

Welcome to WaddED 2025: DIGNITY, NOT DEFICIT

We are delighted to welcome you back to **WaddED** following the resounding success of last year's event. Your participation made it clear that by coming together, we can drive meaningful change in education. We are excited to continue this journey with you in 2025, building on the momentum with a focus on **dignity, not deficit**.

This year, WaddED will explore two key strands:

- **What does it mean to 'belong' in a school and why does it matter?** Creating environments where every pupil and staff member feels valued, seen, and empowered.
- **What makes learning meaningful?** Ensuring that every educational experience is purposeful, enriching, and impactful.

We are proud to welcome participants from a **diverse range of backgrounds and expertise**, including professionals from both **mainstream and specialist provision**. This rich mix of experiences and perspectives will enhance the conversations and deepen the learning throughout the day.

By collaborating with fellow professionals, WaddED aims to strengthen the network of educators committed to transforming lives. Together, we will share insights, challenge assumptions, and develop strategies that foster both belonging and meaningful learning for all students.

We are incredibly grateful to all the presenters who have generously shared their time, expertise and passion. Their sessions, grounded in research and real-world practice, offer a rich diversity of perspectives and practical takeaways. Your feedback will be invaluable in shaping future WaddED events, ensuring they remain relevant and impactful.

Use this programme to plan your sessions. Please note that seminar spaces are allocated on a **first-come, first-served** basis. If a session is full, we encourage you to explore another – with such an inspiring line-up of speakers, you're sure to find an equally valuable alternative. If you need any assistance, don't hesitate to ask a member of the **Waddesdon staff** - they're a friendly and helpful team, always ready to support you.

Finally, a huge thank you to the **Waddesdon School Site, Office, and Restaurant teams**, whose hard work and dedication have made this event possible. Their behind-the-scenes efforts have ensured a welcoming and seamless experience for all.

We hope you have a **meaningful and inspiring day** at WaddED 2025, and we look forward to building a future where every learner's dignity is celebrated, and no potential is seen through a deficit lens.

Rachel Branton
Assistant Headteacher - Teaching and Learning

KEYNOTE SPEAKERS



Debra Rutley
CEO
Aspire

Love is All You Need

What happens if you start with love? We will explore the art of the possible - sometimes in education we are afraid to be brave and we choose instead to play it safe. To Lead with Love is to prioritise what it is to be human, and the opportunity to build and nurture high-quality and meaningful relationships is at the very heart of that. It is a deliberate effort to think consciously about all that you do, and the impact that you have on other people.

ALL

About the Speaker: Debra has been a leader in Alternative Provision for over 20 years and is the CEO of Aspire Schools MAT with six AP schools across Buckinghamshire. Debra is an advocate of Leading with Love in order to get the best out of children and staff.



Sarah Cottingham
Research Lead and Author
Steplab

Making Learning Meaningful

Not all learning is created equal. We want children to remember ideas for the long term so that they can access them, develop their understanding and avoid confusing them with other ideas. We therefore need them to learn meaningfully. In this session we'll focus on how to kickstart meaningful learning and ensure your students meaningfully process new ideas. Since everyone forms at least a slightly different meaning from what we teach, we'll also look at how to check for the meaning our students make.

T, TA, ML, CT, SEND

About the Speaker: Sarah Cottingham is a former English teacher, an experienced teacher educator, and supports schools with their teacher training, with particular expertise in coaching. Sarah has an MA in Educational Neuroscience and is the author of Ausubel's Meaningful Learning in Action, an author of the research underpinning the EEF's guide to professional development, and is currently co-authoring a book on coaching for adaptive expertise.



SPEAKERS AND SEMINARS

SEMINAR STRAND #1: What does it mean to 'belong' in a school and why does it matter?

WHO WOULD BENEFIT FROM EACH SESSION?

T: Teachers **TA:** Teaching Assistants **ML:** Middle Leaders **HoY:** Heads of Year
FT: Form Tutors **SL/H:** Senior Leaders/Headteachers **SEND:** SEND support roles
PA: Pastoral Assistants **CT:** Cover Teachers **ALL:** Everyone!

Jez Bennett **Heads Up - Leading a Team through Cultural Change**

Where is your head? How should a leader go about changing the culture of a team, particularly in a challenging context? How can you look ahead when dealing with the barriers? And what can we learn about leadership from the crisis of tonality in classical Western music? (With reference to Wagner, but not too much.)

T, ML, HoY, SL/H

About the Speaker: Jez is a headteacher and executive leader with twin passions for developing leadership in others, and for the value of arts in education. He is the Principal of the Leadership and Training Centre for 5 Dimensions Trust. He has led and facilitated national training on school improvement, teaching and learning, and assessment.

Alannah Crawley Assistant

Headteacher and DSL
Sir Henry Floyd
Grammar School

Developing a Culture of Positive Family Engagement

We will be talking through the family engagement strategy at SHFGS. It will start with the theory and educational research that highlights the why and move on to strategies and processes implemented.

HoY, SL/H, ML, FT, PA

About the Speaker: Alannah has been teaching for 16 years and is currently an assistant headteacher at a local mixed grammar school, overseeing attendance and behaviour. Most recently she has also taken on the role of Senior DSL. Prior to this, Alannah worked as Subject Leader for Psychology and Sociology alongside the Head of Year 7 at Waddesdon.

Anna Ewart Assistant Headteacher

Waddesdon
CofE School

Ensuring a Sense of Belonging for Both Pupil Premium Students and their Families

An exploration of ways in which we have increased the sense of belonging and community for our disadvantaged students and their families at Waddesdon. It will be an opportunity to discuss mechanisms schools can use to ensure disadvantaged students look back at their time in school with a sense of being seen and represented within the school community.

T, TA, FT, HoY, ALL

About the Speaker: Throughout Anna's career she has held a passion for supporting the most disadvantaged students to ensure they both feel, and are, represented in the community. She currently leads on pupil premium students and other aspects of inclusion.



Anne-Marie Hibbert

Lead SENDCo

The Cottesloe School

Supporting Transition to Secondary School Through a Nurture Group Approach.

Over the past 5 years we have seen a rise in more complex SEND students coming into mainstream and in some cases their transition to Year 7 has failed, leading to loss of learning and impacted mental health. Through our Nurture Group approach for targeted Year 7 students we have noticed a significant improvement in student resilience, attendance and engagement in learning. This seminar will look at our nurture programme within the main school community and how it has helped to support successful transition to Key Stage 3 for our most vulnerable students.

SL/H, ML, SEND

About the Speaker: Anne Marie has worked in education both in the UK and abroad for over 30 years and I have been the SENDCo and Specialist Assessor at Cottesloe since 2010. She is a parent to 3 neurodiverse young adults and is passionate about inclusion and supporting young people navigate their school journey.

Gina Hughes

**Headteacher and
SENDCo**

Rise Space

Autism in Girls

As we all know, girls with autism present in a very different way from boys and this often results in a very late diagnosis. They often appear to manage well in primary school and then become overwhelmed when moving to secondary school. They are at greater risk of becoming EBSNA, as they can no longer mask and their mental health declines. I would like to discuss their presentation and barriers, but also ways that we can support them and early intervention strategies that can be used to make school accessible to them before they reach burnout.

ALL

About the Speaker: Gina has been teaching for 28 years and during that time she has taught in most sectors, including Early Years, Complex Special Needs, Autistic Specialist Teaching Service, and has been the SENDCo and Lead Practitioner at a large secondary school. Gina has been a SENDCo since 2005 and says she feels privileged to now be leading a SEND provision that is designed to support young people who are extremely able but for whom mainstream secondary school was too overwhelming and caused their mental health to decline. She supports these young people to find their talents and identify their next steps to success.

Pippa Hyles

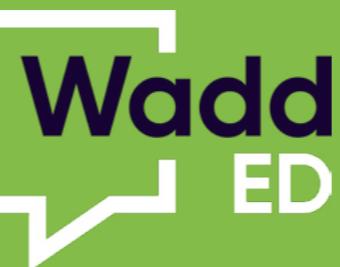
Ex-Student

Rise Space

The Impact of Autistic Masking

An insight into the lives of SEND students in mainstream settings, with emphasis on the impact of masking. Understanding how trauma plays a role in poor mental health and impacts the whole family. Using lived experience to enhance support for those falling through the cracks.

ALL



About the Speaker: Pippa is currently a student attending a SEND college where she is studying SEND Law. Pippa has been volunteering within the Local Authority for three years as SEND Advocative. This involves educational talks to professionals, creating training resources, and improving pathways.

SPEAKERS AND SEMINARS

Tamsin McKenzie
Assistant Headteacher

John F Kennedy
Catholic School

Boys will Be Boys

This session explores the challenges faced by school-age boys in today's society, examining how they navigate identity, toxic masculinity, and the rise of online subcultures like InCels. Drawing inspiration from the BBC Sounds series About the Boys, we'll discuss how boys cope with societal pressures and the impact on their mental health. The seminar will also explore the challenges for schools in supporting boys to develop healthier, more authentic versions of masculinity in a rapidly changing world.

ALL

About the Speaker: Tamsin McKenzie is an Assistant Headteacher (Safeguarding and Student Welfare) at John F Kennedy Catholic School, which is part of the All Saints Catholic Academy Trust. Prior to this Tamsin was a Head of Year in Sixth Form and a Deputy Designated Safeguarding Lead, as well as a Teacher of Psychology and Sociology. Prior to teaching, Tamsin worked in mental health, focusing on anxiety, depression, OCD and phobias and she has carried this passion for championing mental health awareness and support into her teaching career.

Tom McKenzie
Teacher of
Mathematics

Waddesdon
CofE School

Positive Discipline in the Classroom: Creating a Culture of Positivity and Accountability for All

We will be exploring how to create a positive culture and environment in the classroom, using a warm/strict approach to teaching and learning. Promoting the 'carrot' rather than the 'stick' approach, and using Jane Nelsen's 'Positive Discipline' book series as a framework, we will explore how to get the most out of students and for them to want to do so, including those who may struggle in classrooms at times.

T, TA, FT, PA

About the Speaker: Tom has been a teacher of Mathematics at Waddesdon School for 3 years now, having previously held roles in other schools in both senior and middle leadership. Having taught for nearly 20 years, including leadership roles, Tom returned to the classroom full-time 3 years ago and has not looked back!

Sam Olhausen
Head of Year 9,
PE Teacher

John Hampden
Grammar School

How Can Adopting an Inclusive Environment for Students Positively Impact their Identity?

This session will be looking at how different experiences within school can have a positive impact on a student's perception of themselves and what we as staff can do to support this. We'll explore some teaching techniques and curriculum design that can develop a love of learning and desire to engage in the topic for years after they've left school.

ALL

About the Speaker: Sam has been teaching at John Hampden since January 2021, which is also where he trained to become a teacher. Currently, he is Head of Year 9 and a teacher of Physical Education. He loves teaching and the opportunities it provides to have positive and meaningful relationships with the students.



Emma Pettifer
Training and
Support Worker

The Mason Foundation

Supporting Young People (NEET/SEN/Neurodivergent) with Employment

This seminar explores practical ways to support NEET, SEN, and Neurodivergent young people into meaningful employment. Aimed at secondary school teachers and support staff, it offers strategies for inclusive careers education and guidance, with real-life examples and tools aligned with the Gatsby Benchmarks. Discover how to better equip all learners for the world of work through tailored, supportive approaches that make a lasting impact.

ALL

About the Speaker: Emma is an experienced Children, Youth and Family specialist - for the past 2 years she has worked with The Mason Foundation as their training and support worker across the Midlands. She has had many roles with the Church of England. Her role with the Mason Foundation allows her to train and inspire people.

Janine Pook
SENDCo

John Hampden
Grammar School

How Pastoral, Academic and SEND Teams Can Work Together to Prevent EBSNA

This seminar will look at the EBSNA watchlist and toolkit alongside Buckinghamshire EP resources, to try and track students who are at risk of being EBSNA before they present as such.

ALL

About the Speaker: Janine has been teaching for 10 years and has taught in both comprehensive and grammar schools. She teaches German and French, and was previously a Head of Year for 7 years. She is now in her second year as a SENDCo. 'I am very passionate about providing all students with the pastoral support that enables them to achieve academically. I believe firmly that the pastoral and academic sides of school should not function in isolation.'

Anika Popat
Head of Year 12

Waddesdon
CofE School

Creating a Culture of Belonging: Insights from a Head of Year

A sense of belonging is fundamental to student well-being, engagement, and success. Drawing on my experiences as Head of Year 7 and 12, as well as my own journey of not feeling like I belonged in school, this seminar explores the impact of belonging on students and staff.

T, FT, HoY

About the Speaker: Anika has been teaching for 7 years and has had various roles, including Head of PSHE, Head of Year 7 and Head of Year 12.



SPEAKERS AND SEMINARS

Joe Robertson

Research Lead

Dr Challoner's
Grammar School

Growing Pains: Using Growth Goals to Enhance Identity

A strong sense of belonging is essential for students to flourish. Academic identity plays a crucial role, especially in subjects like Physics. This talk explores the key components of identity, how they influence student attitudes, actions and outcomes, and how our everyday actions as teachers can have great consequences for students' belonging. Both primary and secondary research will be discussed to highlight how we can foster belonging in the classroom, including through the power of growth goals.

T, SL/H, ML, ALL

About the Speaker: Joe is a basketball-obsessed Physics teacher, passionate about evidence-informed practice. He has been a Subject Lead at DCGS for 11 years, and now serves as Research Lead, exploring best practices across schools. Joe also works closely with trainees, ECTs and mentors via the Astra Teaching School Hub.

James Taylor

Head of House

Aylesbury
Grammar School

Big Brother is Watching: Using Paired Vertical Tutoring to Develop Belonging in Year 9 Boys

Belonging is consistently noted as key for academic success, and schools are encouraged to nurture a sense of connectedness as part of wider development of students both academically and pastorally. As part of the IBSC action research programme for 2024/25, James' research investigated the implementation of a "Big Brother" paired vertical tutoring initiative aimed at fostering belonging and connectedness among Year 9 boys, as an extension of the existing House system. The initiative paired Year 9 boys with Year 7 newcomers, encouraging them to engage in structured activities designed to promote meaningful connections and social responsibility.

T, ML, FT, HoY, PA

About the Speaker: James has been teaching History and Classics since 2019 at Aylesbury Grammar School. He is also a Head of House, and Whole School Literacy Lead.

Dr Jo Trevenna

Director

Potential Education

Play, Joy, Belonging: Compliance - Carnivalesque Leadership in Schools

School leaders regularly use safety-valve mechanisms to release pressure in their organisations. This can be in the form of controlled play, non-classroom learning and enrichment fun experiences. This is so common as to be naturalised. The impact of such temporary safety-valve release can be greater compliance after a spell of freedom. Moreover, the idea of belonging can be fostered through such mechanisms, but this may be more about compliance than inclusivity.

ALL

About the Speaker: Dr Jo's research interest centres on Carnivalesque Leadership. She has recently published in the subject via Routledge. Jo has had a 20+ year career in educational leadership and is currently working as an education consultant.



Sheila Watts

Teacher of Food

Waddesdon
CofE School

Meal Prep for Success

This will be a practical cooking session. Participants will work in small groups and prepare two lunch dishes which can be prepared in advance of a busy week. The dishes are designed to provide good nutrition and keep blood sugar levels stable throughout the day. The focus of this session will be to make healthy food appealing to a busy teacher.

T, TA, ML, FT, HoY, PA, CT, SL/H, SEND, ALL

About the Speaker: Sheila is a catering student turned teacher.

She has been teaching for 15 years and during this time realised the importance of taking care of our bodies and minds in such a challenging job. 'Over my years I have seen a deterioration in what we eat and also our energy levels. In work, we need to be fuelled well to enable us to be the best version of ourselves.'

Andrew Wright

CEO and Founder

Action Your Potential

The Neuroscience of Values: Why Values are the Secret Source of Achievement and Empowerment in Schools

Ever wondered why every school has values and why they are so powerful in building a transformative culture around young brains? In this interesting, engaging and enthralling input, Andrew from Action Your Potential will explain all. Neuroscience explains beautifully why values are so important and how they work inside our students' brains to build the circuitry and success and self-efficacy.

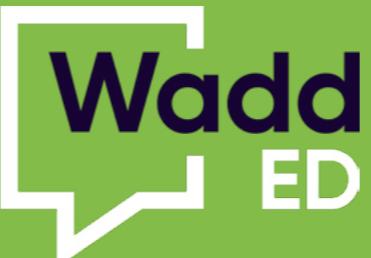
T, TA, ML, FT, HoY, PA, CT, SL/H, SEND, ALL

Building Balance in a Neurally Diverse Brain

This session will explain what the neuroscience of neural diversity shows us about the most effective ways of supporting our SEND students and their families. A very practical session with lots of activities and actions and key take-aways colleagues will be able to share with families and students straight away.

T, TA, ML, FT, HoY, PA, CT, SL/H, SEND, ALL

About the Speaker: Andrew is founder and CEO of Action Your Potential. Prior to founding Action Your Potential in 2018 he was a school teacher. He's been a headteacher, deputy headteacher and SENDCO. He has a Masters in Education and a Masters in Applied Neuroscience. Andrew is a passionate and nerdy neuroscientist who is on a mission with his growing team of colleagues at AYP to help people understand their amazing brains and build the best version of themselves inside their incredible neural architecture.



SPEAKERS AND SEMINARS

SEMINAR STRAND #2: What makes learning meaningful?

WHO WOULD BENEFIT FROM EACH SESSION?

T: Teachers **TA:** Teaching Assistants **ML:** Middle Leaders **HoY:** Heads of Year
FT: Form Tutors **SL/H:** Senior Leaders/Headteachers **SEND:** SEND support roles
PA: Pastoral Assistants **CT:** Cover Teachers **ALL:** Everyone!

Jo Bray
Teacher of English
Alberto **de la**
Guardia Garcia
Teacher of Psychology
Waddesdon
CofE School

AI Literacy: The Most Important Skill for Students in the 21st Century?

This seminar explores the concept and importance of AI literacy. School leavers will be facing a work environment which requires different skills from those emphasised today. This talk will be split into two parts:
1) How AI will entirely change education in the next 10-20 years (Joe)
2) Practical steps for teaching our students AI literacy (Alberto) **ALL**

About the Speakers: Joe is a first year ECT, interested in the way(s) AI is changing education. Alberto has a background in Psychology and a Master's in Social Psychology. He has spent the last five years in England, shaping young minds across diverse educational settings. From teaching in special provision schools to inspiring students in Spanish, French and A Level Psychology, his passion lies in making learning accessible, engaging and future-ready.

Sarah Cottingham
Research Lead
and Author
Steplab

Meaningful Coaching Using Steplab

Coaching is one of our best bets for supporting teachers through professional development. In this session we'll look at how Steplab's approach harnesses mechanisms that make it more likely teachers will improve. We'll outline the research base and practical coaching strategies.

T, TA, ML, HoY, SL/H, SEND

Emma Frank
Deputy Headteacher/
SENDCo
Jayde **Patterson**
Deputy Headteacher
Unicorn School

Supporting Students with Dyslexia in Mainstream Settings

We will share some strategies and resources that can be employed in mainstream schools to support learners with dyslexia or dyslexic traits. We will aim to cover interventions, classroom organisation, the use of AI, sensory support and exam access arrangements tips. Our aim is that delegates will be able to take away some practical strategies they can start to use in their own schools.

T, TA, SEND, CT

About the Speakers: Emma has worked in mainstream secondary education for 25 years. Her roles have been Head of English, Lead Teaching and Learning, Professional Tutor and SENCO on the Leadership team. She is currently the Deputy Head/SENCO at a specialist SpLD school. Jayde has worked in education for 14 years, including as a SENCO in three schools. In between working in mainstream schools, she was an autism consultant. Jayde currently works at The Unicorn School as a 1:1 teacher and primary outreach lead.

Claire Garton
Assistant Headteacher/
Instructional Coach
Tegs Faudot Boston
Assistant Headteacher
The Oxford Academy

How to Build Belonging in a Rapidly Improving School
Our session (myself and AHT Tegs Faudot Boston) will outline the context of The Oxford Academy, our catchment and challenges. We will focus on our journey so far, from inadequate to RI, with specific focus on creating a whole school CPD approach. We hope to answer the question, how can you create an effective climate of professional development in the current world of teaching?

T, ML, HoY, SL/H, ALL

About the Speakers: The Oxford Academy is the fourth school Claire has worked at in her 30 year career. Claire is an English teacher at heart and has used that perspective to inform all of her work in supporting and coaching teachers. Tegs has worked at The Oxford Academy since 2019 as the Subject Leader of English and now Assistant Headteacher of Teaching and Learning. Tegs became a teacher because of the transformative power of education.

Jen Gray
Head of Wellbeing/
Educator
Alfriston School/
Graymatter Consultancy

Wired for Success: Reframing ADHD through a Neuro-affirming Lens

We'll challenge common myths around ADHD, reframing behaviours from disruptive to neuro-affirming. You'll gain practical, realistic strategies that encourage self-advocacy and self-management, and provide a deeper understanding of the unique demands ADHD places on young people. These insights will empower both students and teachers to make meaningful, neuro-affirming changes together. **ALL**

About the Speaker: Jen is an experienced educator with over 12 years in inclusive settings. Her most recent role as Head of Wellbeing builds on her background in educational psychology to champion inclusion and neuro-affirming approaches supporting pupils, parents, and professionals alike.

Fiona Morris
Assistant Headteacher
(Inclusion) and SENDCo
The Swan School

Supporting Neurodiversity in the Classroom: Can One Teacher Meet all Students' Needs?

This seminar explores how to support students with learning differences such as dyslexia, autism, and ADHD using evidence-based strategies that benefit all learners. With 15-20% of students in UK schools facing learning differences, we can no longer simply offer "adaptations" to those on the SEND register - our strategies need to be universal. We will explore the large and small ways that tailored classroom strategies can improve both academic outcomes and mental health for students with SEND.

T, TA, ML, FT, CT, SL/H, SEND

About the Speaker: Fiona is the Secondary SENDCo at The Swan School, Oxford, where she has developed an intervention-based SEND support model. With 15 years of teaching experience, an MSc in Psychology and a background in education journalism, she advocates for inclusive education.



Rachel Munday
Head of Geography
Royal Latin School

Quiet and Introverted Learners: How Do They Participate and What Can We Do to Help?

This seminar will look at introverted and quiet learners and their participation in lessons, and how best we can support them to get the most out of learning.

T, ML, HoY

About the Speaker: Rachel has taught in rural Oxfordshire and inner city London, and has now settled back in the countryside as Head of Geography at the RLS. She is a Chartered Geographer with the RGS and a member of the Geographical Association's specialist interest group in educational research. In her previous role, Rachel was a Lead Practitioner and ECT Coordinator. Rachel is currently undertaking a part-time Master's in Learning and Teaching.

Gurdeep Singh
Senior Assistant Headteacher
Aylesbury Grammar School

Deliberate Practice Year 2: How Subject Areas Can Develop L&T in Their Area Under a Whole School Model

Last year I presented at WaddEd on how we developed a whole school L&T model - Deliberate Practice. We are now into Y2 of the project and the session will explore how each subject area can tailor a whole school model to fit in with their needs and priorities. We will also revisit last year's question - to what extent should teaching be consistent across a school?

ALL

About the Speaker: Gurdeep has been teaching for 28 years across four varied schools. He has been a Senior Leader for the last 16 years and is currently the Head of Sixth Form and Lead on L&T, Character and Digital Learning. Gurdeep is also a published author (101 Ways to Win in Teaching in Secondary Schools).

Mark Till
Associate to Leadership Team, Teacher of English
John Hampden Grammar School

Real Wisdom in the Time of AI: The Need for Schools to Reassert the Human

It seems that we're only just coming to terms with the impact -- personal and educational -- of what Jonathan Haidt calls "the smartphone-based childhood". And now here comes AI, with a whole new set of challenges and opportunities and complexities. This presentation tries to pick a way through, offering some very practical tips for teachers and giving notes towards a set of principles to guide school leaders in this changed landscape.

T, ML, HoY, SL/H

About the Speaker: While teaching English for the last 10 years, Mark has also been a Head of Year, Assistant DSL, Head of English for 5 years, during which he was part of the team that turned around a struggling department, and Acting Director of Sixth Form. He is now attached to the leadership team supporting newer staff. 'I'm interested in school culture, values, routines, and raising academic standards'.

Chrissie Wilson
Inclusion Specialist Teacher, Autism
Jane Lewis
Inclusion Specialist Teachers, Autism
Bucks Specialist Teacher Service

Understanding Behaviour and Expressions of Overwhelm for Autistic Pupils

This session will consider the complex topic of distressed behaviour, what it is and how as professionals we can provide the right support. We will review how we can proactively take steps to prevent its occurrence in the first place as well as how to support learners when it inevitably does occur. It outlines how we can, using this double strand approach, begin to reduce incidences of distressed behaviour in settings, improving the wellbeing of learners and staff alike and, in doing so, how we can also improve educational outcomes for learners.

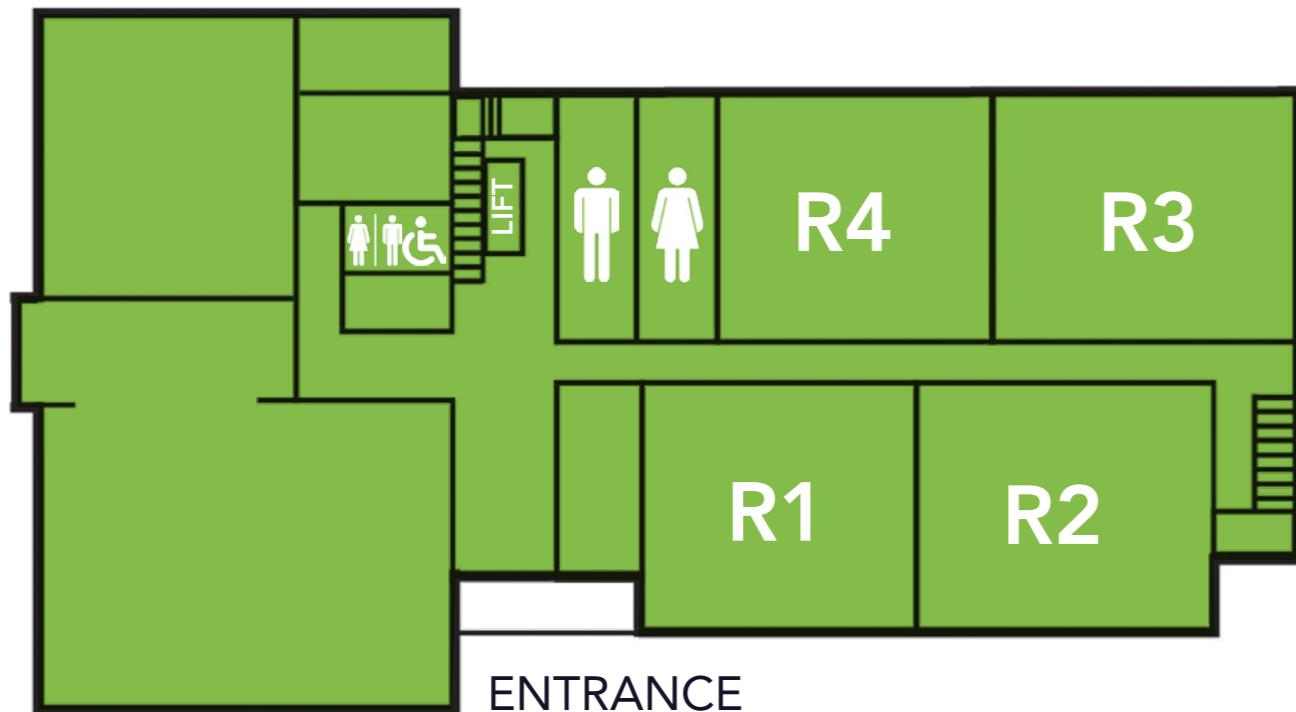
ALL

About the Speakers: We are both Inclusion Specialist Teachers for Buckinghamshire. Chrissie has a background in working in Specialist provision and is a former Deputy Headteacher. Jane has worked in a range of primary and secondary mainstream schools and has experience being a Deputy Headteacher/Acting Headteacher. We both have a special Autism and associated co-occurring differences.

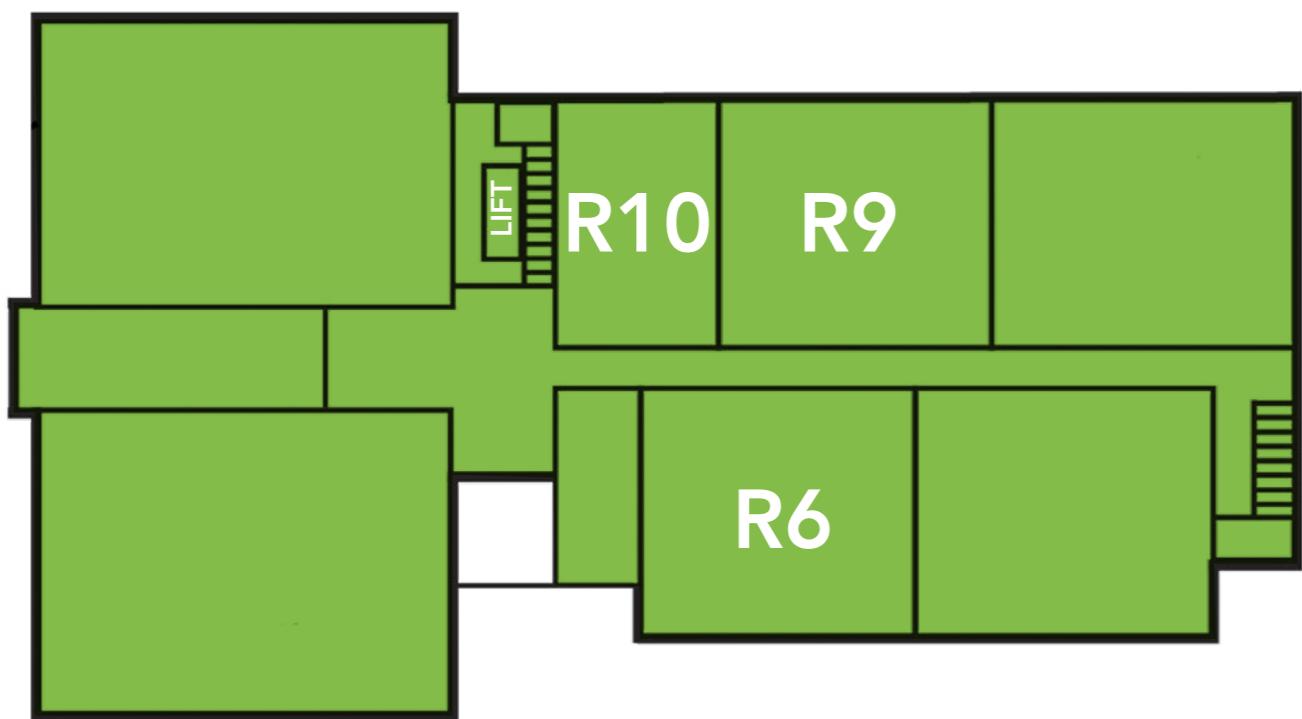
THE JR SIXTH FORM BUILDING



THE ROTHSCHILD BUILDING



GROUND FLOOR



FIRST FLOOR

Refreshments

Coffee and tea will be served in the JR Sixth Form Building. Only drinks in a lidded cup/bottle are allowed in the auditorium.

Toilets for Attendees

Toilets for WaddED attendees are available in the Rothschild block and JR Sixth Form Building.

Community Lunch Arrangements

One of the best ways to collaborate and share best practice is always over a meal and our community lunch in the Restaurant will allow you to do just that by meeting with like-minded colleagues. Please find a seat and we would encourage you to strike up a conversation about an area of interest listed below:

- CPDL in schools
- Pastoral care & behaviour management
- Supporting SEND students
- Closing the gap for disadvantaged students
- School culture and values
- Great teaching practice
- Assessment and feedback

We encourage you to start up a conversation with a colleague you may not have met before or had a chance to connect with during the school day - you never know what amazing ideas will come out of a chat. Don't forget to share email contacts too!



We'd love your feedback

Please use the QR code to tell us what you think.



Emergency Evacuation

There are no plans for a fire alarm. If you do hear the alarm, please make your way to the tennis courts which are on the west/Waddesdon Manor side of the site. Please ask a member of Waddesdon staff to help if needed.

Site Safety

Please take care around the site and inform a member of Waddesdon staff if you are at all concerned about any aspect of site safety.

Safeguarding and Students on Site:

We have a number of students on site for GCSE and A Level examinations. As WaddED is occurring in a different part of the school, your paths should not cross, but please do wear your WaddED badge at all times so Waddesdon staff are aware that you are attending the event.

