

ESSENTIAL

School Resources 26/27

SMART SUPPORT FOR SAVVY EDUCATORS



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secondary schools!**

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SMART SUPPORT FOR SAVVY EDUCATORS



RESOURCES AND SERVICES FOR SECONDARY EDUCATORS

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All the supplies you need
to make this school year
their best one yet.

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NSPCC
Let's keep
children safe.



20,000+ quality products



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Behind every
great lesson.

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backtoschool](http://ypo.co.uk/backtoschool)



5 REASONS TO TRY... Smarter school purchasing

YPO on why schools should look closer at their basket



30 SECOND BRIEFING

Schools have more purchasing options than ever. Online marketplaces are convenient, but there are invisible risks under the surface. That's why public sector buying organisations (PSBOs) like YPO can highlight a better solution for schools.

1 EVERY DECISION COUNTS

Large online marketplaces often leave you spoilt for choice. Hundreds of products that look almost identical at varying prices. Navigating these platforms can be time consuming for schools, meaning purchases can be rushed. But as these platforms are driven by sales, rather than customer experience, any sale is fine. For PSBOs, it's all about making things easier for the customer. Doing the legwork to provide a streamlined selection of options that are fit for purpose, at a great price and all from trusted suppliers.

2 VALUE WITHOUT VOLATILITY

Everyone wants the best deal they can find, but not every deal is what it seems. Online retailers let prices freely fluctuate on changing demand and automated systems, enabling discounts that don't necessarily reflect the true value of an item. One month the price goes up, the next it's down with 25 per cent off. In contrast, PSBOs prioritise transparency and consistency. Committing to everyday low pricing enables schools to benefit from the best value possible, providing more certainty for budget planning. When discounts do appear, they're based on real savings to help every pound go further.

3 CHAMPIONING COMPLIANCE

On some popular marketplaces up to 97 per cent of products are sold



by third-party sellers, leaving platforms to manage compliance and safety on hundreds of millions of items. Despite the proactive processes in place, product recalls are a common occurrence. When one product is flagged, near-identical products could still be on sale, leaving marketplace purchasing open to unnecessary risk. PSBOs put compliance and safety first, products are placed under rigorous quality control procedures before being available to purchase. Meeting the required standards to help keep schools, teachers and pupils safe.



Contact:
ypo.co.uk

4 THE TRUE COST

Even with the processes these platforms have in place, there are instances where dangerous products slip through the cracks. In May 2026, the BBC reported that Temu was fined £173 million for selling illegal products, including baby toys with high chemical contents or clear choking hazards, all ready to be purchased by unsuspecting buyers. Consumer testing publication Which? estimated that around 8.8 million consumers have experienced harm from faulty or unsafe products purchased from online marketplaces. On the contrary, PSBOs carry out in-depth vetting on both suppliers and their products before anything is listed, so schools can rest assured these issues won't affect purchases or pupils.

5 BUY BETTER, DO BETTER

Every purchase your school makes contributes to something. For large online marketplaces, this is usually profit into someone's pocket – sometimes at the additional expense of sustainable production or workplace and staff safety. With these platforms, it's unknown how much profit actually goes back into supporting the frontline. PSBOs are almost exclusively driven by their purpose. They exist to support public services, creating jobs, and delivering value for communities, such as contributing to school initiatives or environmental causes. The key thing is that it's all transparent, so schools know their spend matters.

KEY POINTS

25 per cent of products flagged by the Office for Product Safety and Standards posed a risk to children

Which? estimated 8.8 million consumers experienced harm from faulty or unsafe products purchased from online marketplaces

Dynamic pricing can fluctuate multiple times a day, making effective budget planning a much tougher exercise

By understanding how public sector organisations approach these problems, you can keep your school safe and compliant

Help your site shine! Let's think brighter, bolder, better...

When you're on a school site every day it's all too easy to stop seeing it and recognising its true potential.

That's where we come in!

As sector leaders in delivering imaginative all-weather spaces, we're experts at unlocking the value in hidden corners and disused areas, to create inspiring environments where learning, sport, community and wellbeing thrive.

Transform your everyday

First impressions count: Covered walkways help your pupils and visitors arrive in comfort, excited for the day ahead

Help sports thrive: Covered MUGAs enable football, netball, basketball, cricket and tennis to be enjoyed come rain or shine and the benefits that sports deliver to be felt year-round



Tailored to your vision

All our shelters are made to be ultra durable and can be manufactured in your choice of timber and steel or polyester powder coated steel. We manufacture everything in-house so you can work closely with our team to decide on the exact look, dimensions and delivery date.



Ready to think more imaginatively about your outdoor spaces?

Let's create something extraordinary together. Get in touch today.

Call us on **01243 55 44 55**, email **info@fordingbridge.co.uk**
or visit **www.fordingbridge.co.uk**



Help community and sustainability thrive

Ease lunchtime congestion: Dining halls are notorious pressure points in any school. Outdoor dining areas ease space issues and create much-loved new focal points for your community

Make breaks count: When the pressure of deadlines and exams mounts opportunities to relax, recharge and connect with others are all-important. Facilitate these vital moments with inviting social spaces

Promote sustainability: Encourage greener, cleaner journeys to your school with covered bike shelters



Why do schools keep choosing Fordingbridge?



Because experience matters

We've been sector leaders for over 50 years and have helped hundreds of schools across the UK



Because reputation is earned

Over half of our work comes through recommendation and many schools come back to us again and again



Because budgets deserve respect

Every design is created to maximise long-term value and make every pound work harder



Because quality lasts

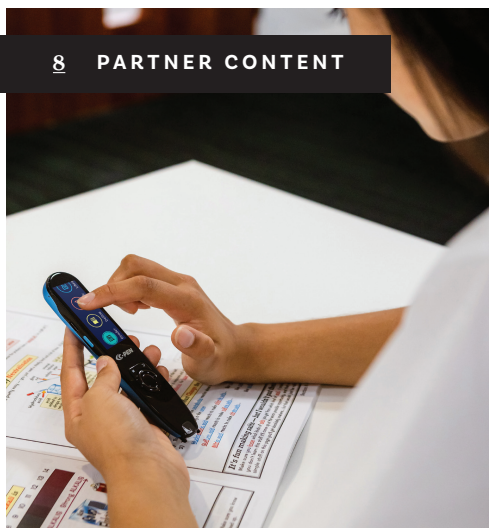
Premium materials, in-house manufacturing and 25-year guarantees give complete peace of mind



Because schools never stand still

Our structures are designed to adapt, extend or even relocate as your needs evolve





ASK THE EXPERT

“It’s about accessibility, not perfection”

Discover how adaptive teaching and assistive technology can help every pupil access learning with confidence...

How can ECTs manage behaviour while meeting all learners’ needs?

A common concern for ECTs is managing behaviour when pupils become disengaged. Often, the underlying issue isn’t behaviour, but a lack of access to learning. When pupils struggle to read instructions, understand vocabulary or complete tasks independently, frustration can quickly follow. A proactive approach is to understand the adaptive teaching strategies and assistive technologies available within your school. By removing barriers to learning early, you can improve engagement, build confidence and create a calmer, more productive classroom environment for everyone.

How can we support all learners without adding to workloads?

Many ECTs strive for perfection, but effective teaching is about accessibility, not perfection. Instead of creating multiple lessons, focus on adaptive teaching approaches that will ensure all pupils can access learning. Assistive technology can help reduce planning pressures while increasing inclusion. Reading support tools, for example, will enable pupils to access text independently, giving teachers more capacity to focus on learning outcomes.

Where should I start when thinking about equitable access?

Before introducing new strategies, build a clear picture of the support already in place and whether it’s working. Could your pupils access learning more independently? What barriers are preventing their progress? Consider how existing assistive tools, such as scanning pens, can strengthen your current interventions. Knowing how that support is being implemented will lead to better access, engagement and outcomes.



EXPERT PROFILE

NAME:

Julia Clouter

JOB TITLE:

Director of Education, Policy and Strategy, Empowering Tech

AREA OF EXPERTISE:

Inclusion, SEND, assistive technology and neurodiversity

BEST PART OF MY JOB:

Helping to turn inclusion from a policy into a lived reality

What strategies will create a more accessible classroom?

The most effective strategies will complement existing interventions and increase access for everyone. At Scanning Pens, we provide reading aids that are proven to increase reading age by more than 10 months in just eight weeks, alongside implementation guidance, training and review tools. This support helps schools evaluate impact, strengthen adaptive teaching practice and ensure pupils receive the right support at the right time.

What results can I expect by using adaptive tools like Scanning Pens?

The right assistive technology can reduce frustration, increase independence and prevent challenging behaviour. By enabling pupils to access age-appropriate and interest-based content, teachers can nurture their confidence and enjoyment while fostering positive attitudes towards reading. Over time, this will lead to improved attainment and better outcomes, while helping teachers create classrooms where every child feels capable, included and able to succeed.

ASK ME ABOUT

CONSULTATION AND STRATEGY SUPPORT – Expert consultation on integrating Scanning Pens within existing interventions, strengthening adaptive teaching and improving access for learners
CPD-ACCREDITED TRAINING – CPD-accredited training with Julia covering SATs, GCSEs, adaptive teaching, and Universal, Targeted and Specialist SEND provision

FREE TRIAL & IMPACT EVALUATION – Free 30-day trials and 60-day pilots with impact reports, implementation resources, training and ongoing support for schools

T: +44 (0)20 7976 4910 scanningpens.co.uk
 Case study details available via tinyurl.com/esr-sp1

5 REASONS TO TRY... Becoming a Thrive Secondary School

Create an inclusive learning environment where every young person feels understood, supported and ready to learn.



30 SECOND BRIEFING

Thrive helps secondary schools improve attendance, reduce exclusions and strengthen behaviour support via the provision of specialist training, practical tools and an evidence-informed approach to social and emotional development.

1 REDUCE BARRIERS TO ENGAGEMENT

When young people disengage from learning, there's often more going on beneath the surface. Thrive helps staff identify the social and emotional factors that affect engagement, attendance and behaviour, enabling earlier intervention and more effective support before challenges escalate.

2 STRENGTHEN BEHAVIOUR SUPPORT

Thrive gives staff a practical framework for understanding behaviour and responding more consistently. Grounded in neuroscience, child development and attachment theory, the approach helps break repeated behaviour cycles, reduce disruption and keep more pupils connected to learning.

3 GROW YOUR EXPERTISE

Thrive Licensed Practitioner training develops in-house expertise to lead SEMH support across your setting. Practitioners gain the knowledge, confidence and tools needed to support pupils, advise colleagues and embed consistent practice throughout the school.

4 EVIDENCE-BACKED APPROACH

Thrive has been independently evaluated through a large-scale study involving more than 2,600 schools. For secondary leaders, this provides



Thrive

Find out more: thriveapproach.com
| enquiries@thriveapproach.com | 01392 797 555

robust external evidence to support priorities around behaviour, attendance, inclusion and school improvement.

5 SUPPORTED AT EVERY STEP

From implementation planning and practitioner training, to ongoing

guidance and resources, Thrive works alongside your school to ensure sustainable impact. Our experienced team helps you embed the approach with confidence and achieve meaningful outcomes for young people.

Key Points

WHOLE SCHOOL IMPACT

Create consistency across behaviour, wellbeing, inclusion and learning.

AN AWARD-WINNING PLATFORM

Turn insight into action with Thrive-Online.

30 YEARS OF THRIVE

Three decades supporting schools, children and young people.

FLEXIBLE FUNDING ROUTES

Access Thrive through SEND, inclusion, workforce development and levy-funded opportunities.

5 REASONS TO TRY... FlashAcademy®

EAL assessment and progress tracking through one platform, trusted by over 2,400 schools and organisations



30 SECOND BRIEFING

FlashAcademy® is a digital EAL learning and assessment platform that helps schools assess, teach and track English language progress for multilingual learners, from first assessment through to confident fluency.

1 ONE PLATFORM, THE WHOLE EAL JOURNEY

Supporting a child with English as an Additional Language (EAL) can involve juggling assessment spreadsheets, printed resources and separate tracking systems. FlashAcademy® brings all this together in one place. From a pupil's first day, teachers can assess their proficiency across reading, writing, listening and speaking, assigning lessons matched to their starting point. Progress is tracked automatically as pupils work through the platform, so staff always have an accurate, up-to-date picture of their journey.

2 LEARNING BUILT AROUND EACH PUPIL

No two EAL learners arrive with the same needs, so FlashAcademy® adapts lessons to each child's proficiency level. Interactive, gamified activities cover social and curriculum English, helping pupils build subject-specific vocabulary and confidence at a pace that suits them. Content is available across 48 home languages and works on any device, so pupils can keep learning at school or at home.

3 PROGRESS YOU CAN SEE AND EVIDENCE

FlashAcademy®'s teacher dashboard gives a clear, real-time view of how every EAL pupil is progressing, individually and as a group. Assessments can be



repeated whenever needed, so all staff can track development over time rather than relying on a single snapshot. This makes it far easier to identify who needs additional support and to demonstrate that support is working, whether to senior leaders, parents or Ofsted. Exportable reports provide evidence when it's needed, without extra admin.

4 RESULTS THAT HOLD UP TO SCRUTINY

Among pupils using FlashAcademy®, 45% progress by at least one proficiency grade within 12 months, compared with a national average of 18%. That gap reflects what can be achieved when learners get consistent, targeted support from day one. Research shows that proficiency in English is directly tied to attainment, making FlashAcademy® a valuable investment for any school leader committed to ensuring every pupil is given the opportunity to succeed.

5 TIME-SAVING TECHNOLOGY

FlashAcademy®'s AI-assisted marking and learner insights save an average of 150 hours per year in teacher time. The AI-reviewer will auto-mark assessments across listening, speaking, reading and writing while teachers retain control of the final grade. Cutting EAL administration gives you back valuable time for strategising, building relationships and classroom teaching.

 FlashAcademy®



Contact:

team@flashacademy.com
flashacademy.com

Scan to see
how it works

Key Points

Whole-school approach

One platform covers assessment, learning and progress tracking, providing a consistent system for every EAL pupil with unlimited teacher logins across the school.

Proven impact

45% of pupils progress at least one proficiency grade within 12 months, versus a national average of 18%, giving leaders confidence in efficacy.

Time-saving for teachers

FlashAcademy® saves teachers an average of 150 hours per year through AI-assisted marking and insights, giving time directly back to the classroom.

Curriculum-aligned content

All content is aligned with the National Curriculum, with subject-specific vocabulary to scaffold learners across their learning journey.

5 WAYS ACADEMY21 CAN HELP YOU ... Meet the New SEND Requirements

Equip your setting with the flexibility you'll need for the government's incoming SEND reforms



30 SECOND BRIEFING

Academy21 is the UK's leading online alternative provision, delivering DfE-accredited live education for vulnerable pupils. We offer flexible academic pathways, robust pastoral care and expert SEN assessment to support sustainable, long-term educational reintegration.

1 EXPERTS AT HAND

Long wait times for SEN assessments frequently delay critical school interventions. Through our sister school, King's InterHigh, we offer fully accredited online specialist diagnostic services, with Level 7-qualified teachers able to deliver full dyslexia diagnostic assessments, alongside JCQ-compliant Form 8 Part 2 access arrangements. Schools can be equipped with detailed, practical reporting within 14 working days, ensuring that students are able to swiftly access vital exam adjustments and tailored classroom support as required.

2 INCLUSION BASES

Academy21's flexible digital provision can power your inclusion base, maximising its effectiveness at supporting students in need. We provide DfE-accredited, online education that can provide you with expert teachers and lessons in your base immediately, thus enabling you to serve more young people and maintain continuity of learning when physical attendance is disrupted. This way, schools can respond to dynamic situations in which engagement and attendance may fluctuate over relatively short periods, without straining resources.

3 TARGETED SUPPORT

The SEND White Paper places targeted support at the centre of early intervention, yet delivery of consistent, personalised support and provision at scale continues to put strain on in-school capacity. Academy21 serves as a flexible delivery mechanism for 'Targeted' and 'Targeted Plus' layers. We translate Individual Support Plans into actionable practice using our own Individual



Academy 21
The Online Alternative Provision Experts

Contact:

0800 208 8210 | contact@academy21.co.uk | academy21.co.uk

Teaching Plans. Each student has an ITP so that our teachers can tailor provision to individual needs, map personalised pathways and track ongoing progress. This structured approach maintains curriculum continuity and improves engagement.

4 CURRICULUM CONTINUITY

When a secondary student begins to disengage or attendance drops, the risk of an 'attainment slide' becomes incredibly high. Academy21 enables schools to deliver structured, high-quality instruction within 48 hours of identifying a vulnerable student. Our platform ensures young people will retain access to a broad and balanced curriculum, keeping them perfectly aligned with their mainstream peers. By preventing learning gaps from forming in

the first place, we ensure that eventual reintegrations back into the physical school environment are smooth, manageable and successful.

5 SAFE SPACES

Secondary school environments can be socially and sensorially overwhelming for neurodivergent or highly anxious students. Academy21 builds psychological safety directly into our digital setup. Through low-pressure communication tools, such as private chat features and interactive polls, students can participate without having to fear the public spotlight. This gradual exposure allows anxious learners to safely find their voice, rebuild their academic self-belief and master critical self-regulation skills at a pace that fully supports their emotional wellbeing.

Key Points

Rapid 48-hour placements:

Our onboarding process takes as little as 48 hours to preserve curriculum continuity and halt immediate, high-risk declines in pupil attainment.

Affordable expert assessments: Level

7-qualified assessors provide schools with swift, JCQ-compliant Form 8 documentation and online dyslexia diagnostic reports.

Accountability via ITPs: We

translate Individual Support Plans into practice through Individual Teaching Plans to deliver tailored pathways, track engagement and ensure clear accountability for progress.

Flexibility For inclusion

bases: Our flexible provision can be scaled up or down to support your inclusion base with assistance from experienced teachers and SEND experts.

Learn with MISCHIEF

Inspire the next generation of theatre-makers and comedians with lessons powered by laughter

Explore the world of comedy through the work of Mischief – the award-winning company behind the smash-hit stage shows, *The Play That Goes Wrong* and *The Comedy About Spies*, as well as the BBC comedy series *The Goes Wrong Show*, now available to watch on iPlayer.

Whether you're a teacher, student or curious educator, LEARN WITH MISCHIEF is your invitation to unleash creativity, build confidence and embrace a little controlled chaos. Through dynamic workshops and mayhem-filled masterclasses, we explore the power of play, performance and perfectly-timed pranks to spark imagination and deepen learning.

The interactive and engaging programme is the perfect way to continue the laughter in the classroom, following a theatre trip to see a smash-hit Mischief comedy in London or on

tour. Packed with inventive stagecraft, and rooted in the core principles of comedy, ignite your pupils' passion for performance at a wildly theatrical Mischief comedy. Let them discover pure joy and laughter, while learning and loving every moment of what will be an unforgettable theatrical experience for them.

Designed for secondary schools, the workshops build skills in confidence, collaboration and creativity while celebrating joy and playfulness. Students will learn the different disciplines of comedy over six lessons, through practical games and exercises that can be taught in the classroom. The programme can be taught as presented, or teachers can use the same games and exercises that Mischief themselves use in the rehearsal room to shape their own



Contact:
mischiefcomedy.com
info@mischiefworldwide.com

comedy masterclass. Each session explores key elements of the company's approach – from physical comedy and improvisation, to timing, ensemble play and the art of things deliberately falling apart – while giving students the chance to experiment, perform and create their own comic moments.

LEARN WITH MISCHIEF is available to access online for free at LearnWithMischief.com and includes six lessons – Comedy, Ensemble, Slapstick, Clowning, Farce and Improvisation – that feature video demonstrations from the original Mischief team, who students may well recognise from *The Goes Wrong Show*...

FREE CLASSROOM RESOURCES FROM THE TEAM BEHIND

THE PLAY THAT GOES
WRONG

THE COMEDY ABOUT
SPIES

CHRISTMAS CAROL
GOES WRONG

PETER PAN GOES
WRONG

THE COMEDY ABOUT A
BANK ROBBERY

LEARN WITH MISCHIEF

6 LESSON SECONDARY PROGRAMME

Bring laughter into the classroom with six fully-planned lessons featuring fun and engaging videos and exercises from the Mischief team. The perfect free accompaniment to a theatre visit to see a Mischief show in the West End.

Get **FREE** resources at LearnWithMischief.com



5 REASONS TO TRY... Studio You x Nike

Free video lessons and resources designed to engage girls in PE



30 SECOND BRIEFING

Developed with girls and teachers, Studio You x Nike is a digital hub packed with fun, engaging video lessons featuring non-competitive activities like dance, fitness and strength, delivered by diverse Nike Trainers.

1 BUILT TO TACKLE DISENGAGEMENT

Studio You is a free, afPE-accredited digital platform that supports PE teachers to engage more girls aged 11-16 in physical activity. With hundreds of free video lessons and no adverts disrupting PE delivery, it provides accessible resources designed to help girls enjoy movement in ways that work for them. Last year, Studio You teamed up with Nike to help close the gender activity gap. Built in response to the Youth Sport Trust's research showing girls' enjoyment of PE drops by 30% between ages 8 and 15, the partnership created a suite of video lessons designed to give girls more choice in PE, without adding to teachers' planning time.



content. As a result, Studio You x Nike delivers authentic, relatable resources that help girls enjoy PE.

4 EVOLVING THROUGH EVALUATION

Feedback received following the first year of delivery highlighted the success of the programme's existing bite-sized lessons. Teachers expressed a desire for fresh content that baked progression into one easy-to-use lesson, thus enabling teachers to deliver engaging, ready-to-go sessions seamlessly within PE timetables. In response, Studio You x Nike has developed three new 30-minute+ video lessons in dance, yoga and fitness – disciplines identified via evaluation findings and existing platform engagement data as some of the most popular activities for girls within the hub.

2 PROVEN TO ENGAGE GIRLS

The first year of Studio You x Nike was independently evaluated to understand how girls and teachers responded to the content. Results were highly positive with 97% of girls feeling that the Nike lessons helped them feel more included in PE and 98% saying they felt they could get involved. Teachers highlighted improved engagement, with 94% agreeing that Studio You reached students who were previously resistant to PE. Across the wider platform, 98% reported a better overall PE experience, while 91% said it had increased their confidence to participate.

studio
you



Contact:
studioyouPE@wecommunications.com
studio-you.co.uk

3 CO-CREATED WITH GIRLS

Youth voice is central to Studio You x Nike. Girls shaped the content from the outset, influencing the programme's activity selections, overall look and feel and the Nike Trainers featured in lessons. This reflected what girls told us matters most in PE – having fun, having relatable Trainers and having a say in activities. The approach resonated strongly, with 94% agreeing that it was important for girls their age to help design the platform and its

5 INCLUSIVE BY DESIGN

Studio You x Nike was designed to help girls feel confident taking part in PE, regardless of their previous experiences or ability. Every lesson includes adaptations and different intensity levels, letting girls participate in a way that feels right for them and build their skills over time. New lessons feature support Trainers, who can provide adaptive movements so that all girls are able to participate. This gradual, confidence-building approach helps ensure that every girl can enjoy being active, at a pace that works for them.

Key Points

Co-created with girls

Built with girls, not just for girls, so that the available activities, Trainers and content reflect what young people say they want from PE.

Proven impact

98% of girls surveyed said that Studio You improved their overall experience of PE, while 91% reported increased confidence with taking part in lessons.

Flexible and inclusive

Content specifically designed for teen girls, with movement patterns approved by experts and multiple instructors per video, who can provide adaptive movements suited to differing abilities, confidence levels and prior experience.

New lesson-ready content

Three new long-form lessons in dance, yoga and fitness developed in direct response to teacher and student feedback.



Secondary Reading and Fluency Intervention

Using Hi-Lo Books with Struggling and Reluctant Readers

for 11–16 year olds with a reading age of 6–9

Help every student become a confident, fluent reader.

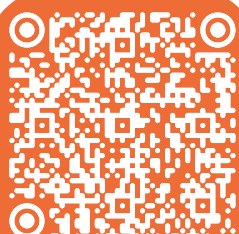
The Secondary Reading and Fluency Intervention Programme is a structured, engaging resource for teachers, teaching assistants (TAs), learning support assistants (LSAs), reading mentors, or older pupils working with struggling and reluctant readers in secondary school.

This pick-up-and-go resource makes reading accessible, purposeful, and enjoyable for students who are reading below their chronological age.

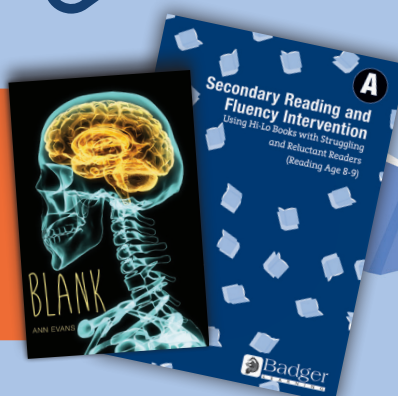
“Overall, this feels like a really strong fluency intervention offer. Schools are crying out for clear, structured secondary fluency interventions, and this resource feels practical, accessible, and genuinely usable. The combination of engaging Hi-Lo texts with consistent, well-scaffolded teaching materials makes this a valuable resource for schools supporting struggling and reluctant readers.

The books themselves read like genuine young adult fiction rather than simplified texts. I really enjoyed them and won't hesitate to recommend them.”

**Rachel Ayres, Literacy Specialist,
Wensum English Hub**



**Download
Your Free
Sample
Chapters**



5 REASONS TO TRY... Reading intervention

A secondary fluency and comprehension intervention designed for struggling and reluctant readers



30 SECOND BRIEFING

Help struggling secondary readers build fluency, confidence and comprehension through one-to-one or small group support with high-interest texts, teaching guides and assessments that develop essential literacy skills.

1 READY TO USE

Badger Learning's pick-up-and-go resource makes reading intervention simple and effective. With well-structured, easy-to-use guides, engaging texts and clear assessment materials, you can start supporting students straight away with minimal preparation – perfect for teachers, TAs, LSAs or reading mentors delivering one-to-one or small group interventions for struggling readers in secondary settings. In just 15 minutes per day, this flexible programme provides everything needed to deliver consistent and targeted support.

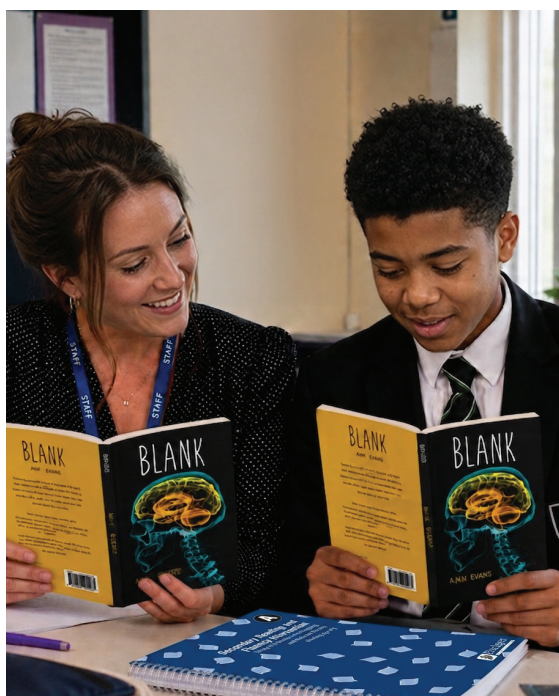
2 ACCESSIBLE AND APPEALING BOOKS

The Secondary Reading and Fluency Intervention guides are designed to be used alongside Badger Learning's specialist age-appropriate, high-interest books, which feature fast-paced plots and relatable characters. Combining expert levelling with engaging topics, these hi-lo books help older students enjoy accessible reading without feeling the books are too young for them.

"A lot more interesting than the usual books you've got Miss."

— Year 10 student

The carefully selected content supports reluctant and struggling readers – particularly those with SEND – by building confidence, encouraging discussion and developing fluent readers.



Contact:

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info@badgerlearning.co.uk
badgerlearning.co.uk

3 ASSESSED BY ENGLISH HUBS

"Overall, this feels like a really strong fluency intervention offer. Schools are crying out for clear, structured secondary fluency interventions, and this resource feels practical, accessible, and genuinely usable. The combination of engaging Hi-Lo texts with consistent, well-scaffolded teaching materials makes this a valuable resource for schools supporting struggling and reluctant readers. The books read like genuine YA fiction, rather than

simplified texts. I won't hesitate to recommend them."

— Rachel Ayres, Literacy Specialist at Wensum English Hub

4 TRACK PROGRESS

Each guide provides a structured pathway for developing reading skills over time and includes step-by-step intervention support; pre-reading discussion prompts to build motivation and vocabulary; chapter-by-chapter comprehension questions with model answers; fluency and inference teaching strategies; photocopiable follow-up tasks; and assessment checklists. The progressive activities and assessments will help session leaders track progress and celebrate improvements in fluency, comprehension and confidence. By providing clear evidence of student development, the programme supports schools in evaluating intervention impact and ensuring students receive the right level of support.

5 TRY BEFORE YOU BUY

Choosing the right reading intervention is an important decision for schools. That's why you can explore the Secondary Reading and Fluency Intervention resources before purchasing by downloading a free sample chapter and book extract. View the structure and quality of the resources first-hand, understand how the intervention works in practice and discover how the programme can support students and staff in your school. To download your free sample chapter and book extract, visit badgerlearning.co.uk/teach-free-sample.

Key Points

Designed specifically for struggling secondary readers who need high-quality, tested resources to close reading gaps, build confidence and fluency, and become independent readers.

The programme re-engages struggling readers by helping them overcome barriers, develop positive reading experiences, build motivation and rediscover enjoyment in reading.

Provides an intervention that strengthens whole-school literacy provision by improving reading fluency and comprehension – one trialled by English Hubs and praised by educators.

This flexible programme is designed to fit around the needs of students. Starting from just 15 minutes a day, it can be scaled as needed and easily slotted into different timetables.

4 REASONS TO TRY... STEM careers at the Science Museum

Reveal a world of exciting technical careers for your KS3/4 students with our careers programme at the Science Museum

SCIENCE
MUSEUM



Contact:
033 0058 0058
info@sciencemuseumgroup.ac.uk
sciencemuseum.org.uk/groups/formal-education-groups

At a glance

- + Bookings are now open for British Science Week and National Careers Week – build your itinerary on our website
- + Completing a risk assessment? Follow the useful guide available in our website's 'Groups' section

ASK THE EXPERT

Refresh tutor time this term

Internet Matters shares some quick and fun interactive activities that can help students explore online issues



- 1 MAKE TUTOR TIME COUNT**
Start the term with three 15-minute activities, that can help students explore different online issues. The activities are designed to spark discussion, challenge assumptions and build the critical thinking skills they'll need to make safer, more informed choices when online.

- 2 'FIND THE FAKE – WHAT IS AI?'**
Can your students tell the difference between real content and AI-generated fiction? The new "What is AI" quiz explores AI tools, how they work and

the importance of using other sources of information and not relying on AI. It gives teachers an engaging way to introduce mis- and disinformation, while helping students question, verify and think critically about what they encounter online.

- 3 'BREAKING DOWN GENDER STEREOTYPES'**
Help students explore how online content can shape expectations around gender, identity and behaviour. Through the quiz (created in partnership with Samsung), students can learn to recognise stereotypes and the positive language that can counter them.

- 4 'TACKLING ONLINE HATE'**
Equip students with the tools to recognise online hate and understand its impact. Using relatable scenarios, the quiz (created in partnership with Samsung) helps students explore how to respond safely, support others and play a positive role in online spaces.

At a glance

- 3 interactive activities that are ideal for tutor time
- Help students to spot false information
- Tackle online harms like online hate and gender stereotypes

For more information, email schools@internetmatters.org or visit internetmatters.org/secondary

5 REASONS TO TRY... ANTON

Scaffolded, engaging lessons to cover the whole curriculum for every year group (including SEND)



30 SECOND BRIEFING

ANTON is a **free** learning platform with interactive exercises across all curriculum subjects. Teachers can pin exercises and track learning progress, while pupils can explore independently and earn fun rewards!

1 ENGAGING EXERCISES FOR ALL

With over 200,000 exercises in English, maths, science, computing, EAL, geography, history, languages, music and PSHE, there is plenty for your pupils to be getting on with. Clear instructions, visuals and scaffolded lessons allow pupils to tackle difficult concepts, work at their own pace and experience success. They also receive immediate feedback, rewards and games, all of which boost motivation. ANTON is compatible with tablets, smartphones, computers (including Chromebooks) and interactive whiteboards.

2 ASSIGN WORK AND TRACK PROGRESS

While ANTON is designed with independent learning in mind, teachers can also create groups and assign tasks for their pupils to complete in class or as homework. Individual pupil reports and playing history are on hand to help you monitor their progress and quickly recognise which pupils need to be supported or stretched. Choose specifically what you would like them to be completing week by week and give structure to their learning.

3 PERSONALISE LEARNING AND INTERVENTIONS

Using ANTON for your whole class is one possibility, but what about making additional smaller groups



for interventions? You always have the ability to assign content below a learner's year group – without letting them know they are working at a lower level – so that they can practise foundational knowledge and key skills to fill learning gaps. You are even able to create your own custom flashcards and spelling lists should there be a specific topic that ANTON doesn't already cover!



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ollie@anton.app

4 SEND AND ACCESSIBILITY

ANTON is now in over 60,000 schools worldwide, but we got our start in special education classrooms. Our simple design encourages focus while limiting distractions. Exercises are broken down into manageable chunks with the ability to have text shown in different sizes and read aloud at three different speeds. ANTON's PSHE curriculum also focuses on building safe relationships, understanding emotions and using strategies to cope with difficult feelings. Help SEND pupils communicate effectively and build successful relationships in the classroom.

5 FLEXIBLE ENGLISH AS AN ADDITIONAL LANGUAGE AND TRANSLATION TOOLS

With flexible entry points, contextualised language practice and graphics, our EAL course supports pupils on their way to becoming competent English speakers. Further help comes in the form of our powerful translation tool that converts all ANTON content into 75+ home languages, making all subjects accessible. Multilingual learners can activate the tool to have all learning content translated into their home language, allowing them to stay on pace with their peers by engaging with year group material.

Key Points

ANTON is free with no ads. We strive for equitable education, so our core teaching and learning content is always free for everyone

ANTON offers all subjects aligned to the national curriculum: English, maths, science, computing, EAL, geography, history, languages, music, and PSHE

Pupils are motivated to complete exercises by earning coins that they can spend on fun games and accessories for their customisable avatars

Teachers can easily create a group, assign homework and follow pupils' learning progress both in the classroom and at home

Beyond KNOWLEDGE

Authentic, real-world contexts help pupils make meaningful connections between ideas – and with the right resources, remarkable places can be explored both in and beyond the classroom, says **Helen Mulley**...

One of the first things we teach children when they start school – intentionally or otherwise – is that learning can and should be separated into subject strands. We ‘do’ maths and literacy in the morning; art and PE in the afternoon. When we are talking about a topic, we point out the specific links to history, geography and science. We insist that newly-acquired knowledge is stored in exercise books with a different colour cover for each subject. And later on, of course, we ask students to choose between subjects as they discover where their particular skills and interests lie, until their learning is completely focused on just two or three. It’s an entirely reasonable way to organise a curriculum. But it’s not how the world works.

Outside the classroom, learning happens in a rather less streamlined fashion. Every authentic place, every real experience, tells several stories at once, depending on the questions we ask of it. The challenge for us as educators, then, is to help pupils move confidently between disciplinary knowledge and the complexity of the real world, finding the right questions to bring together not only what they know, but how that knowledge can help them make sense of the places, systems and people around them.

Getting real

This is the thinking that sits behind *Built for Learning* – an exciting new series of multimedia resource packs for KS2 and KS3 from Teachwire. From rollercoasters and castles to immersive storytelling experiences and iconic landmarks, Merlin Entertainment attractions have long provided exciting opportunities for children and their teachers to create memorable experiences, weave subject strands together and bring knowledge to life. With Merlin as its first partner, *Built for Learning* adds an additional layer for

offer something uniquely powerful: environments that have been deliberately imagined, designed, engineered and realised using the same scientific, historical and narrative principles that underpin those ideas. Through *Built for Learning*, they become not just destinations, but rich case studies that can be brought into teachers’ planning for English and science, history and geography, citizenship and more.

This is an important distinction, because the educational value of a place doesn’t come simply from the excitement of being there; it comes from the opportunities

“The educational value of a place doesn’t come simply from the excitement of being there; it comes from the opportunities it creates to ask better questions”

schools, positioning these places as powerful contexts through which key curriculum knowledge can be explored, and making the link between classroom learning and the real world even more explicit and illuminating.

Teachers routinely use real-world examples to help students understand complex and sometimes abstract ideas that they are required to cover for their subject or subjects. Merlin attractions

it creates to ask better questions. A rollercoaster at Alton Towers Resort is an exhilarating ride, yes; but also a precisely engineered system that demonstrates forces, energy transfer and motion. A medieval castle, such as Warwick Castle, reveals fundamental truths about the people who built and lived in it over the centuries, and power and hierarchy within their societies. The London Eye -

now, amazingly, over a quarter of a century old - encourages exploration of how public spaces reflect the changing needs, values and identities of communities, while the actors and settings in the London Dungeon invite pupils to think more deeply about character, perspective, and the choices authors make when constructing a narrative.

These are resources that start not with the attraction





itself, but with the curriculum. Each lesson has been built around clearly defined learning objectives, with the real-world context used to deepen pupils' understanding rather than distract from it. Instead of treating a visit as an enjoyable and occasional addition to classroom learning, *Built for Learning* integrates authentic environments into sequences of teaching that can stand alone or complement an educational trip. They can be used as part of teachers' everyday planning – to introduce a new idea, revisit prior learning, or create links between different subject areas.

Sights and sounds

Of course, the gold standard for pupils will always be experiencing these environments first-hand. Standing beneath the walls of a medieval castle, or coming face-to-face with a Sand Tiger Shark, creates an immediacy that simply can't be replicated in the classroom. But the reality is that even schools that place the highest priority on educational visits can only organise a limited number of trips per year.

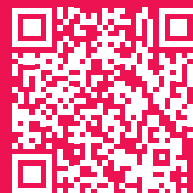
Built for Learning has been designed with both those truths firmly in mind. Alongside detailed teacher notes, worksheets and vocabulary cards, each resource pack includes a PowerPoint presentation that

includes exclusive video footage, especially for the classroom. These clips feature the people who know the environments best – engineers, historians, designers, performers, aquarists and other specialists – explaining key curriculum concepts from within the places where those ideas come to life. Recorded in situ, they capture not only the expertise of the people behind the attractions, but the atmosphere and scale of the environments themselves.

For pupils, that means hearing directly from professionals who apply curriculum knowledge in their everyday work. For teachers, it means immediate access to authentic

EXPLORE THE RESOURCES

To find out more about Built for Learning, and download the first two resource packs, which look at Warwick Castle (KS2) and the London Eye (KS3) through the lens of 'understanding society', just scan the QR code!



explanations and real-world examples that can spark curiosity, deepen understanding and enrich classroom discussion. Whether used before a visit, afterwards or as a lesson in their own right, the videos help bridge the gap between abstract concepts and the remarkable places where those concepts become visible. The first resources focus on understanding society through Warwick Castle (KS2) and the London Eye (KS3), with further curriculum lenses and attractions planned as the library grows.

Unlock the potential

Authentic contexts, whether a local park or woodland or a national landmark, bring together ideas, disciplines and perspectives in ways that classrooms alone rarely can; they give knowledge somewhere meaningful to live. *Built for Learning* provides a practical framework for unlocking that potential, helping teachers harness the richness of real-world environments to create learning experiences that are engaging, connected and firmly rooted in the curriculum.

A changing view

Helping students understand how Britain has evolved over time isn't easy – **Emily Hanson** explains how one iconic landmark can make abstract concepts tangible

Teaching continuity and change can pose a significant challenge in Key Stage 3 history and geography. Recognising broad cultural and historical shifts over long periods is difficult for anyone – it requires context and the ability to think beyond our own life experiences. Asking this of learners who are fresh out of primary school, or entering their teen years, is quite the expectation. How do we do it?

One approach is to tackle this curriculum area in the same way we explain more complicated scientific concepts: by making the abstract visible. Giving students a tangible reference point allows them to observe change over time, rather than simply reading about it. One powerful example of how to do this is to use a familiar and iconic landmark, exploring the events surrounding its build, and how the world around it has changed over the years. In this article, I'll zoom in on hooking learning to an iconic monument that allows tourists to zoom right out across our capital: the London Eye.

Landmarks offer students a fixed point against which change becomes visible. Governments, technology, transport, tourism and popular culture may all evolve, but the landmark remains. By returning to the same place across different periods of history, students begin to recognise patterns of continuity and change that can otherwise feel abstract.

From the events and cultural shifts that paved the

way for its construction, to the changing role it has played in London's identity ever since, the London Eye provides a fascinating lens through which to explore Britain's recent history. Tourism, in particular, offers a useful reflection of a country's economy, politics and culture. Here are some ways to explore this with your learners by examining the decades before and after the Eye's arrival.

Before the Eye

Let's begin in 1975. Britain is experiencing financial turmoil. The country takes a

London Stock Exchange, and money pours into the capital at alarming rates as a result. 'Yuppies' proliferate (Young Urban Professionals, a term coined in 1980 Chicago magazine) and air travel becomes increasingly accessible. London establishes itself as a major international destination, attracting visitors seeking culture, shopping and entertainment.

Students might explore how these developments transformed London's global reputation. Why did investment lead to increased tourism? Who benefited from

“Tourism almost always provides a fascinating reflection of a country's economy, politics, and culture”

£2.3 billion loan from the International Monetary Fund, and economic uncertainty affects everyday life. Tourism, however, remains one of the few industries to remain resilient.

This provides an excellent opportunity to ask pupils why some industries weather economic storms better than others. What attracts visitors to a country? Why might those reasons remain consistent, even during periods of financial uncertainty? One important factor was Britain's international profile, including continued global interest in the Royal Family.

Fast forward to 1986. The 'Big Bang' transforms the

this growth? The royal wedding of Charles and Diana in 1981, watched by an estimated 750 million people across 74 countries, further raised London's international profile and helped shape perceptions of Britain around the world.

By this point, the foundations had already been laid for a landmark that would become synonymous with modern London.

The Millennium moment

The new millennium arrived in 2000, and the London Eye (then called the Millennium Wheel) opened to visitors. The landmark was initially designed to stand for just five years, but it became the city's



most visited paid attraction within a few months, and remains so today.

Rather than simply viewing the Eye as another tourist attraction, students can investigate why it became such an enduring success. What did it represent about Britain's confidence at the turn of the century? Why did London need a new symbol alongside its historic landmarks?

The 2012 Olympic Games provided another turning point. Combined with the Queen's Diamond Jubilee, the event brought unprecedented numbers of international visitors to London. Once again, students can examine how global events influence tourism, national identity and the ways cities present themselves to the world.



Selfie society

Popularity of the Eye continued after the Olympics – but the way people experienced it began to change. In 2013, the word ‘selfie’ was added to the Oxford English Dictionary. Suddenly, one of Britain’s most recognisable views became a backdrop for millions of personal photographs shared around the world.

This provides an engaging opportunity to discuss historical evidence. Future historians will have access to millions of digital photographs, videos and social media posts documenting the London Eye. How might these sources differ from those used to study Victorian London or the Second World War? What will they

reveal – and what might they overlook?

2020 forced a pause on tourism globally. COVID-19 shut the country down, and all associated travel, overnight, before visitor numbers recovered in the years that followed. Students can compare this period with earlier moments of disruption, asking what changed, what stayed the same, and why people continue to be drawn to shared experiences and iconic places despite periods of uncertainty.

What’s next?

What will happen next for the London Eye? It has now witnessed more than two decades of change, adapting alongside the city that surrounds it. Yet it also

reminds us that continuity matters just as much as change. Despite economic crises, technological advances and shifting cultural trends, people continue to visit London for many of the same reasons: to experience its history, culture and identity.

This also presents an opportunity for students to become historians of their own time. Which developments happening today might shape London’s future? What evidence will future generations use to understand life in the 2020s? Which of today’s events will become tomorrow’s turning points?

Large, abstract concepts become much easier for young people to understand when they can anchor them to something familiar. The London Eye offers exactly that – a landmark through which students can explore decades of social, cultural and economic change, while asking bigger questions about the forces that shape our towns, cities and society. By looking beyond the attraction itself, learners begin to see that history isn’t simply a series of isolated events, but an ongoing story of continuity and change that continues to unfold around them.

WHAT BROUGHT TOURISTS, AND WHEN?

- ▶ **1975-1985:** Britain takes a £2.3 billion loan from the IMF. The country is officially in financial trouble. Tourism, especially around the royals, is one of the few industries doing well.
- ▶ **1986 - 1995: 1986:** ‘Big Bang’ transforms the City of London and money pours in. London becomes a magnet for international visitors with cash to spend on theatre, shopping and luxury hotels.
- ▶ **1996 - 2005: March 2000:** the London Eye officially opens. Originally meant to stand for five years, it becomes the city’s most-visited paid attraction within months.
- ▶ **2006-2015: 2012:** London hosts the Olympics. Visitor numbers spike.
- ▶ **2016- NOW: 2020:** COVID-19 closes London tourism overnight. By 2023, visitor numbers recover, but how people experience the city has changed forever.

TRY IT TODAY - FREE lesson plan and video content!

Built for Learning is a growing library of classroom-ready multimedia resources from Teachwire, currently using Merlin Entertainment attractions – including the London Eye, Chessington World of Adventures, SEA LIFE and more – as real-world curriculum case studies for KS2 and KS3.

Every resource includes specially filmed, exclusive video clips of the featured attraction, enabling teachers to bring the excitement and wonder of these real-world environments into the classroom.

To download the resources and video content for a KS3 lesson plan using the London Eye as a lens through which to explore society and to access the full Built for Learning library, just scan the QR code!



5 REASONS TO USE... Adaptive teaching

Inclusive teaching practice, when consistently implemented, can help all students across the board



30 SECOND BRIEFING

Build inclusive and consistent practice through evidence-based training, practical strategies and lived experience. Help your staff embed effective adaptations into everyday teaching and create environments where all learners can thrive.

1 REMOVE BARRIERS

Secondary classrooms are complex environments. Within a single lesson, teachers can be supporting pupils with a wide range of abilities, needs and levels of independence. Ensuring all students can access learning can feel increasingly challenging, but adaptive teaching provides a practical and sustainable way forward.

At its core, adaptive teaching is about anticipating variation and planning accordingly. It's not about creating multiple versions of lessons, or reducing expectations, but rather focusing on the removal of barriers, so that all students can engage with the same ambitious curriculum.



2 BUILD CONFIDENCE

Given the increased lesson pace and subject complexity in secondary settings, small adjustments can have a significant impact. These could include breaking complex instructions down into clear, structured steps; using visual supports to reinforce explanations and reduce cognitive load; checking for understanding throughout the lesson via targeted questioning; and explicitly modelling processes, particularly during extended tasks or assessments.

These approaches can help students manage increasingly demanding content, while building confidence and independence in their learning across different subjects and lessons.

3 IMPROVE THE ENVIRONMENT

Noise levels, classroom layouts and sensory demands can all affect students' concentration and willingness to participate. Practical adaptations here may include offering designated quiet spaces during lessons; minimising visual distractions; offering flexible seating options (where possible); and using consistent visual timetables or lesson structures to aid predictability and smooth transitions. These adaptations may be particularly beneficial for neurodivergent students, but can also improve focus and engagement among all learners.



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naslearn.org.uk

4 ENSURE CONSISTENCY

In secondary schools, consistency is critical. With students moving between multiple classrooms and teachers each day, a shared approach reduces uncertainty and reinforces expectations. Inclusive practice can be strengthened by setting routines across departments, carefully structuring transitions between lessons, adopting a co-ordinated approach to breaks and unstructured time, and maintaining quieter calm spaces to support sensory regulation.

These whole-school adaptations can reduce students' cognitive and emotional load, support learning and wellbeing, and improve consistency throughout the school day.

5 UPSKILL YOUR STAFF

The Neuroinclusive Education Network (NEN), part of the National Autistic Society, partners with schools, trusts and LAs to support embedded inclusive practice. Through its evidence-informed training, the NEN helps settings create inclusive environments in which all students, including neurodivergent learners, can succeed. Its Inclusive Practice Development Programme (IPDP), for instance, draws on research, practical applications and lived experience to support system-wide workforce development. It enables all staff across different departments to embed inclusive strategies confidently *within their subject teaching*, rather than view them as additional interventions.

Key Points

Plan with different needs in mind and remove barriers, without the need for separate lessons or lowered expectations, so that every pupil can access learning together.

Break instructions down into smaller steps, use visual prompts and model tasks to help build confidence, reduce confusion and support pupils' independence.

Consider the noise, layouts and visual clutter of your classrooms; quiet spaces, flexible seating options and visual timetables will help to create calmer, more productive classrooms.

Embed adaptations across the whole school by sharing routines and practical strategies, while helping staff consistently apply inclusive practice as part of their daily duties.



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