



# The Harmony Trust *EYFS CPD Offer*

*REDI Programme 2022/23  
(Including the development of Y1 provision)*

*In association with Maureen Hemingway and  
Dr. Andrea Lancaster  
Specialist EYFS Consultants*

# The REDI Programme and The Harmony Trust

The Harmony Trust is a **Multi-Academy Trust** consisting **15 academies** across Derby, Oldham and Tameside. It has **strong track record in improving outcomes for all pupils**, built on **high expectations for all**, **excellent provision**, and taking a **research-based and evidence-informed approach**.

The Harmony Trust **Development Team** comprises of a **group of specialist practitioners and leaders from across the Trust** whose aims are to improve outcomes for all by:

- *Developing and delivering quality Continuing Professional Development aligned to the aims of the strategic plan*
- *Facilitating collaboration between academies*
- *Coordinating and providing bespoke support and intervention based on the needs of individual academies*

**Specialisms** within the Development Team include **SEND, EYFS and provision for Newly Arrived Pupils**.

**The REDI Programme is one element of our ongoing CPD offer, delivered by our external partners, Maureen Hemingway and Andrea Lancaster.**

**This year we are extending this offer to other schools and academies beyond Harmony to further develop an online community of best practice**

## **Is REDI for you?**

For further information about the programmes described in this brochure and the opportunity to ask any questions you might have, we have scheduled an **online briefing on Monday 18<sup>th</sup> July at 3:30pm-4:30pm**

If you wish to attend this briefing, **please email [cpd@theharmonytrust.org](mailto:cpd@theharmonytrust.org)** with your details and you will be sent a link.



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## Purpose

The purpose of any Harmony Trust CPD offer is to improve the pedagogy and subject knowledge of Leaders, Teachers and Teaching Assistants so that they can plan for academy development, improved outcomes and better quality provision.

By drawing on the expertise of teachers and leaders within the Trust and that of expert partners and associates, the support offered in this brochure ensures that the development aligns with the main aims of many school and academy development plans.

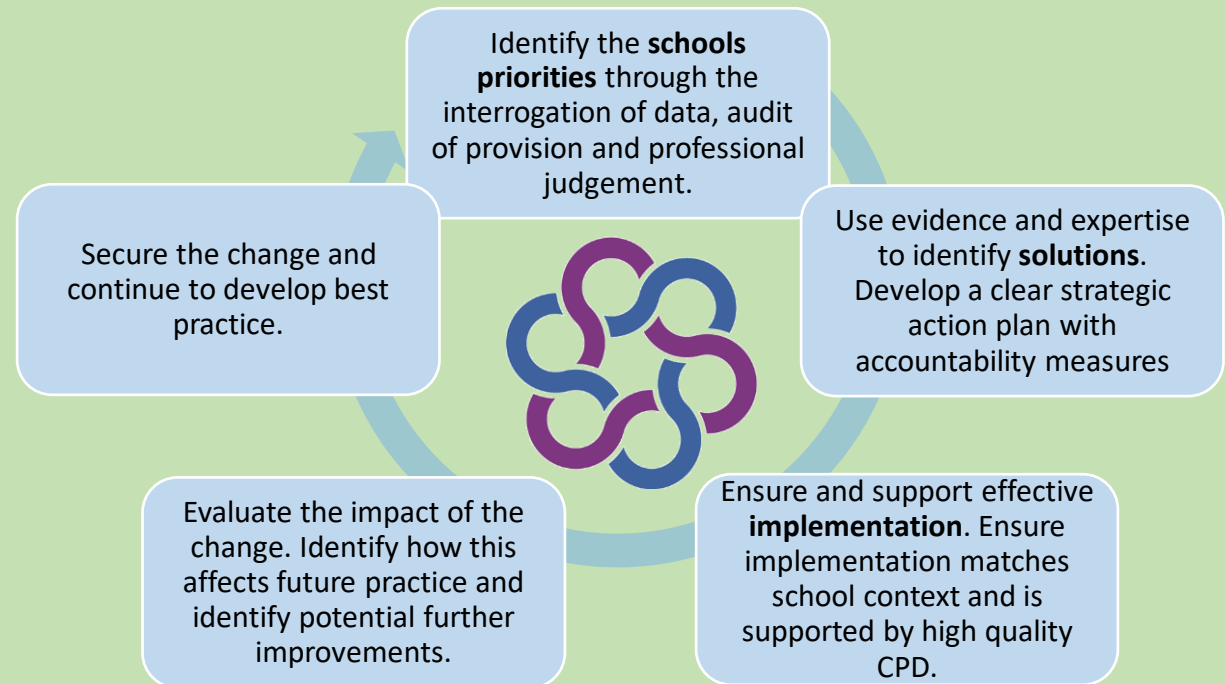
We know that the most effective intervention for all children is access to a high-quality education delivered by expert teachers and investment in high quality professional development is the single most important factor in enabling high quality teaching that leads to improved outcomes for all.

## Intended Impact

- *Improve the quality of teaching and learning*
- *Improve the effectiveness of the leadership of curriculum areas including evaluation and development planning*
- *Increase teacher confidence and skills*
- *Raise the attainment of pupils*
- *Ensure pupils make good progress*
- *Develop the quality of provision in schools*
- *Improve the quality of teaching assistant support and intervention*
- *Improve pupil's behaviours for learning*

## Approach

The programme is underpinned by the EEF model for school improvement which focuses on improving provision through development planning and high quality CPD.



*Adapted from EEF*

Practitioners will be supported to evaluate current provision, outcomes and strategies, identify areas of need and to **strategically plan for improvement**.

# Our Expert Consultants

## Maureen Hemingway



**Maureen** recently retired from her role as Senior Adviser and School Improvement Partner with Sheffield City Council. Maureen had held this advisory role for several years and has played a key role on the positive impact on education outcomes for children in the Early Years Foundation Stage across the city.

Enjoying a long teaching career spanning 30 years working as a classroom teacher and EYFS leader, a member of the Senior Leadership Team and Senior Leader of Education. Maureen has also worked in further education and higher education and is a teacher of English as an Additional Language. Maureen has also worked with the National College of School Leadership working with aspiring head teachers across the Yorkshire and Humber Region.

Maureen is now a freelance education consultant an Associate trainer with the National Children's Bureau and is a member of the Early Childhood Maths Group

Contact: [mo.hem@talktalk.net](mailto:mo.hem@talktalk.net) or tel: 07710942592

## Dr Andrea Lancaster



**Dr Andrea Lancaster** worked as a teacher, museum educator, university lecturer and a nursery owner/manager before working in the Early Years Team of Sheffield City Council for 18 years.

In 2010 she co-wrote a book on EYFS Leadership and Quality aimed at the PVI sector and her doctoral research was focused on perceptions of quality with regard to two-year-old provision in schools.

Since November 2020 she has been working as a freelance education consultant and associate lecturer. She has contributed to the Birth to Five Matters document as part of both the parent and the maths working parties.

Andrea is a member of the Early Childhood Maths Group (ECMG) and contributed to the development of ECMG's Spatial Reasoning and number progression guidance.

**Contact:** [andrea.lancaster2C@gmail.com](mailto:andrea.lancaster2C@gmail.com) or tel: 07867 386187



# The REDI EYFS Leadership Programme (including REDI for Y1)

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**The aim of the REDI Programme is to support consistency of high-quality teaching and learning through:**

- *Supporting growth and development of leadership to include the foundation stage leads of each individual school*
- *Continuing to support the development of the continuous provision and expand knowledge and understanding of the role of the adult*
- *Further expanding the knowledge and understanding of children's developing communication language and literacy skills and how this can be enhanced through continuous provision*
- *Further developing adults understanding of children's mathematical development to include how knowledge can be enhanced through continuous provision*
- *Developing the outdoor learning spaces through the introduction of STEM as a measure of enhancing all aspects of learning*
- *Exploring inclusive provision for all children those with EAL and those with additional and SEND needs – sharing best practice*

This aim will build on and further develop the journey of improvement so that all practitioners can promote the ambitions of their schools and academies through confidently articulating the intent, implementation, and impact of their teaching choices.

**The REDI EYFS Leadership Programme consists of**

- Sessions for EYFS Leads
- REDI for the Outdoors sessions through the STE(A)M approach
- REDI for Year 1 sessions



# Each session will support Leaders to:

## Review

- **Review** practice and provision identifying key priorities for improvement, supporting staff development and growth through performance management. EYFS leaders will become more confident using a range of audit and evaluation tools.

## Explore

- **Explore** areas of EYFS curriculum, provision and practice. Exploring theory and research, making sense of statutory and non-statutory guidance, the resources and activities provided. Explore the role of the adult in supporting learning and development including the adult understanding of subject specific progressions within each area of learning.

## Develop

- **Develop** action plans for improvement moving on from progress made throughout the last academic period. Consider strategies for implementing and embedding change.

## Impact

- Measure the **impact** of the programme on professionals, the setting and outcomes for children.

# Rationale for REDI:

## Ofsted expectations:

Effectiveness of leadership and management Inspectors will consider:

- “Teachers’ subject, pedagogical and pedagogical content knowledge consistently builds over time. This consistently translates into improvements in the teaching of the curriculum.”

School Inspection Handbook (Ofsted 2022, para. 328).

## EYFS Reforms:

- 3is – knowing what is right for your cohort of children and being able to demonstrate the impact of your teaching
- greater focus on the role of the adult in having conversations with children and building vocabulary
- Continued focus on progress and improved outcomes (but not excessive paperwork and data gathering)

## Research informed audit tools:

- ECERS audits consider the EYFS environment AND the adult:child interactions occurring within areas of provision
- Concepts of progression and differentiation underpin the audit expectations
- REDI programme aim is to upskill participants to use audit tools themselves
- Ultimately want practitioners to be able to confidently articulate their approach (including any improvements made / being made), why this is the right approach for their children and the impact it has had.



# Session Overview:

## REDI EYFS Leadership Programme

SESSION:	FOCUS:	EXPLORE: Theory / Concepts
<b>Overview</b>	<ul style="list-style-type: none"> <li>• Introduction to the REDI programme</li> <li>• Understanding the ECERS scales</li> <li>• Adult Role and routines</li> </ul>	<ul style="list-style-type: none"> <li>• Quality Improvement and reflective practice</li> <li>• The environment as the third teacher</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Belonging and positive sense of self.</li> <li>• Behaviour and self-regulation</li> <li>• Making relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Attachment</li> <li>• Rewards and consequences</li> <li>• Cultural capital</li> <li>• Child's voice</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Creating with materials</li> <li>• Being imaginative and expressive</li> </ul>	<ul style="list-style-type: none"> <li>• Symbolic play</li> <li>• Memory</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Listening, attention and understanding</li> <li>• Speaking</li> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained Shared Thinking</li> <li>• Word Gap</li> </ul>
<b>Mathematical Development</b>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Pattern</li> <li>• Spatial Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Maths anxiety</li> <li>• Maths talk</li> <li>• Mastery and automaticity</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Past and Present</li> <li>• People, Cultures and Communities</li> <li>• The Natural World</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Capital vocabulary gap or knowledge gap?</li> <li>• Child development and how this links to their understanding of geography and history</li> <li>• Knowledge building</li> <li>• Diversity and Inclusion</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Moving and Handling</li> <li>• Health and Self care</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial Awareness</li> <li>• Child development – physiology, proprioception and core strength</li> <li>• Assessing Neuromotor Readiness for Learning</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Reading – life-long love of reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• 1st and 2nd order symbolism</li> <li>• Metacognition</li> <li>• Memory</li> </ul>

# Session Overview: REDI for Outdoors

SESSION	FOCUS:	EXPLORE: Theory / Concepts
<b>Designing / reviewing your outdoor space / curriculum</b>	<ul style="list-style-type: none"> <li>• Review of spaces</li> <li>• Zoning, organisation and storage</li> <li>• Creating dynamic outdoor spaces</li> <li>• Following children's interests</li> </ul>	<ul style="list-style-type: none"> <li>• Involving children in designing and using</li> <li>• Why learning outdoors is beneficial to young children</li> <li>• Learning outdoors throughout the year</li> </ul>
<b>Thriving in the outdoors</b>	<ul style="list-style-type: none"> <li>• Indoor/outdoors equal value</li> <li>• Inclusive practice meeting the needs of every child</li> </ul>	<ul style="list-style-type: none"> <li>• The critical importance of physical development</li> <li>• Experiential learning and the value of the outdoors</li> <li>• Using the outdoors to inspire reluctant learners</li> <li>• The Well Balanced Child</li> </ul>
<b>STEAM Outdoors</b>		
<b>Loose parts</b>	<ul style="list-style-type: none"> <li>• What are loose parts?</li> <li>• Creating spaces for loose parts</li> <li>• Sourcing loose parts for low cost/no cost</li> </ul>	<ul style="list-style-type: none"> <li>• The theory of loose parts</li> <li>• Progressions in children's play</li> <li>• Role of the adult</li> </ul>
<b>Natural World</b>	<ul style="list-style-type: none"> <li>• Nature and science</li> <li>• Seasons</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Play and imagination</li> <li>• Children and Nature/Real experiences</li> <li>• Role of the adult</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Water, sand, soil...</li> <li>• Other materials</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring natural materials for children's play</li> <li>• Low cost/no cost materials</li> <li>• Role of the adult</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• EAD outdoors</li> <li>• EAD with natural materials</li> </ul>	<ul style="list-style-type: none"> <li>• Inspiring art in the natural environment</li> <li>• Art on a large scale</li> <li>• Role of the adult</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Maths in the garden/Natural maths</li> <li>• Maths games and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Maps and mapping</li> <li>• Spatial awareness</li> <li>• Role of the adult</li> </ul>

# Session Overview:

## REDI for Year 1

SESSION	FOCUS:	EXPLORE: Theory / Concepts
<b>Understanding EYFS principles and practice for KS1 teachers</b>	<ul style="list-style-type: none"> <li>• Characteristics of Effective learning</li> <li>• EYFS Curriculum</li> <li>• Continuous Provision</li> </ul>	<ul style="list-style-type: none"> <li>• GLD – what does this mean for Y1</li> <li>• Continuous provision and how this can support children in Y1</li> <li>• Continuous provision and the National Curriculum</li> <li>• A balance of continuous provision and direct teaching</li> </ul>
<b>Planning for continuous provision in KS1</b>	<ul style="list-style-type: none"> <li>• What could continuous provision look like in Year 1</li> <li>• Identifying and organising resources</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous provision supporting progress through the year</li> <li>• Continuous provision developing key skills</li> </ul>
<b>EYFS to National Curriculum</b>	<ul style="list-style-type: none"> <li>• Mapping EYFS to National Curriculum</li> <li>• Understanding best fit and links to KS1 curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Data interrogation</li> <li>• Linking data to Characteristics of Effective learning</li> </ul>
<b>Planning for transition</b>	<ul style="list-style-type: none"> <li>• Supporting transition</li> <li>• Exploring data to understand starting points</li> <li>• Identifying children ready for Y1</li> </ul>	<ul style="list-style-type: none"> <li>• Matching skills to KS1 curriculum</li> <li>• Ongoing review of progress</li> </ul>





# REDI Programme Schedule 2022/23

Dates and times

# REDI EYFS Leadership Programme (incorporating REDI for Outdoors)

Date	Focus	Target Audience	Times	Venue
Tuesday 6th September	Leadership Briefing	School Headteachers, Academy Principals, SLT	13:00 – 14:00	Online
Tuesday 27th September	REDI for the Outdoors Designing outdoor spaces	EYFS Leaders	9:00 – 15:00	Carlyle N&I Academy
Thursday 29th September	Introduction to REDI	EYFS Leaders Senior Leaders	9:15 – 15:00	Online
Thursday 29th September	Introduction to REDI ( <b>TWILIGHT</b> )	All EYFS staff (teachers and TAS)	15:45 – 17:15	Online
Thursday 6th October	REDI – PSED	EYFS Leader Additional staff if appropriate	9:15 – 15:00	Online
Tuesday 11th October	REDI for the Outdoors – Loose Parts	EYFS Leader Additional staff if appropriate	9:00 – 15:00	Carlyle N&I Academy
Thursday 3rd November	REDI EAD	EYFS Leader Additional staff if appropriate	9:15 – 15:00	Online
Tuesday 22 <sup>nd</sup> November	REDI for the Outdoors – Thriving in the outdoors	EYFS Leader Additional staff if appropriate	9:15 – 15:00	Online
Thursday 1st December	REDI CLL	EYFS Leader Additional staff if appropriate	9:15 – 15:00	Online



# REDI EYFS Leadership Programme - continued (incorporating REDI for Outdoors)

Date	Focus	Target Audience	Times	Venue
Wednesday 11th January	REDI Maths	EYFS Leader Additional staff if appropriate	9:15 – 15:00	Online
Wednesday 8th February	REDI UTW	EYFS Leader Additional staff if appropriate	9:15 – 15:00	Online
Wednesday 8th March	REDI PD	EYFS Leader Additional staff if appropriate	9:15 – 15:00	Online
Tuesday 14th March	REDI for the Outdoors Materials	EYFS Leader Additional staff if appropriate	9:00 – 15:00	Carlyle N&I Academy
Wednesday 19th April	REDI Literacy	EYFS Leader Additional staff if appropriate	9:15 – 15:00	Online
Tuesday 25th April	REDI for the Outdoors Natural World	EYFS Leader Additional staff if appropriate	9:00 – 15:00	Carlyle N&I Academy
Tuesday 16th May	REDI for the Outdoors EAD	EYFS Leader Additional staff if appropriate	9.00 – 15.00	Carlyle N&I Academy
Tuesday 13th June	REDI for the Outdoors Maths	EYFS Leader Additional staff if appropriate	9.00 – 15.00	Carlyle N&I Academy





# REDI for Year 1

Date	Focus	Target Audience	Times	Venue
Wednesday 7 <sup>th</sup> September	Understanding EYFS principles and practice for KS1 teachers	Year 1 Practitioners KS1 Leads	9:15 – 15:00	Online
Tuesday 8 <sup>th</sup> November	Planning for Continuous Provision in Year 1	Year 1 Practitioners KS1 Leads	9:15 – 15:00	Online
Wednesday 21 <sup>st</sup> June	EYFS to National Curriculum	Year 1 Practitioners KS1 Leads	9:15 – 15:00	Online
Wednesday 12 <sup>th</sup> July	Planning for Transition	Year 1 Practitioners KS1 Leads	9:15 – 15:00	Online

# Pricing:

For further information or to book places, please email  
[cpd@theharmonytrust.org](mailto:cpd@theharmonytrust.org)

Packages are a combination of **online and in-person sessions**  
(see Programme Schedule for further information)

Price per  
participant

**Whole package (for one participant)** (EYFS, Outdoors & Year 1 - Leadership briefing, a twilight and 17 full days plus a place for one delegate on our online Early Years Conference – *date TBC*)

**£1200**

REDI for **EYFS** (Leadership briefing, a twilight and 7 full days)

**£650**

REDI for **Outdoors** (Leadership briefing, a twilight and 6 full days)

**£600**

REDI for **Year 1** ((Leadership briefing, a twilight and 4 full days)

**£500**

**Single day**

**£100**

**Three days**

**£250**

**Five days**

**£400**

**Special offer:** all school/academy staff to access any/all sessions (up to 2 staff per session)

**£2000**

Further bespoke support including audits and visits to settings should be sourced directly through the consultants delivering these programmes. Their contact details can be found on Page 5.

# Getting ready for REDI .....

Participants will need a copy of this publication  
– please ensure it is the Third Edition

It can be purchased from a variety of sources,  
including [Amazon](#).

