

INSET agenda and facilitator notes

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A 09:00–15:00 day: 360 minutes, including 75 minutes of breaks. The remaining 285 minutes are planned staff learning. Timings are illustrative.

Agreed practice focus

Time	Activity	Facilitator notes and intended output
09:00–09:20	Need and baseline (20 min)	
09:20–10:05	Model the routine (45 min)	
10:05–10:20	Morning break (15 min)	
10:20–11:20	Rehearse and give feedback (60 min)	
11:20–12:00	Adapt to phase or subject (40 min)	
12:00–12:45	Lunch (45 min)	
12:45–13:30	Revise and rehearse (45 min)	
13:30–13:45	Afternoon break (15 min)	
13:45–14:30	Plan a classroom trial (45 min)	
14:30–15:00	Agree review and next steps (30 min)	

Facilitator, materials and access arrangements

Describe practice without grading staff. Use anonymised evidence only. Confirm local attendance, access and timetable arrangements.

INSET agenda and facilitator notes

Worked primary example

A 09:00–15:00 day: 360 minutes, including 75 minutes of breaks. The remaining 285 minutes are planned staff learning. Timings are illustrative.

Agreed practice focus

Pose one diagnostic question, allow thinking time, collect a response from everyone, inspect the reasoning, then decide whether to explain again or move on.

Year 4 fractions: Which is greater, $\frac{1}{3}$ or $\frac{1}{4}$ of the same whole? Explain using equal-sized wholes.

Time	Activity	Facilitator notes and intended output
09:00–09:20	Need and baseline (20 min)	Agree one question and inspect an anonymised teacher-created example. Name what reasoning the routine should reveal.
09:20–10:05	Model the routine (45 min)	Facilitator models thinking time and an all-response check, then explains the reteach/proceed decision.
10:05–10:20	Morning break (15 min)	Protect the full break.
10:20–11:20	Rehearse and give feedback (60 min)	Use triads: teacher, response partner and observer. Observer describes one move; rotate roles and retry.
11:20–12:00	Adapt to phase or subject (40 min)	Use equal-sized fraction wholes. Anticipate the misconception that a larger denominator always means a larger fraction.
12:00–12:45	Lunch (45 min)	Protect lunch.
12:45–13:30	Revise and rehearse (45 min)	Revise the question or explanation after peer feedback. Rehearse the response to a plausible misconception.
13:30–13:45	Afternoon break (15 min)	Protect the full break.
13:45–14:30	Plan a classroom trial (45 min)	Choose an upcoming lesson, a colleague for feedback and a brief anonymous note format. Do not record learner names.
14:30–15:00	Agree review and next steps (30 min)	Agree an owner and illustrative two- and six-week check-ins. Use evidence to decide what to retain or adapt.

Facilitator, materials and access arrangements

CPD lead and phase/subject facilitator; response cards or mini whiteboards; accessible printed prompts; quiet practice option; seated or standing rehearsal by choice.

Describe practice without grading staff. Use anonymised evidence only. Confirm local attendance, access and timetable arrangements.

INSET agenda and facilitator notes

Worked secondary example

A 09:00–15:00 day: 360 minutes, including 75 minutes of breaks. The remaining 285 minutes are planned staff learning. Timings are illustrative.

Agreed practice focus

Pose one diagnostic question, allow thinking time, collect a response from everyone, inspect the reasoning, then decide whether to explain again or move on.

Each department selects one important concept and one diagnostic question, then adapts the same routine. Science example: Is mass the same as weight? Explain your reasoning.

Time	Activity	Facilitator notes and intended output
09:00–09:20	Need and baseline (20 min)	Departments identify a concept learners need to distinguish. Use anonymous, teacher-created response examples.
09:20–10:05	Model the routine (45 min)	Model the shared routine. In science, distinguish mass (amount of matter) from weight (gravitational force).
10:05–10:20	Morning break (15 min)	Protect the full break.
10:20–11:20	Rehearse and give feedback (60 min)	Triads rehearse a subject question as teacher, response partner and observer. Rotate roles after descriptive feedback.
11:20–12:00	Adapt to phase or subject (40 min)	Departments adapt examples, representations and vocabulary. Keep the same purpose, not identical questions.
12:00–12:45	Lunch (45 min)	Protect lunch.
12:45–13:30	Revise and rehearse (45 min)	Try a revised explanation and another response pattern. Share one change to the routine.
13:30–13:45	Afternoon break (15 min)	Protect the full break.
13:45–14:30	Plan a classroom trial (45 min)	Choose a lesson and peer-support arrangement. Record only anonymised patterns and teaching decisions.
14:30–15:00	Agree review and next steps (30 min)	Agree department owners and illustrative two- and six-week check-ins. Review fit and adapt the plan.

Facilitator, materials and access arrangements

CPD lead and phase/subject facilitator; response cards or mini whiteboards; accessible printed prompts; quiet practice option; seated or standing rehearsal by choice.

Describe practice without grading staff. Use anonymised evidence only. Confirm local attendance, access and timetable arrangements.