



FREE CPD AVAILABLE ONLINE FOR TEACHERS AND SCHOOL STAFF (v2 APRIL 2020)

As a result of the Coronavirus there is currently no face-to-face professional development taking place. The Unity Professional Development team have therefore accelerated plans to compile a list of organisations offering online professional development for teachers and other school staff as well as other valuable resources available freely via the internet and in recommended books.

We hope you find it useful. If you know of other resources and would recommend them please do contact Jo Francis (jfrancis@unitysp.co.uk)

This booklet is designed to provide links to known resource, however new resources are always coming on line so we will endeavour to provide supplements in the coming months.

This booklet is organised in to sections:

PART 1: SPECIFIC NEEDS ASSOCIATED WITH CORONAVIRUS DISRUPTION (PAGES 2-4)

PART 2: FREE ONLINE RESOURCES/COURSES TO SUPPORT CPD (PAGES 5-7)

PART 3: FREE ONLINE EVIDENCE-BASED READING/RESOURCES TO SUPPORT CPD (PAGE 8)

PART 4: RECOMMENDED BOOKS TO SUPPORT EVIDENCE-BASED CPD (PAGES 9-11)

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Coming soon:

PART 6: RECOMMENDED YOUTUBE VIDEOS TO SUPPORT CPD

PART 7: UTILISING TWITTER FOR CPD

This booklet is intended to signpost to professional learning and support colleagues in their ongoing CPD. Be mindful of balancing the demands the current situation is imposing. Stay safe.

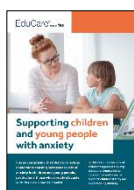
PART 1: FREE CPD TO MEET SOME OF THE SPECIFIC NEEDS ASSOCIATED WITH THE CORONAVIRUS PANDEMIC DISRUPTION TO SCHOOLING

Four insightful blogs to set the scene and context form our work as educators amidst such unsettling times:



- **MARC ROWLAND:** Distance learning through the lens of disadvantaged pupils [HERE](#)
- **BECKY FRANCIS:** Education Endowment Foundation (EEF) on school closures [HERE](#)
- **ROY BLATCHFORD:** Before Coronavirus (BC)... After Coronavirus (AC) [HERE](#)
- **PETE HENDERSON:** Learning at home - engaging with parents [HERE](#)

ONLINE RESOURCES



[Supporting children and young people with anxiety](#)

It is not surprising that the Coronavirus epidemic is causing increased levels of anxiety in children and young people, particularly those who already struggle with their own mental health. This resource looks at different types of anxiety, signs and symptoms to look out for and ways to support children if they are experiencing anxiety.



[Supporting children and young people with loneliness](#)

As the majority of our school children are now at home, they may struggle with loneliness, which in turn, can make them more vulnerable. This resource looks at what loneliness means and how it can affect children and young people as well as ways to help overcome loneliness.



[TES Coronavirus support hub: free resources, courses, online mentoring and all the latest news](#)

TES have created this page to facilitate the sharing of free resources and information on coronavirus, as well as anything that might help support teachers, schools and students during this time, such as revision material, home packs and self-guided study material. You will also find here links to the most up-to-date news from their editorial team as the situation develops.



[Cambridge Assessment](#) are committed to helping schools and learners during this difficult time.

Their free resources are available to help teachers deliver effective teaching and learning outside the classroom, and continue their own professional development. They also include resources and study tips for learners, as well as guidance to help parents support their children to learn at home.

[Covid-19: Six top tips for online teaching and learning](#)

[Covid-19 and the challenges of remote teaching in China](#)

[Webinars such as 'Teaching in a time of crisis – being resilient, adaptable and resourceful'](#)

[How to manage stress and learn effectively at home](#)

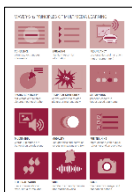
[Helping your child to learn at home](#)



[Coronavirus: Leading learning during coronavirus school and college closures](#)

The following principles are designed to help leaders think about how best to lead the learning of the school and college community during what is a very unusual and uncertain period.

The [Chartered College of Teaching](#) is the professional body for teachers, dedicated to bridging the gap between practice and research and equipping teachers from the second they enter the classroom with the knowledge and confidence to make the best decisions for their pupils. The CCT is a membership organisation but a number of free resources are available on their website including [articles, blogs and resources about online, distance and home learning and CPD](#).



[12 Principles of Multimedia Learning: principles to guide developing digital learning experiences](#)

If you're creating a training video, PowerPoint presentation, or eLearning course, how do you ensure your final product will be an effective learning resource? You don't want to spend hundreds of hours developing an eLearning only to find that your audience thinks it confusing and uninteresting. **Click on the icon for a great summary infographic.**



[Getting Started with Remote Learning in Office 365](#)

This resource collection is a guide to the professional development experiences that will help a new remote learning teacher or program get up and running successfully.



[Apple Teacher](#) is a free professional learning programme designed to support and celebrate educators using Apple products for teaching and learning. As an educator, you can build skills on iPad and Mac that directly apply to activities with your students, earn recognition for the new things that you learn and be rewarded for the great work you do every day.



[Google Classroom](#) saves you time, keeps you organized and helps you communicate with your students. Get started today, with resources, tips and tricks from educators like you.

<https://www.teachertrainingvideos.com/> simple to follow short videos supporting teachers in using common platforms for remote learning eg. Zoom, Edmodo

CERTIFIED ONLINE COURSES



[How to Teach Online: Providing Continuity for Students](#)

2 hours per week, three week online study with virtual interaction, PDF Certificate of Achievement
This course is designed for educators and teachers who have to rapidly move from face-to-face to online teaching in response to the COVID-19 pandemic. Explore online teaching with this practical course for educators designed in response to the COVID-19 pandemic.

[The Online Educator: People and Pedagogy](#)

3 hours per week, four week online study with virtual interaction, PDF Certificate of Achievement
Design engaging courses, make your teaching more inclusive, navigate online research ethics and shape your digital identity - for anyone involved in online education or training, including teachers

[COVID-19: Tackling the Novel Coronavirus](#)

4 hours per week, three week online study with virtual interaction, PDF Certificate of Achievement

What is COVID-19 and how might it affect you? Find out more about coronavirus and explore its worldwide implication – for those working in or around health, or anyone interested in how we should respond to the outbreak.



[ACEs: Introduction to Adverse Childhood Experiences \(Early Trauma Online Learning\)](#)

50 minutes, self-printed certificate, online study

Aimed at practitioners, professionals and volunteers who work with children, young people and their families, this course looks at: Brain Development in the Early Years, The Impact of Childhood Adversity, Social, Health and Community Impacts of ACEs Early Trauma, Protective Factors, Looking at ACEs Through a Trauma Informed Lens, Building Resilience.



[An Introduction to Infection Prevention and Control](#)

30 minutes, self-printed certificate, online study

With coronavirus it's more important than ever to understand the most effective ways you can help prevent the spread of infection in your workplace. This free training course will introduce learners to the most effective methods to help prevent viruses spreading.

[Prevent COVID-19](#)

30 minutes, self-printed certificate, online study

This free course aims to provide learners with information on COVID-19 and suggests best practice for organisations/employees in the current climate.

[Understanding Young Minds](#)

Basic, 1 hour self-study, self-printed certificate

Talking to children about emotional resilience and self-harm, the subject of teenage self-harm and ways parents can look to support children.



The [MindEd](#) 'Self-Harm and Risky Behaviour' online module is aimed at a universal audience and provides the background to self harm in children and teenagers, common associated conditions and the optimal approach to managing it in the community.



Thinkuknow offers a range of training courses for those who work directly with children and young people; Keeping Children Safe Online (KCSO) is e-learning in partnership with the NSPCC, the [Thinkuknow Introduction Course](#) is free.

SELECTION OF BLOGS RELATING TO THE CHALLENGES WE ARE FACING

- Setting work for a long shut down [HERE](#)
- Manageable remote learning [HERE](#)
- Distance learning – building independence [HERE](#)
- How to teach remotely: 10 resources [HERE](#)
- Distance learning in the time of coronavirus [HERE](#)
- Applying Rosenshine's principles to online learning [HERE](#)
- Creating simple teaching videos with Loom [HERE](#)
- Tips for leading a school through Covid-19 [HERE](#)



PART 2:

CPD RESOURCES AND COURSES AVAILABLE ONLINE TO SUPPORT PROFESSIONAL DEVELOPMENT FROM HOME



The Education Endowment Foundation

- [Guidance Reports](#): clear and actionable recommendations for teachers, based on best available evidence with summary posters and additional tools/resources to utilise
- [Evidence Reviews](#): investigate specific areas of interest in greater depth
- [Pupil Premium Guide](#): supporting schools in spending their Pupil Premium to maximise the benefit for their students
- [Teaching and Learning Toolkit](#): accessible summary of the international evidence on teaching 5-16 year-olds
- [Early Years Toolkit](#): accessible summary of educational research for early years teaching
- [Assessing and Monitoring Pupil Progress](#): guide to help track pupils' progress and assess their mastery of knowledge and concepts
- [School's Guide to Implementation online course](#): an interactive online course, which guides you through some key activities in the guidance report. The course contains two video case studies of schools that have used the guide to support changes in practice
- [Making best use of TAs online course](#): gain a clear understanding of the TA guidance, and how to make change happen in your school
- [weekly email series](#): practical recommendations, delivered weekly, direct to your inbox - based on the guidance reports (see above) with hand-picked additional resources selected by the reports' co-authors.
 - **Metacognition and Self-Regulated Learning**
 - **Improving Literacy in Secondary Schools**
 - **Making Best Use of Teaching Assistants**
 - **Improving Mathematics in Key Stages 2 and 3**

CHARTERED
COLLEGE OF
TEACHING

The [Chartered College of Teaching](#) is the professional body for teachers, dedicated to bridging the gap between practice and research and equipping teachers from the second they enter the classroom with the knowledge and confidence to make the best decisions for their pupils. The CCT is a membership organisation but a number of free resources are available on their website including a list of [articles, blogs and resources about online, distance and home learning and CPD](#) as well as [themed collections of open access articles from Impact \(CCT Journal\)](#).



The Open University has a huge range of free online courses through [OpenLearn](#) and has an 'Education and Development' category offering 175 courses ranging from 3 to 50 hours of study. Topics include e-learning, languages, assessment, early years, leadership, study skills and many more. Anyone is able to [sign up for a free OpenLearn account](#).



FutureLearn offer a selection of online courses from universities and cultural institutions around the world. They are a private company owned by the Open University and the SEEK Group. FutureLearn courses are divided into weeks with various activities that you should aim to complete within the week. They cover a wide range of subjects - some are free, some have a fee. The link [here will take you to 79 free courses of interest to educators](#).



SENECA is a free online homework and revision platform with courses ranging from KS2 to A Level. The GCSE and A Level courses are exam specific. In addition SENeca have 7 free teacher courses on assessment, cognitive science, dual coding, language development, literacy and metacognition. You need to [sign up for a free account to access these courses](#)

- [Dual Coding for Teachers - Seneca Certified Dual Coder](#)
- [Metacognition for Teachers - Seneca Certified](#)
- [Cognitive Science for Teachers - Seneca Certified Educator](#)
- [Assessment for Teachers - Seneca Certified Assessor](#)



STEM Learning is the largest provider of education and careers support in science, technology, engineering and mathematics (STEM). They work with schools, colleges and others working with young people across the UK. STEM offer free online learning courses for teachers categorised as 'early career', 'teaching' and 'leadership'. The [online courses](#) are delivered by STEM Learning and are hosted by FutureLearn. there are lots, but some worth considering include:

- Assessment for Learning and Differentiation for Learning (with Dylan Wiliam)
- Behaviour for Learning (with Paul Dix/Tom Bennet)
- The science of learning (from the 'Secret lives of 5 year olds team')



The **National Association for Special Educational Needs (nasen)** is a membership charity organisation that supports education practitioners by providing Continuing Professional Development (CPD), resources, advice, information and much more to enable all staff to meet the needs of all their pupils. The organisation offer a [free online course 'Focus on SEND'](#) which aims to help teachers and educational practitioners working across the 0-25 age range to develop high quality practice in order to better meet the needs of their learners with SEND.



National Centre for Computing Education is a government funded organisation providing training in computing education for primary and secondary schools and colleges, including bursary-funded face-to-face courses around England, and [free online courses](#), delivered through FutureLearn. It also offers a repository of teaching resources for computing through its website. Currently there are over 20 free online courses available.



Advanced Mathematics Support Programme The Advanced Mathematics Support Programme is a government-funded initiative, managed by MEI. It aims to increase participation in Core Maths, AS/A level Mathematics and Further Mathematics, and improve the teaching of these level 3 maths qualifications. The programme provides national support for teachers and students in state-funded schools and colleges in England. AMSP offer a selection of [free online professional development programmes for maths teachers](#).




EduCare provide online duty of care and safeguarding training. The company has recently become part of the TES. EduCare are offering seven courses, with a focus on 'duty of care', free of charge. To access the courses you will need to [complete an online form](#) with your details which will trigger an email to you with a link allowing you to 'purchase' the courses at no cost.

Udemy **Phonics**

Help your child to read and write 'Part 1' Sounds-Write Phonics Program (FREE)
<https://www.udemy.com/course/help-your-child-to-read-and-write/>

Help your child to read and write 'Part 2' Sounds-Write Phonics Program (FREE)
<https://www.udemy.com/course/help-your-child-to-read-and-write-part-2/>

 **Virtual College** [Virtual College](#) has produced a range of free e-learning courses in subjects such as Safeguarding Children, Health and Well-Being and Careers Advice.



[St John Ambulance are offering free access to their e-learning Annual refresher course and Paediatric support modules until 1 June.](#) This will help your first aiders keep on top of their first aid skills, refresh their knowledge either in the workplace or at home while our face-to-face training courses are suspended.



[Inner Drive](#) series of 'lockdown six-packs' of resources for teachers, parents and students. All the packs are free - simply click on the links you are interested from their list and download your lockdown six-pack:

- [The Teacher's Lockdown 6-pack – Pack 1](#)
6 topical blogs to help teachers
- [The Teacher's Lockdown 6-pack – Pack 2](#)
6 posters to inspire you
- [The Parent's Lockdown 6-pack – Pack 1](#)
6 blogs to help you guide your child
- [The Parent's Lockdown 6-pack – Pack 2](#)
6 posters to help you
- [Lockdown Learning 6-pack – Pack 1](#)
6 blogs to help students
- [Lockdown Learning 6-pack – Pack 2](#)
6 posters to inspire students

PART 3:

EVIDENCE-BASED READING MATERIAL AVAILABLE ONLINE FOR FREE TO SUPPORT CONTINUING PROFESSIONAL DEVELOPMENT FROM HOME



[Principles of Instruction – Barak Rosenshine](#) (and see below for video series*)

[What makes great teaching? A review of the underpinning research – The Sutton Trust](#)

[What will improve a student’s memory? – Daniel Willingham](#)

[Understanding working memory: a classroom guide – Gathercole and Alloway](#)

[The science of learning – Deans for Impact](#)

[The science of early learning – Deans for Impact](#)

[How to use retrieval practice to improve learning – Agarwal, Roediger et al](#) (plus 4 related papers)

[Improving students’ learning with effective learning techniques – Dunlosky et al](#)

[Strengthening the student toolbox: study strategies to boost learning - Dunlosky](#)

[EEF Metacognition and self-regulated learning guidance report](#)

[Putting students on the path to learning – Clark, Kirschner & Sweller](#)

[Why Minimal Guidance During Instruction Does Not Work - Kirshner, Sweller, Clarke](#)

[Test enhanced learning – taking memory tests improves long term retention – Roediger and Karpicke](#)

[Cognitive load theory: research that teachers really need to understand](#) & [Cognitive load theory in practice: examples for the classroom](#) – both from Centre for Education, Statistics & Evaluation: New South Wales Department for Education.

[Making Things Hard on Yourself, But in a Good Way: Creating Desirable Difficulties to Enhance Learning – Bjork and Bjork](#)

[Practice with purpose – Deans for Learning](#)

[Why closing the word gap matters - Oxford Language Report](#)

Daniel Willingham’s archive: <http://www.danielwillingham.com/articles.html>



Tom Sherrington’s Rosenshine Masterclass videos*:

- Part 1 - [Rosenshine Masterclass I Intro and Research](#)
- Part 2 - [Rosenshine Masterclass II Sequencing Concepts and Modelling](#)
- Part 3 - [Rosenshine Masterclass III Questioning](#)
- Part 4 - [Rosenshine Masterclass IV Daily Weekly Monthly Review](#)
- Part 5 - [Rosenshine Masterclass V Stages of Practice and Conclusion](#)

PART 4: RECOMMENDED BOOKS TO SUPPORT EVIDENCE-BASED CPD FROM HOME



[The case for an ed tech revolution - Daisy Christodoulou](#)

*Ed tech has so much potential, both for teachers and learners, so why hasn't it yet had the transformative impact on education that has long been promised? Daisy Christodoulou tackles both sides of the ed tech debate in answering this question, critiquing missed opportunities about how we learn, as well as areas of success. Rooted in research, and written from the educationalists' perspective, *Teachers vs Tech?* examines a broad range of topics from the science of learning and assessment, to personalisation, and the continued importance of teaching facts. It explores international examples from both big brand digital teaching programs and up-and-coming start-ups in considering what has and hasn't worked well. The author draws throughout on her experience in the classroom and from working within the education community. She outlines a positive vision for the future: one where technology is developed in conjunction with teachers' expertise, and is ultimately used to improve educational outcomes for all.*

[Making every lesson count – Shaun Allison & Andy Tharby](#)

*This award-winning title has now inspired a whole series of books. Each of the books in the series are held together by six pedagogical principles challenge, explanation, modelling, practice, feedback and questioning and provide simple, realistic strategies that teachers can use to develop the teaching and learning in their classroom. Packed with practical teaching strategies, *Making Every Lesson Count* bridges the gap between research findings and classroom practice. Shaun Allison and Andy Tharby examine the evidence behind what makes great teaching and explore how to implement this in the classroom to make a difference to learning.*

[Why don't students like school – Daniel Willingham](#)

Cognitive scientist Dan Willingham focuses his acclaimed research on the biological and cognitive basis of learning. His book will help teachers improve their practice by explaining how they and their students think and learn. It reveals—the importance of story, emotion, memory, context, and routine in building knowledge and creating lasting learning experiences.

[The hidden lives of learners – Graham Nuthall](#)

The Hidden Lives of Learners takes the reader deep into the hitherto undiscovered world of the learner. It explores the three worlds which together shape a student's learning – the public world of the teacher, the highly influential world of peers, and the student's own private world and experiences. What becomes clear is that just because a teacher is teaching, does not mean students are learning. Using a unique method of data collection through meticulous recording – audio, video, observations, interviews, pre- and post-tests – and the collation and analysis of what occurred inside and outside the classroom, Graham Nuthall has definitively documented what is involved for most students to learn and retain a concept.

[What does this look like in the classroom? – Carl Hendrick & Robin Macpherson](#)

In this thorough, enlightening and comprehensive book, Carl Hendrick and Robin Macpherson ask 18 of today's leading educational thinkers to distill the most up-to-date research into effective

classroom practice in 10 of the most important areas of teaching. The result is a fascinating manual that will benefit every single teacher in every single school, in all four corners of the globe.

What every teacher needs to know about psychology – David Didau & Nick Rose

Here, David Didau and Nick Rose attempt to lay out the evidence and theoretical perspectives on what we believe are the most important and useful psychological principles of which teacher ought to be aware. That is not to say this book contains everything you might ever need to know – there is no way it could – it is merely a primer. We hope that you are inspired to read and explore some of the sources for yourself and see what other principles can find a home in your classroom. Some of what we present may be surprising, some dubious, but some in danger of being dismissed as ‘blindingly obvious’.

Closing the vocabulary gap – Alex Quigley

*As teachers grapple with the challenge of a new, bigger and more challenging school curriculum, at every key stage and phase, success can feel beyond our reach. But what if there were 50,000 small solutions to help us bridge that gap? In *Closing the Vocabulary Gap*, Alex Quigley explores the increased demands of an academic curriculum and how closing the vocabulary gap between our ‘word poor’ and ‘word rich’ students could prove the vital difference between school failure and success.*

The learning rainforest – Tom Sherrington

The Learning Rainforest captures different elements of our understanding and experience of the art and science of teaching. It is a celebration of great teaching and the intellectual and personal rewards that it brings. It’s aimed at all teachers; busy people working in complex environments with little time to spare. The core of the book is a guide to making teaching both effective and manageable using a three-part structure: establishing conditions; building knowledge; exploring possibilities.

Boys Don’t Try? Rethinking Masculinity in Schools – Matt Pinkett & Mark Roberts

There is a significant problem in our schools: too many boys are struggling. The list of things to concern teachers is long. Disappointing academic results, a lack of interest in studying, higher exclusion rates, increasing mental health issues, sexist attitudes, an inability to express emotions.... Traditional ideas about masculinity are having a negative impact, not only on males, but females too. In this ground-breaking book, Matt Pinkett and Mark Roberts argue that schools must rethink their efforts to get boys back on track.

The Curriculum: Gallimaufry to Coherence – Mary Myatt

Increasingly, across the system, people are talking about knowledge and curriculum. In this timely new book, Mary Myatt is at her brilliant best as she passionately argues that the solutions to overcoming achievement barriers lie in understanding the curriculum and in what children are meant to know. For the education system to reach coherence on the curriculum, it’s going to require teachers in schools to engage in the conversation; it’s a journey we need to share if we’re going to deliver a curriculum we understand and believe in. In a series of crystal clear chapters, Mary guides teachers and school leaders through one of the most important debates in education.

Teach Like Nobody's Watching: The Essential Guide to Effective & Efficient Teaching – Mark Enser

In 'Teach Like Nobody's Watching: The essential guide to effective and efficient teaching', Mark Enser sets out a time-efficient approach to teaching that will reduce teachers workload and enhance their pupils levels of engagement and attainment. At a time when schools are crying out for more autonomy and trust, teacher and bestselling author Mark Enser asks educators the critical question How would you teach if nobody were watching? and empowers them with the tools and confidence to do just that. Mark argues that a quality education is rooted in simplicity. In this book he convincingly strips away the layers of contradictory pedagogical advice that teachers have received over the years and lends weight to the three key pillars that underpin effective, efficient teaching: the lesson, the curriculum and the school's support structure.

Making Good Progress: The Future of Assessment for Learning – Daisy Christodoulou

Making Good Progress is a research-informed examination of formative assessment practices that analyses the impact Assessment for Learning has had in our classrooms. Making Good Progress? outlines practical recommendations and support that Primary and Secondary teachers can follow in order to achieve the most effective classroom-based approach to ongoing assessment. Written by Daisy Christodoulou, Head of Assessment at Ark Academy, Making Good Progress? offers clear, up-to-date advice to help develop and extend best practice for any teacher assessing pupils in the wake of life beyond levels.

How to Explain Absolutely Anything to Absolutely Anyone – Andy Tharby

In 'How to Explain Absolutely Anything to Absolutely Anyone: The art and science of teacher explanation', Andy Tharby talks teachers through a set of remarkably simple techniques that will help revolutionise the precision and clarity of their message. Explanation is an art form, albeit a slightly mysterious one. We know a great explanation when we see or hear one, yet nevertheless we struggle to pin down the intricacies of the craft ...

Just how exactly is it done? In 'How to Explain Absolutely Anything to Absolutely Anyone', Andy Tharby eloquently explores the art and science of this undervalued skill and illustrates how improving the quality of explanation can improve the quality of learning. Delving into the wonder of metaphor, the brilliance of repetition and the timeless benefits of storytelling, Andy sets out an evidence-informed approach that will enable teachers to explain tricky concepts so well that their students will not only understand them perfectly, but remember them forever too.

Dual Coding With Teachers – Oliver Caviglioli

As part of the discovery of cognitive science, teachers are waking up to the powers of dual coding – combining words with visuals in your teaching. But cognitive scientists aren't graphic designers, and so their books don't show teachers how to be competent in producing effective visuals. Until now. Dual Coding With Teachers is a truly groundbreaking educational book. No other book has been designed with both cognitive science and graphic principles in mind. Every page contains diagrams, infographics, illustrations and graphic organisers. It has been designed to cater for both the busy teacher in a rush, as well as the research-hungry colleague. Over 35 teachers, teacher developers, psychologists and information designers are profiled, each with a double-page spread, highlighting their dual coding practice.

PART 5: RECOMMENDED PODCASTS TO SUPPORT EVIDENCE- BASED CPD FROM HOME



Simply search for these podcasts in your app store/browser and listen in!

- Naylor's Natter
- TES Podcast
- The Learning Scientists
- Evidence Based Education
- Mr Barton's maths podcast (not just maths!)
- Education Bookcase
- The Learning Curve
- Education Research Reading Room
- Rebel Education Player
- From page to practice
- We are in beta

COMING SOON ...

PART 6: RECOMMENDED YOUTUBE VIDEOS TO SUPPORT CPD

PART 7: UTILISING TWITTER FOR CPD

LINKS TO SHARE? PLEASE SEND TO JFRANCIS@UNITYSP.CO.UK