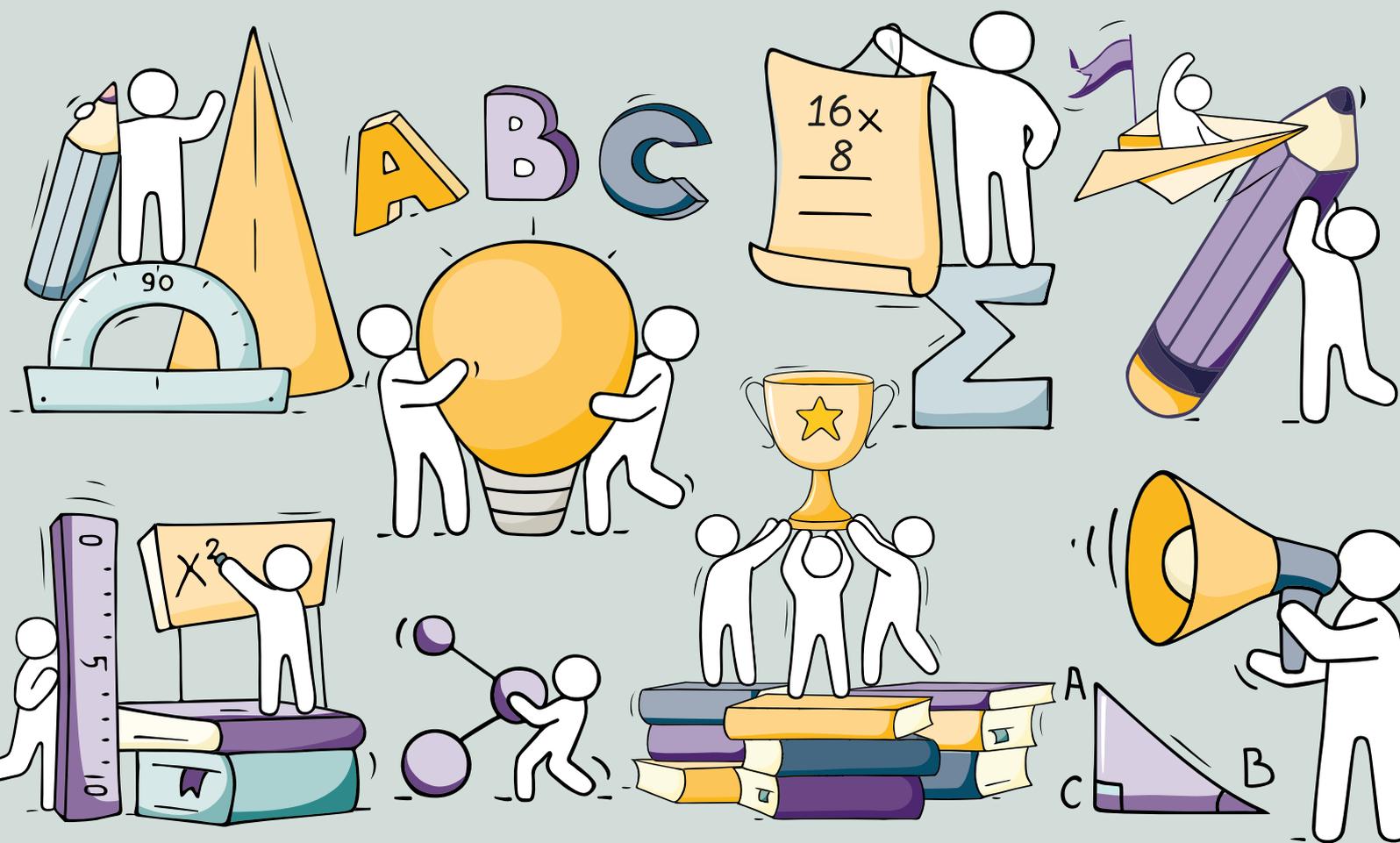


PRIMARY CURRICULUM IMPACT PACKAGES.

ENGLISH AND MATHS 2025-2026



*From the HFL Education
Primary English
and Maths Team*



WHY CHOOSE US?

Our team of expert Teaching and Learning Advisers are experienced primary school teachers and leaders who specialise in improving and sustaining high standards in schools.

We work face-to-face with teachers, leaders, and support staff. Guidance and support are personalised through hands-on learning and practical application in the classroom, improving pupil outcomes and increasing job satisfaction.

St Margaret of Scotland Catholic Primary received support from our English and Maths Advisers, which was recognised in their positive Ofsted Inspection Report:

“Leaders have used high-quality support, from within and outside the trust, to improve the quality of education. Staff value the extra training they receive.”

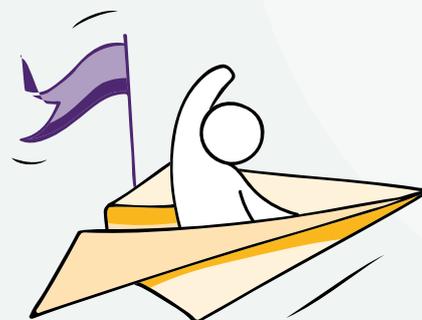
“It is always a pleasure to work with you. You have taken the time to really get to know us as a school, which has resulted in support that really has had an impact. Staff always benefit from your enthusiasm, patience, solution focused approach and love of maths. I know from the buzz in the staffroom when you have been in.” Emma Flawn
Headteacher, Camps Hill Primary School.

THE PACKAGES

Our expert team of advisers will tailor all Curriculum Impact Packages to strategically align with your school priorities.

Each package follows the intent, implementation, and impact cycle **through four half-day school visits and supporting resources, delivered across a term.**

If these packages do not suit your needs, please [complete this short form](#) and a member of the team will be in touch.



ENGLISH.

THE WRITING PACKAGE

Develop an evidence-informed and sustainable approach to the teaching and learning of writing across your school.



Visit 1: Establishing intent (alongside English subject lead)

- Explore and consider the school's current English curriculum through dialogue, lesson visits, analysis of pupils' written outcomes, and conversation with pupils
- Co-create an action plan, outlining dates and timescales



Visit 2: Developing implementation (all teachers)

- Bespoke, informative, and inspirational CPD for teachers to develop practice in line with the action plan created in the previous visit, such as a session on effective modelling of writing



Visit 3: Developing implementation (alongside teachers)

- Individual support and coaching sessions for teachers or year group teams to enhance their practice



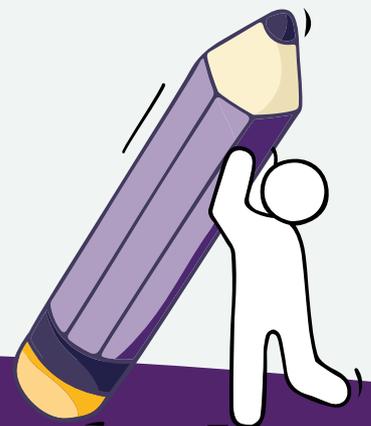
Visit 4: Evaluating impact (alongside English subject lead)

- Review impact of The Writing Package and support with ongoing successful implementation

The Writing Package can be tailored to align with your school's chosen curriculum materials, including [HFL Education's ESSENTIALWRITING](#).

'Working with our adviser has greatly enhanced my professional development, offering invaluable support and advice in teaching Literacy and as Subject Leader. Thank you!'

Jenny Osbourne, Year 6 teacher, Parkgate Junior School, Watford.



ENGLISH.

THE READING PACKAGE

Empower all members of the teaching staff to deliver an effective curriculum for reading, covering everything from phonics to fluency with reading for pleasure at the heart.



Visit 1: Establishing intent (Reading Lead)

- Establish current strengths and identify areas for growth within the reading curriculum through dialogue, lesson visits, exploration of reading environments, conversation with pupils, and hearing children read
- Co-create an action plan, outlining dates and timescales



Visit 2: Developing implementation (twilight CPD for teachers)

- Bespoke, informative, and inspirational CPD for teachers to develop practice in line with action plan created in previous visit, such as a session designing successful reading instruction for the whole class



Visit 3: Developing implementation

- Individual support and coaching sessions for teachers or year group teams to enhance their practice



Visit 4: Evaluating impact

- Review impact of The Reading Package and support with ongoing successful implementation

'The CIP provided our school with an opportunity to reflect on current practice and critically review strengths and weaknesses. It provided us with a framework to move the teaching of reading forwards with a view to improving engagement and outcomes for all children, as well as enhancing teachers' practice. The adviser was extremely knowledgeable and experienced, and came with an evidence-based approach to review the schools needs and provide guidance on developmental steps.'
Vicky Baker, reading lead at St Helen's Church of England Primary School, Wheathampstead, Hertfordshire.



ENGLISH.

THE SUBJECT LEADERSHIP PACKAGE

Develop and support your English leader to inspire and guide your team through a key area of your school development plan. Build confidence and capacity to drive and sustain change.



Visit 1: Establishing intent (alongside English subject lead)

- Consider the whole school development plan
- Explore the holistic data picture (e.g. Phonics Screening Check projections or pupil attainment information for writing) to identify a focus area
- Co-create an action plan to include a timeline for leadership, monitoring and evaluation



Visit 2: Developing implementation (alongside English subject lead)

- Learning walk to gain an overview of teaching and learning in key focus area
- Plan staff meeting considering strengths and areas for development



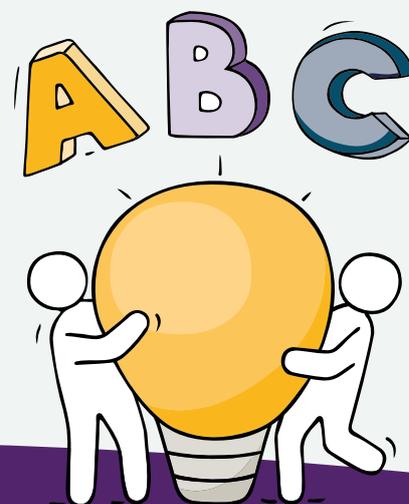
Visit 3: Developing implementation (all teachers)

- Co-deliver staff meeting alongside the subject leader
- Co-design follow up activities to ensure momentum in this area



Visit 4: Evaluating impact (alongside English subject lead)

- Book look or lesson observation to determine the impact in the classroom
- Evaluate impact in the focus area alongside the English action plan
- Map next steps



ENGLISH.

THE 'SUPPORTING PUPILS WITH SEND' PACKAGE

To develop effective pedagogies to support pupils with Special Educational Needs and Disabilities (SEND) through Quality First Teaching, considering best practice from research.



Visit 1: Establishing intent (alongside English subject lead and/or SENCo)

- Consider approaches that research suggest are best practice to support pupils with SEND
- Identify teaching strategies currently being used to support pupils with SEND by:
 - observing focus pupils with SEND in English (including phonics) lessons
 - gathering pupil voice
 - talking to class teachers and learning support staff
- Identify strategies to develop across the school to support pupils with SEND Visit 2:



Visit 2: Developing implementation (all teachers)

- Professional development staff meeting or workshop, focusing on:
 - subject knowledge – the five-a-day framework from the EEF guidance report, “Special Educational Needs in Mainstream Schools” and the ‘best bets’ in the classroom.
 - pedagogy – practical ideas and resources for developing chosen strategies in the classroom



Visit 3: Developing implementation

- Review progress and impact so far with chosen strategies
- Individual support and coaching sessions for teachers or year group teams to personalise provision to enable Quality First Teaching, focusing on pupils with SEND



Visit 4: Evaluating impact (alongside English subject lead and/or SENCo)

- Analyse impact of the chosen strategies on pupils with SEND in the classroom by:
 - observing focus pupils with SEND in English lessons
 - gathering pupil voice
 - talking to class teachers and learning support staff
- Review of teaching programme and identification of next steps



MATHS.

THE MULTIPLICATION TABLES PACKAGE

Develop an evidence-informed, whole school approach to the teaching and learning of multiplication to enable children to recall and apply knowledge to solve problems



Visit 1: Establishing intent (alongside maths subject lead)

- Consider how teaching of multiplication facts is coherently planned and sequenced
- Analyse pupil security in times tables facts and application across the curriculum
- Pupil voice discovery session
- Design whole school teaching programme



Visit 2: Developing implementation (all teachers)

- Professional development staff meeting or workshop, focusing on:
 - subject knowledge – progression in multiplicative understanding and common misconceptions
 - pedagogy – practical ideas and resources for teaching, rehearsal, recall and assessment



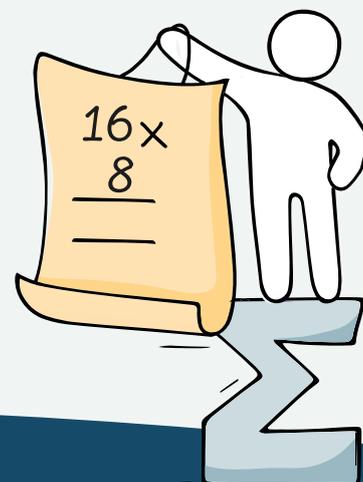
Visit 3: Developing implementation (alongside teachers)

- Review progress through teaching programme
- Model teaching session in the classroom – planned in response to review
- Individual support and coaching sessions for teachers or year group teams to personalise provision to classes



Visit 4: Evaluating impact (alongside maths subject lead)

- Analyse pupil security in times tables facts and application across the curriculum
- Pupil voice evaluation session
- Review of teaching programme and identification of next steps



MATHS.

THE FLUENCY PACKAGE

Create a structured teaching programme to enable all children to feel increasingly confident in their mathematics.



Visit 1: Establishing intent (alongside maths subject lead)

- Consider how key concepts underpinning maths fluency are being taught across the school
- Analyse pupil efficiency and accuracy in independently applying number facts
- Pupil voice discovery session
- Design whole school teaching programme



Visit 2: Developing implementation (all teachers)

- Professional development staff meeting or workshop, focusing on:
 - subject knowledge – progression in number facts and calculation strategies
 - pedagogy – practical ideas and resources for teaching, rehearsal, recall and assessment



Visit 3: Developing implementation (alongside teachers)

- Review progress through teaching programme
- Model maths fluency teaching session – planned in response to review
- Individual support and coaching sessions for teachers or year group teams to personalise provision to classes



Visit 4: Evaluating impact (alongside maths subject lead)

- Analyse pupil fluency across the curriculum
- Pupil voice evaluation session
- Review of teaching programme and identification of next steps



MATHS.

THE REASONING AND PROBLEM-SOLVING PACKAGE

Enhance the teaching of reasoning and problem-solving skills using a whole school, small-step approach.



Visit 1: Establishing intent (alongside maths subject lead)

- Consider how reasoning and problem-solving skills are being explicitly taught across the school
- Identify which part of the problem-solving process presents the biggest challenge to your children
- Pupil voice discovery session
- Design whole school teaching programme



Visit 2: Developing implementation (all teachers)

- Professional development staff meeting or workshop, focusing on:
 - subject knowledge – progression in language, representation, bar modelling and wider heuristics
 - pedagogy – teaching the skills of problem-solving using a small-step approach



Visit 3: Developing implementation (alongside teachers)

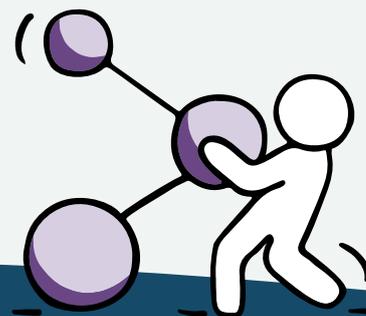
- Review progress through teaching programme
- Individual support and coaching sessions for teachers or year group teams to personalise provision to classes



Visit 4: Evaluating impact (alongside maths subject lead)

- Analyse pupil reasoning and problem-solving across the maths curriculum
- Pupil voice evaluation session
- Review of teaching programme and identification of next steps

'Collaborating with our adviser has enriched our school, enhancing pupils' critical thinking and problem-solving skills through expert workshops, tailored resources, and personalised support in mathematics education.'



MATHS.

THE SUBJECT LEADERSHIP PACKAGE

Develop and support your maths leader to inspire and guide your team through a key area of your school development plan. Build confidence and capacity to drive and sustain change.



Visit 1: Establishing intent (alongside maths subject lead)

- Consider the whole school development plan
- Introduce the Subject Leadership Toolkit
- Explore the teaching and learning of mathematics across the school by visiting lessons, exploring pupils' recorded learning and considering the holistic data picture
- Pupil voice discovery session
- Co-create an action plan and outline a teacher PD session for the priority focus area



Visit 2: Developing implementation (all teachers)

- Staff meeting or workshop to develop subject knowledge and pedagogy in identified area



Visit 3: Developing implementation (alongside maths subject lead and teachers)

- Model individual support and coaching sessions for teachers or year group teams to personalise provision to classes

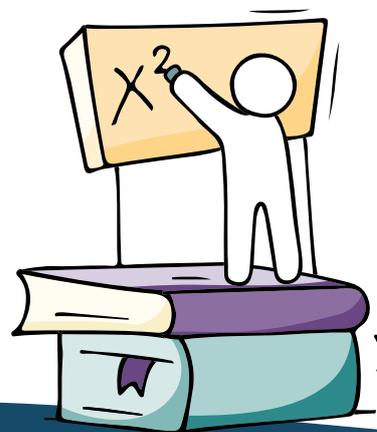


Visit 4: Evaluating impact (alongside maths subject lead)

- Explore impact so far using a range of leadership tools
- Pupil voice evaluation session
- Review of action plan and identification of next steps

'I loved the project. Our adviser's insights ensured maximum impact, efficiently using time and resources. Staff gained confidence in reasoning and planning, resulting in effective classroom practice and good value for money.'

Tracey Brown, Deputy Headteacher, Pendragon Community Primary School, Cambridge.



MATHS.

THE ESSENTIALMATHS PACKAGE

Make the most effective use of the [ESSENTIALMATHS](#) suite of materials in your single or mixed-age classrooms from Reception to Year 6.

Enable teachers to plan efficiently and effectively to meet the needs of their class.

Provide purposeful rehearsal and deepening opportunities for children.

Develop use of diagnostic assessment to accurately inform upcoming teaching to enable all children to feel successful in maths.



Visit 1: Establishing intent (alongside maths subject lead)

- Consider current curriculum design and explore the ESSENTIALmaths spiral progression from Reception to Year 6
- Explore the suite of materials, including planning, Rehearsal and Reasoning sheets, homework sheets and diagnostic assessments in relation to your school development plan
- Pupil voice discovery session
- Explore the staff meeting template and plan the session



Visit 2: Developing implementation (all teachers)

- Professional development staff meeting, focusing on how to make effective use of diagnostic assessments to inform planning, including:
 - careful multiple-choice question design
 - use of the digital markbook to identify strengths and gaps
 - identification of common errors using the planning guide
 - tracking back and key teaching points to close gaps and inform upcoming teaching



Visit 3: Developing implementation (alongside teachers)

- Review implementation so far
- Individual planning workshops with teachers or year group teams to personalise provision to classes



Visit 4: Evaluating impact (alongside maths subject lead)

- Monitoring activities which could include:
 - a learning walk to explore teaching and learning in classrooms
 - a review of pupils' recorded learning
 - pupil voice evaluation sessions
- Review of teaching and learning and identification of next steps

'Teaching quality has improved across all year groups. Enhanced use of CPA has boosted pupil engagement and discussions around mathematical learning'
Elsbeth Rowe, Headteacher, The Grove Primary School, Cambridge



MATHS.

THE 'SUPPORTING PUPILS WITH SEND' PACKAGE

To develop effective pedagogies to support pupils with Special Educational Needs and Disabilities (SEND) through Quality First Teaching, considering best practice from research.



Visit 1: Establishing intent (alongside maths subject lead and/or SENCo)

- Consider approaches that research suggest are best practice to support pupils with SEND
- Identify teaching strategies currently being used to support pupils with SEND by:
 - observing focus pupils with SEND in maths lessons
 - gathering pupil voice
 - talking to class teachers and learning support staff
- Identify strategies to develop across the school to support pupils with SEND



Visit 2: Developing implementation (all teachers)

- Professional development staff meeting or workshop, focusing on:
 - subject knowledge – the five-a-day framework from the EEF guidance report, “Special Educational Needs in Mainstream Schools” and the ‘best bets’ in the classroom.
 - pedagogy – practical ideas and resources for developing chosen strategies in the classroom



Visit 3: Developing implementation (alongside teachers)

- Review progress and impact so far with chosen strategies
- Individual support and coaching sessions for teachers or year group teams to personalise provision to enable Quality First Teaching, focusing on pupils with SEND

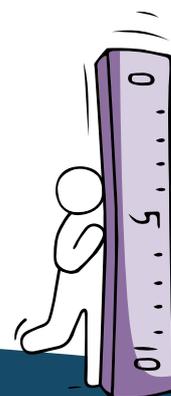


Visit 4: Evaluating impact (alongside maths subject lead and/or SENCo)

- Analyse impact of the chosen strategies on pupils with SEND in the classroom by:
 - observing focus pupils with SEND in maths lessons
 - gathering pupil voice
 - talking to class teachers and learning support staff
- Review of teaching programme and identification of next steps

‘Support from our adviser has enabled our pupils access to a broad and balanced maths curriculum’

Clarissa Walsh, Maths Subject Leader, Southfield School



All prices are subject to VAT.

CURRICULUM IMPACT PACKAGES

1 two day English package	£1,504
1 two day Maths package	£1,504
1 two day English + 1 two day Maths saver package	£2,898

For further information about the HFL Education Curriculum Impact Packages, complete this expression of interest form.



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