



Need help getting funding from work?

ATP Psychology Teachers'
Conference 2026

www.theatp.uk

The ATP conference is more than just improving your teaching in the Psychology classroom

We have created this helpful document to show management how many areas the ATP conference can help with, such as workshops specifically to support pastoral or T&L roles, workshops to support wellbeing, SEND pupils, data-informed teaching, adaptive teaching, disciplinary literacy, AI and digital literacy support, as well as lectures and workshops helping with Criminology and Sociology teaching.

Check out the performance management targets below and see how attending the ATP Conference can help you meet those objectives.

How about making use of our split-payment option?

If your school will pay a percentage towards the cost, or they are happy to pay for the CPD element £250), and you can self-fund the remaining amount (an extra £50 to stay on the Friday night, and attend the canapés, drinks reception, and 3-course gala dinner with live entertainment, or an

extra £40 to attend our fringe event on the Thursday and stay over) KC Jones can arrange for a split payment between you and your employer. Please let them know if a split invoice is required.

Student Progress

Objective: Identify a class (priority examination classes) and complete the target column using school-set target grades (e.g. SISRA, ALPS, FFT). Data should be displayed by student group to support forensic monitoring of achievement and to inform adaptive teaching practice in the classroom.

How ATP helps: Attend the ATP Annual Conference to explore data-informed teaching sessions; engage in ATP network discussions on effective progress tracking; read ATP Today case studies on assessment-led improvement (see website for back issues).

Adaptive Teaching

Objective: Use the school's strategies to deploy effective opportunities that check understanding and enable students to achieve accelerated outcomes (e.g. whiteboards, cold calling, Think-Pair-Share, hinge questions), as evidenced by lesson visits, observations, book scrutiny, and student achievement.

How ATP helps: Attend ATP

Conference workshops on evidence-based classroom strategies; access ATP resources on adaptive questioning and cognitive science in teaching.

Objective: Make regular, effective use of whiteboards and visualisers to model live learning, challenge misconceptions, adapt teaching, and consolidate learning.

How ATP helps: View ATP teaching resources (conference workshop materials or magazine exemplars) showing live modelling and misconception correction in Psychology classrooms.

Objective: Support students in ambitious disciplinary writing, with a focus on extended writing that demonstrates knowledge, understanding, and synthesis of curriculum intentions.

How ATP helps: Use Psychology Teaching Review articles on extended writing and essay scaffolding; attend ATP Conference sessions on analytical writing in Psychology; view resources from previous conferences on the ATP website.

Objective: Use assessment strategies (summative, formative, questioning) to check that curriculum learning intentions are achieved, identify gaps in learning, and inform adaptation of lessons – with particular focus on top sets.

How ATP helps: Attend ATP

Conference workshops on assessment literacy; engage in peer discussion groups via the ATP Facebook forum, Psych Stix Facebook page, and subject WhatsApp groups (contact the committee for details).

Objective: Access and utilise training on high-quality questioning, including "Say it again, better", deploying best questioning practice as an AfL strategy that challenges students, deepens learning, and informs adaptation in lessons.

How ATP helps: Explore ATP

Conference workshops and Pedagogy strand materials (e.g. BPS Teachers' Toolkit) on questioning for depth; read ATP Today articles featuring exemplary AfL practice.

Objective: Further improve the progress of disadvantaged and SEND students through effective scaffolding and timely interventions (e.g. EEF "5-a-day" strategy).

How ATP helps: Attend ATP

Conference sessions; participate in ATP webinars on adaptive and inclusive teaching; share best practice through ATP social media forums. (Previous workshops have focused on Autism; a further workshop is planned for 2026.)

Reading

Objective: Support students to read with fluency and comprehension through effective use of reading-age information and consistent implementation of reading strategies (EEF framework), including for the Most Able, PP/SEND, and More Able students.

How ATP helps: Access ATP Today features on disciplinary literacy; attend ATP Conference sessions on using journal and research reading in Psychology; join online reading networks.

Objective: Provide regular, supported academic reading opportunities aligned with curriculum intentions to stretch and challenge all students, with particular focus on top sets and Sixth Form.

How ATP helps: Engage with ATP academic reading lists; use *Psychology Teaching Review* articles as stretch reading; attend ATP Conference workshops on research literacy; encourage students to submit articles to ATP Today.

Professional Growth

Objective: All teachers must complete statutory and whole-school CPD as directed. Teachers should specify one aspect of subject scholarship/knowledge enhancement to develop over the academic year.

How ATP helps: Attend the ATP Annual Conference (core CPD opportunity); write for ATP Today or *Psychology Teaching Review*; participate in ATP social media groups.

Curriculum Leadership (All Curriculum Leaders)

Objective: Ensure progress and outcomes for all students – especially the Most Able, PP/SEND, and Double Disadvantaged – are at least good and increasingly outstanding (KS4: achieving school-set targets; KS5: meeting ALPS targets). Delivered through robust line management, high-quality subject CPD, and quality assurance that fosters reflection, curiosity, and personalised development.

How ATP helps: Attend ATP Conference workshops; read ATP Today leadership features on raising attainment; use ATP networks for benchmarking and collaborative moderation.

Leading Curriculum and T&L

Objective: Ensure curriculum mapping identifies barriers to learning – particularly for the Most Able, PP, SEND, and Double Disadvantaged – and is routinely adapted in response to exam analysis (e.g. resequencing) to accelerate progress.

How ATP helps: Attend ATP curriculum mapping sessions; use ATP webinars on inclusive sequencing and cognitive load; share findings in ATP community forums.

Objective: Use assessment outcomes and question-level analysis regularly in subject meetings to identify gaps and misconceptions and adapt schemes of work.

How ATP helps: Attend ATP data workshops; read ATP Today examples on using ALPS and exam analysis; join regional ATP curriculum groups.

Objective: Ensure leaders apply rigour when identifying underperformance and providing early intervention, improving GCSE and ALPS outcomes.

How ATP helps: Access ATP leadership CPD; attend ATP Conference leadership roundtables; connect with ATP online mentoring networks.

Objective: Engage with training on adaptive teaching for key student groups (Most Able, SEND/PP) to deliver effective subject/faculty CPD aligned with school priorities.

How ATP helps: Attend ATP adaptive teaching sessions; access ATP webinars on teaching to the top and differentiation.

Objective: Develop and deliver a supra-curriculum of academic reading, particularly non-fiction, to support accelerated progress.

How ATP helps: Use *Psychology Teaching Review* and *ATP Today* to curate reading lists; attend ATP workshops on embedding journal reading in Sixth Form Psychology.

Objective: Ensure consistent and commonly understood application of the behaviour framework within lessons and the wider school community.

How ATP helps: Highlight student success by encouraging submissions to the student corner of *ATP Today*; access ATP newsletter examples of recognition strategies.

Objective: Ensure pastoral line management meetings focus on early attendance and behaviour interventions within tutor groups.

How ATP helps: Attend ATP safeguarding briefings for Psychology teachers; engage with ATP forums on safeguarding and ethical issues. We are currently exploring the possibility of offering a workshop on wellbeing and teaching students with complex needs/mental health issues.

Objective: Provide a consistent approach to implementing high standards across the school.

How ATP helps: Attend ATP Annual Conference sessions on data-informed teaching; engage in ATP network discussions; read *ATP Today* case studies on assessment-led improvement.

Objective: Ensure all statutory safeguarding requirements are fulfilled in line with *Keeping Children Safe in Education, Working Together to Safeguard Children*, and associated guidance (e.g. County Lines, Child-on-Child Abuse, Equality Act 2010, Prevent Duty)

How ATP helps: Attend ATP Conference sessions linked to safeguarding; we are exploring a workshop on wellbeing and teaching students with complex needs/mental health issues.

Pastoral / Safeguarding Leadership

Objective: Strategically deploy and monitor the impact of early help.

How ATP helps: Attend ATP sessions on wellbeing, equity, and attainment; use ATP forums to share PP support strategies.