. Otto the Great, the Holy Roman Emperor and King of East Francia – a kingdom now obsolete but where Germany is now – had been threatening to expand his territory across the Danish border. By converting, Harald was able to stop this happening – creating his own bishops and diocese in Denmark and creating an independent Danish Church. He avoided religious conflict – as was visible in much of Europe – by creating a smooth transition to the new faith and tolerating the worship of pagan gods as well as older traditions and beliefs.

Though he may have been potentially of lower-than-average intelligence to some, he was a unifying king. And even if you think you haven’t heard of him, I am sure you have.

In 1997, most large computing companies were developing new technology that would allow users to wirelessly connect their devices. While this was a project for companies across the world: Toshiba from Japan; IBM and Intel from the USA; and Ericsson and Nokia – two Nordic companies. The story goes that on one windy evening in a bar in Toronto, two engineers from Ericsson and Nokia were bonding over their shared enjoyment of history when one mentioned a book he had been reading about the Vikings.

The engineers saw the clear parallel between Harald Gormsson – the unifying king – the technology they were developing that would in turn ‘unify’ various devices from different brands across one common network. So, the technology was named after him. Not with his full name but rather with his nickname, Blåtand.



Gareth Davies
Trust Head of Curriculum
and Assessment



Or, in English, Bluetooth. In fact, the symbol for Bluetooth is just his initials – HB written in Younger Futhork bind rune.

Is this a history story? Or a computing story? Or a story about religious education? In truth it is all – the idea of a unifying king is a wonderful metaphor to understand a technology that works no matter who made your device. Bluetooth technology is a great way to remember the name of a tenth century king. Understanding how Harald unified his kingdom also gives you a chronological marker for another landmark in the spread of Christianity in Europe.

In the primary setting, as one teacher for the most part will deliver the full curriculum, interleaving within a year is a natural and logical part of practice. Last term, children in Years 3 and 4 across our schools learned about cams and mechanical motion in design and technology. This in turn informed their work on forces and magnets in science and this, in turn, informed their work on the structure of the earth and magnetic poles in Geography. This term children in Year 5 and 6 are learning Maafa history – coinciding with and celebrating Black History Month – elsewhere in Art they are studying groundbreaking and inspirational artists with African heritage such as Edmonia Lewis whose 1867 statue “Forever Free” celebrated the end of slavery two years before. The interplay between these units allows the same topic to be seen through different lenses – art and history, or science, geography and design.

All of this allows constant revisiting of the content from different angles and that repetition, recasting, and revisiting in the context of the unit ensures it is learned. It allows us to defy the “forgetting curve” of seeing the topic only once and one way.

All of this works for one unit – but this also has an effect over time for spaced practice and interleaving. The same content on forces and magnets comes back again but involving more complex machines, more challenging methods – when children study forces and mechanisms. The work on trailblazing artists who use art to drive concepts and ideas is picked up in a future art project that looks at conceptual and protest art relating to the environment, taking the concept that great art speaks to ideas and placing it in another context.

That revisiting (across subjects, within a subject) needs to be considered carefully over time and across disciplines. So, at a school covering predominantly modern history modules at GCSE, covering sixteenth century and seventeenth century history in Key Stage 3 might not feed in directly in terms of substantive knowledge. Guy Fawkes and the gunpowder plot, the conflict between Protestantism and Catholicism, and the ascension of King James are not relatable to the burning down of the Reichstag, the conflict between democracy and fascism, and the rise of Adolf Hitler. However, the wider concepts of conflict and rebellion, power and warfare, and government and the public – are. And in any case, it will also help children to understand Macbeth – Shakespeare wrote it to gain favour with King James – the intended victim of the gunpowder plot. The story tells us how a man who kills the king is doomed to damnation, hatred, madness, and ultimately, a gruesome death. No wonder King James liked it so much that he would go on to sponsor Shakespeare’s theatre company – calling them The Kings’ Men.

Knowing the history helps bring the play to life but also gives a way into the wider AO1 skills of a concept driven answer – Shakespeare’s purpose in writing the play, why he shows Macbeth’s downfall, how the theme of divine right and ‘good’ kings unfolds as the play progresses.



And so, to ensure this has been considered in your own setting, what would be a good test or benchmark? Well – at primary where teachers have the advantage of teaching all subjects to all children, they have the drawback of teaching to only one year. Can they – and subject leads – explain where a topic is revisited, developed, and retrieved over time?

Equally, for secondary leads – where a bell rings and teachers can face a class of eleven-year-olds and then an hour later it rings again and we face eighteen-year-olds – but in the confines of just one subject, what do they know about how their subject flourishes in other classrooms? Here's an example. GCSE Science, GCSE Geography, and GCSE Design Technology all teach the concept of renewable power as part of their specifications. Regardless of which they follow, these same concepts are referenced in the DFE vocabulary list. So, who teaches it first? And have DT and Geography leads discussed with the Science department how, across areas, they make use of the prior learning in these areas?

Making the
connection is key.



Estates and Compliance:



Introducing Adele Pinder, Trust Director of Estates and Compliance

We are incredibly proud of the expertise we have in our Trust. In this issue we introduce you to Adele who has over 30 years' operational and strategic management experience working in facilities, estates, support services and health and safety roles within the healthcare sector. Before moving to the education sector, Adele was Group Estates Director for a large private healthcare company; prior to this she held the position of Group Health and Safety Manager for the same company.

Adele's experience in project management of new build projects and carrying out major and minor refurbishment projects within the healthcare sector is proving invaluable as we embark upon these projects in our Trust.

Tell us how the Estates and Compliance Team's vision and values align with those of the Trust?

As a team we have spent time in our schools, researched and listened to our colleagues to build a vision which will be meaningful. The Wonder Learning Partnership Estate's Vision is to:

- » ensure all buildings on the estate are welcoming, safe, fit for purpose and provide an outstanding, modern teaching environment.
- » to create an exciting environment in each of our schools which is conducive to exceptional learning and supports children in the delivery of a modern and relevant curriculum.

How does this vision encompass the Trust values?

In considering the overall Trust values, we have really focused on how the work that the Estates and Compliance team do can make a difference and contribute to the overall achievement of living the values into being. We are passionate about supporting colleagues to be able to do their role safely and effectively whilst inspiring them through enriching their environments and embracing opportunity.

Educate

- » We will support the delivery of a world class education in each of our Trust schools through the provision of outstanding facilities, to create a modern environment which is conducive to effective learning.
- » We will educate all staff in the value of a healthy, safe, inclusive environment to enable all children to achieve their aspirations and ambitions.
- » We will develop colleagues to realise their leadership potential through the provision of quality training, supervision, information and instruction.

Empower

- » We will empower our colleagues through the provision of policies and procedures to ensure a safe, consistent and compliant approach.
- » We will encourage our colleagues to make informed decisions through development, support and guidance.
- » We will provide our colleagues, Governors and Trustees with the knowledge base they require to support the effective leadership of our schools.

Engage

- » We will take our colleagues on a shared journey of learning, discovery and opportunity.
- » We will embrace our local communities to engage with our Trust Schools through a process of transparent and collaborative partnership working to build strong lasting relationships.
- » We will engage all relevant stakeholders to ensure our Trust schools all have the same opportunities to achieve outstanding outcomes for themselves and their pupils.

Enrich

- » We will provide support to our Trust schools to deliver holistic enrichment opportunities through learning inside and outside of the classroom environment.
- » We will strive to provide a lasting legacy through the provision and maintenance of world leading environmentally friendly and sustainable schools.
- » We will ensure that our Trust school environment caters for all pupils, colleagues and families through the provision of a safe, inclusive, enriched community.



How do you assess a school's estate when benchmarking it against your vision for a welcoming, safe and fit for purpose environment?

We do not work in isolation but create relationships by working with experienced Headteacher's and staff within schools. We use consultation through considering evidence-based research around environment and colours and visit other schools to share best practice. Another resource we have is using Estates Audits and Condition Data Collection – School Condition Reports. All of this allows us the knowledge we need to assess a school and make recommendations as required.



Understandably, not everything can be achieved at once. What are your priorities over the next 12 months?

Using the assessments conducted across our schools, our priorities over the 12 months are to focus on refurbishing several classrooms and library spaces within our primary schools.

Woldgate School & Sixth Form College which has been selected for a rebuild through the Department for Education (DfE) Schools Rebuild Programme is a major priority, so I am working closely with the DfE and the contractor on the plans for the new super block and sports building with the project due for completion in the summer of 2025. As a Trust we are currently supporting 3 schools in Whitby, so plans are currently being put together to determine their estate and refurbishment needs too. We are also looking forward to planning with Melbourne Primary School to replace three temporary classrooms for September 2024.

The great thing is we get to work in partnership on numerous projects across our schools and seeing the planning and work you do come to fruition is really empowering.

If a school is concerned about an aspect of their school site structure, facilities or health & safety procedures, what do you advise them to do?

If there are concerns regarding the school estate, facilities or health and safety, my team and I can be contacted at any time. We are also implementing the EVERY Business Management System which will allow staff to raise a job through the Maintenance Request System which comes directly to the Estates and Compliance Team. This will help colleagues log their needs and us focus our resources more effectively.

If you are a school outside of our Trust and would like a consultation on your estate, please contact us by email at office@wlp.education to find out more about how we may be able to help.

What Health & Safety training do you recommend school staff undertake and why?

The training is role dependant. The Estates and Compliance Team have worked with the Wonder Institute of Education to identify the training needs of our colleagues and to ensure that courses provide relevant compliance that is meaningful and necessary without being onerous.

Part of our 'Big Conversation' is on school learning and working environments. Are you excited to hear about the ideas and feedback from those sessions to see what impact you and your team can have?

The 'Big Conversation' is an exciting initiative to be involved in and I am looking forward to working with staff of all designations from across our Trust Schools. It is great to listen to other people's ideas and for them to share their knowledge and expertise with other colleagues. We are not saying we can make all wishes come true, but the Estates and Compliance Team are looking forward to having a significant impact on the working and learning environments!





Safeguarding:

Forced Marriage

What is a forced marriage?

Forced marriage is a marriage that takes place without the full and free consent of both parties. In a forced marriage, a child, young person or adult is coerced into marrying someone against their will. They may be physically threatened or emotionally blackmailed to do so, or they may be a victim of psychological abuse. Forced marriage cannot be justified on any religious or cultural basis.

Forced marriages are not the same as arranged marriages, where a person can choose whether to accept the arrangement or not. In an arranged marriage, families take the lead in selecting a marriage partner, but the couple has the free will and choice to accept or decline the arrangement. The tradition of arranged marriages has operated successfully within many communities and countries for a very long time.

Is it legal?

The Anti-Social Behaviour, Crime and Policing Act (2014) made it a criminal offence in England, Wales and Scotland to force someone to marry.

This includes:

- » Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- » Marrying someone who lacks the mental capacity to consent to the marriage (whether they are pressured to or not).





What are the signs of a forced marriage?

- » Young people who are persistently absent from school, college or university
- » Requests for extended leaves of absence, particularly if overseas travel is involved
- » Inflexibility with arrangements and future planning. Victims of forced marriage are often subjected to strict controls over their movements
- » A woman who is often accompanied by male members of their family
- » Evidence of domestic abuse or depression
- » Young people who are prevented from continuing into higher education
- » Financial abuse, for example taking someone's wages, may also be a factor
- » Young people who are anxious about school holidays

How can people be protected?

A Forced Marriage Protection Order can help if:

- » A person is being forced into marriage, or
- » A person is already in a forced marriage

Applications for Forced Marriage Protection Orders can be made at the same time as a police investigation or other criminal proceedings. Someone who disobeys a court order can be sent to prison for up to two years for contempt of court; but breach of a Forced Marriage Protection Order is also a criminal offence with a maximum sentence of five years' imprisonment.

Who should I contact?

If you believe that someone is being forced to marry you should contact the Police on 101. You can also contact the local authority safeguarding team.

The Forced Marriage Unit (FMU) is a joint Foreign and Commonwealth Office and Home Office Unit which leads on the government's forced marriage policy, outreach and casework. It operates both inside the UK (where support is provided to any individual) and overseas (where Consular assistance is provided to British Nationals, including dual nationals). They should be contacted at:

- » telephone: +44 (0) 20 7008 0151
- » email: fmu@fco.gov.uk
- » email for outreach work: fmuoutreach@fco.gov.uk

Where can I find out more information?

Further information and training can be obtained from:

- » [FMU Multi-agency guidance for handling cases of Forced Marriage](#)
- » [FMU Multi-agency guidance for dealing with forced marriage](#)
- » [Forced Marriage E-Learning](#)



Governance



Department
for Education



For Schools & Trusts

The Key Challenges Schools Face

NGA has unveiled its manifesto, **“From Classrooms to Communities: A Manifesto for Schools and Trusts.”** This comprehensive document outlines key challenges faced by schools and academy trusts in the UK and presents a set of bold proposals aimed at addressing these issues.

Governing boards play a pivotal role in overseeing academy trusts and schools, providing strategic direction, and holding senior leaders accountable. NGA’s manifesto is a result of the **2023 annual governance survey**, the concerns and voices of its members and their extensive experience supporting school and trust governing boards in the school sector. It recognises the challenges faced by schools and their communities and highlights the indispensable role of trustees and governors who work tirelessly to set the vision, culture, and strategic priorities to ensure the sustainability of trusts and schools.

Key Highlights from the Manifesto

- » **Staff Wellbeing and Recruitment:** The manifesto highlights the persistent challenges of recruitment and retention in the education sector. It calls for a comprehensive, long-term plan for pay and incentives for all staff to address the salary deficit and promote careers in education. Furthermore, the manifesto stresses the importance of improving diversity within the workforce.
- » **Estates and Environmental Sustainability:** NGA emphasises the need for a long-term program to remove hazardous materials from schools and invest in school estates. Modernising energy provision in schools is also a top priority, given the substantial contribution of schools to UK public sector building emissions. Leadership capacity and funding access are identified as crucial barriers to progress.



- » **Ed Tech:** The manifesto underlines the significance of equal access to Ed-tech resources for all students, regardless of their economic background or geographical location. It calls on the government to ensure that funding is distributed equitably and emphasises the importance of safeguarding educational institutions against potential misuse of AI in education.
- » **Attendance:** Attendance remains a significant challenge in the education sector. The manifesto acknowledges the government's efforts to address this issue but emphasises the importance of engaging with families and communities to improve attendance rates. Effective communication and advice to parents are highlighted as successful methods for enhancing attendance.
- » **Safeguarding:** The manifesto acknowledges a concerning rise in safeguarding concerns, including bullying, cyberbullying, neglect, and domestic abuse, with 71% of respondents reporting an increase in 2022 and 55% in 2023. NGA calls for the restoration of funding for children's early intervention support, emphasising the unsustainable pressure on schools.
- » **Support Services for Families:** As schools increasingly provide additional services, NGA calls for a review of expectations and resources, advocating for the Family Hub model's continued rollout to provide holistic support for young children and their families.
- » **Funding:** The manifesto stresses the need for funding to address both the sustainability of high-quality education and the additional needs of vulnerable groups.
- » **SEND (Special Educational Needs and Disabilities):** NGA calls for the urgent implementation of the 2022 SEND green paper, funding reform, an audit of special school places, and a consistent approach to training.
- » **Disadvantage:** The manifesto highlights the widening disadvantage gap due to the COVID-19 pandemic and calls for the protection of the pupil premium's value and the extension of FSM eligibility to all pupils receiving Universal Credit.
- » **Pupil Mental Health and Wellbeing:** NGA emphasises the increasing need for mental health support in schools and urges the government to prioritise the provision of such support and access to specialist services.
- » **Leadership and Accountability:** The manifesto welcomes changes in inspections but expresses concerns about their impact on school leaders and staff. NGA calls for an independent, expert, and transparent review of the inspection process and greater recognition of the role of governing boards. Additionally, it calls for a recruitment campaign to address the governance recruitment crisis.



Teach with Wonder

Paid Teaching Internship Programme 2024

Recruitment
is now open

After an extremely successful internship programme in 2023, we are delighted to once again be able to offer more young people an opportunity to find out why teaching is such an inspirational career choice.

Our internship programme combines professional development, talks from external speakers, a visit to one of our primary schools, planning a trip and of course an opportunity to teach our pupils. You receive dedicated mentorship, support, and training over the three-week period and in your final week, you can choose to teach your very first lesson. It is simply a privilege to see our interns flourish and utterly amazing to see them stand in front of their first class after just three weeks.

In addition to all the great opportunities you will receive during this three-week programme, you will also receive a payment of £900.00 funded by the Department for Education.

Our paid internships are available for people who:

- have a genuine interest in teaching
- have not already accepted a place on an Initial Teacher Training programme
- have not completed a paid internship before
- have a degree or a related degree in mathematics, physics, chemistry, or modern foreign languages (French and Spanish)

We are recruiting for placements in maths, physics, chemistry and modern foreign languages starting on:

- 10th June 2024 to 28th June 2024
- 24th June 2024 to 12th July 2024
- 1st July 2024 to 19th July 2024

Our internships are available at both:

Woldgate School and Sixth Form www.woldgate.net and
Longcroft School and Sixth Form www.longcroftschoo.co.uk

Contact

To register and receive an application pack please contact:

Victoria Tomlinson

Wonder Institute of Education

IOE@WLP.education



Wonder
Institute of Education
Educate | Empower | Engage | Enrich



Wonder
Institute of Education
Educate | Empower | Engage | Enrich

Upcoming IoE Training Courses

Leadership Breakfasts & Mini Meets

An opportunity for you to meet and network with colleagues. Benefit from excellent CPD during a Leadership Breakfast or share experiences at our Mini-Meets.

For more information and course booking visit:
www.wlp.education



Date	Course	Venue	Time	Booking code	Cost
22/11/23	Mini-Meet	IoE Eskdale	09:00-13:30	MM01	Free
11/12/23	Leadership Breakfast	IoE Beverley	09:00-11:00	LB05	Free
04/12/23	Leadership Breakfast	IoE Ryedale	09:00-11:00	LB08	Free





Wonder
Institute of Education
Educate | Empower | Engage | Enrich

Upcoming IoE Training Courses

Developing a Conceptual KS3 English Curriculum

We have developed a unique approach to the Key Stage 3 English Curriculum. Come and explore the current base around English curriculum planning and how to implement best practice.



For more information and course booking visit:
www.wlp.education

Date	Venue	Time	Booking code	Cost
16/11/23	IoE Beverley	09:00-12:00	WB06	£49.00
23/11/23	IoE Coast	09:00-12:00	WC06	£49.00
30/11/23	IoE Eskdale	13:00-16:00	WE06	£49.00
07/12/23	IoE Wolds	13:00-16:00	WW06	£49.00
14/12/23	IoE Hambleton	13:00-16:00	WH06	£49.00



Wonder Beverley
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Coast
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Eskdale
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Hambleton
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Ryedale
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Wolds
Institute of Education
Educate | Empower | Engage | Enrich



Upcoming IoE Training Courses

Leading Teacher Development Part 2

In this second part we consider how we can support teachers to effectively transfer what they have learned into their teaching practice to avoid the ‘knowing doing gap’ which can appear after professional development.

For more information and course booking visit:
www.wlp.education

Date	Venue	Time	Booking code	Cost
20/11/23	IoE Beverley	09:00-12:00	WB09	£49.00
27/11/23	IoE Ryedale	09:00-12:00	WR09	£49.00
04/12/23	IoE Hambleton	09:00-12:00	WH09	£49.00
12/12/23	IoE Coast	09:00-12:00	WC09	£49.00





Wonder
Institute of Education
Educate | Empower | Engage | Enrich

Upcoming IoE Training Courses

Understanding Your Subject Review Through Effective Monitoring – Primary Phase

This course is designed for primary leaders seeking to enhance their subject review processes by conducting quick, incisive, precise reviews of their provision development.

For more information and course booking visit:
www.wlp.education



Date	Venue	Time	Booking code	Cost
16/11/23	IoE Coast	13:00-16:00	WC13	£49.00
23/11/23	IoE Wolds	13:00-16:00	WW13	£49.00
30/11/23	IoE Hambleton	09:00-12:00	WH13	£49.00
07/12/23	IoE Beverley	09:00-12:00	WB13	£49.00
14/12/23	IoE Ryedale	09:00-12:00	WR13	£49.00



Wonder Beverley
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Coast
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Eskdale
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Hambleton
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Ryedale
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Wolds
Institute of Education
Educate | Empower | Engage | Enrich



Wonder
Institute of Education
Educate | Empower | Engage | Enrich

Upcoming IoE Training Courses

Establishing an Effective Culture of Safeguarding

This course will provide strategies to establish and maintain an effective safeguarding culture with the resources to help achieve this.

For more information and course booking visit:
www.wlp.education



Date	Venue	Time	Booking code	Cost
20/11/23	IoE Eskdale	13:00-16:00	WE14	£49.00
27/11/23	IoE Wolds	13:00-16:00	WW14	£49.00
04/12/23	IoE Ryedale	13:00-16:00	WR14	£49.00
11/12/23	IoE Beverley	13:00-16:00	WB14	£49.00



Wonder Beverley
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Coast
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Eskdale
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Hambleton
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Ryedale
Institute of Education
Educate | Empower | Engage | Enrich



Wonder Wolds
Institute of Education
Educate | Empower | Engage | Enrich

The Big

Conversation



The Big

Conversation

Welcome to 'The Big Conversation' at the Wonder Learning Partnership where you can be a part of shaping our Trust.

It is time to bring our whole school family together, to invite our colleagues from schools across the East Riding of Yorkshire and North Yorkshire, to help shape our future and to bring about the long term change we seek, to shape our destiny for our children, colleagues, and communities.

Our family comprises of schools who have joined our Trust, partner schools who we work with, educational strategic partners and friends. We will provide our children with a world-class education and steer our Trust, led by our values and service, celebrating our traditions and history as we create a new vision for education in Yorkshire.

The Big Conversation Starts with You

We will, as the Wonder Learning Partnership, run a series of conversations allowing our wider community to be involved in shaping the future of the Trust. We will start the process at the heart of every school within and beyond the Trust, by focusing on our mission and values.

Across the academic year, there will be several conversation threads we will introduce and feedback on. Over the years we will work to bring ideas to fruition and to bring about change, which will make our family of schools, for generations to come, truly inspirational communities and exceptional schools.

Everyone Plays a Part

Every single person within our family and school community contributes towards our children's learning and their future aspirations. Our series of conversations starts with 'Our Vision' focusing on our core values of Educate, Empower, Engage and Enrich. We want our entire family to relate their role in our Trust community to the questions raised so we do not miss an opportunity to make working and learning greater for all.

Big Conversation Starters

- » How do we ensure our ethos, values and moral purpose align with those of our family, community, and partners, as Church and non-denominational schools?
- » How do we ensure that our partnership can understand and see the benefits of our longer-term strategic vision and ambition for our schools?
- » How do we work collegiately, to discuss and shape our ideas, implement our plans, and ensure we all feel invested and able to shape our journey moving forward?

Taking these questions along with the results of internal research and with those whose wish to shape our journey, we are starting 'The Big Conversation.'

The Big

Conversation



Monday 20th November 3.15-4.45pm

Theme: **Educate**



Monday 27th November 3.15-4.45pm

Theme: **Educate**



Monday 27th November 3.10-4.10pm

Theme: **Educate**



Monday 11th December 3.15-4.45pm

Theme: **Educate**



Monday 4th December 3.00-4.30pm

Theme: **Educate**



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

One Family

ISSUE 7

with Wonder



Partners:



LONGCROFT
—SCHOOL AND SIXTH FORM COLLEGE—



ESKDALE
SCHOOL



CAEDMON
COLLEGE



WHITBY
SIXTH FORM

Visit or follow us on:

- Wonder_WLP
- WLP.education
- Wonder Learning Partnership

Website: www.wlp.education

Wonder Learning Partnership is a company limited by guarantee, registered in England and Wales with Company Number: 10518602