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**Herts
for Learning December 2016**

THE EXCHANGE

FREE Issue 22
Hertsforlearning.co.uk

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SHARING EDUCATION NEWS AND BEST PRACTICE FROM HERTFORDSHIRE SCHOOLS

Resources and products now available on new HfL online shop

Recently launched online shop features existing and new materials



by Ryan Fisher, Journalist

Herts for Learning has launched a new online shop, through which a huge range of curriculum materials and resources are available to purchase.

The shop, which is now live, can be accessed at shop.hertsforlearning.co.uk, and contains a plethora of materials written by Herts for Learning's expert advisers, some of which have never previously been available. Many of the materials are instantly downloadable, available 24/7 and can be purchased via PayPal or credit or debit cards, allowing simple, easy payment.

Materials available in the online shop support

staff working in education settings and teaching across all phases, from Early Years through to Post-16, covering all core subjects.

"We are delighted to be launching our online shop. It will provide educational settings with an easy way to view our materials, understand what they are and purchase them. The shop is just one of many new online services that Herts for Learning provides and we are confident that it will become an invaluable resource for many of you," explained Carole Bennett, Business Development Director at Herts for Learning.

"With many services and products being purchased by schools and academies beyond Hertfordshire, the shop will provide an excellent way of selling our services and increasing aware-

ness of HfL on a national scale."

In addition to existing HfL materials, the following resources are new and are available now to purchase from the online shop.

**Phase: Early Years
Places to play Every Day publications**

New book and/or audit are now available to help review and organise setting's indoor and outdoor environments. These are invaluable resources that will help practitioners to effectively organise their Early Years environment so that it invites learning across a range of contexts, indoors and...

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SEASON'S GREETINGS FROM ALL AT HfL



As we quickly approach the end of term and prepare for Christmas, it is important that we reflect on 2016, which has been a memorable year both nationally and internationally on the education front.

In 2016, we have had two education secretaries, three shadow education secretaries, grammar schools, and papers about plans for academisation. It can be hard to keep up at times.

However, despite all of this change, Hertfordshire schools continue to get on with what we all know is important and do a great job in the classroom. The number of pupils now in schools or academies rated good or outstanding is constantly increasing, and that is a great testament to the hard work and dedication of everyone that works within Hertfordshire schools.

It has also been a very successful year for Herts for Learning, with the company receiving numerous awards, nominations and national recognition. You can read about our most recent award nomination on page nine.

The company continues to grow and change, depending on the requirements of its shareholders. We have introduced new programmes, resources, people and new courses introduced to ensure we provide the best solutions and services to schools and academies. Our new blog has been highly praised and gained a lot of attention from education specialists. We look forward to seeing this develop over the next year.

Have an enjoyable and relaxing Christmas break, and we look forward to seeing what 2017 has in store for us all!

Best Wishes,

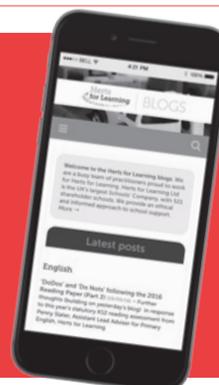
Jan

Jan Paine
Managing Director, Herts for Learning Ltd

Our company blog continues to grow nationally and now features posts from a range of expert advisers in five subject areas:

ENGLISH | MATHS | LANGUAGES | ASSESSMENT | COMPUTING

blogs.hertsforlearning.co.uk



Study finds that grammar schools will not improve social mobility

by Jasleen Dhillon, Executive Assistant – Education Policy and Practice

The Education Policy Institute recently published a comprehensive study on selective schools, contributing to the debate on the government's decision to reintroduce grammar schools. The study found that grammar schools do not improve educational standards or increase social mobility, and instead increase the gap between disadvantaged pupils and their peers.

Analysis of England's 164 grammar schools found that they have no overall impact on attainment – either positive or negative – to pupils of high- and low-income backgrounds. The report suggests

that the higher attainment of pupils in grammar schools (96.7% of pupils in grammar schools achieve five A*-C GCSEs, compared with 57% of state school pupils) should be attributed to the very high prior attainment and demographics of their pupils.

Pupils that are eligible for free school meals (FSMs) are significantly under-represented in selective schools, with only 2.5% of pupils in grammar schools being eligible for FSMs, compared with 13.2% in state schools. The study notes that this under-representation is unsurprising, given that FSM pupils are far less likely to pass the 11-plus

entrance test, with research indicating that 60% of the attainment gap (the equivalent of ten months of learning loss) between disadvantaged pupils and their peers is already apparent at the age of 11.

Furthermore, the attainment gap between all FSM and non-FSM pupils is wider in "selective areas" than "non-selective areas" (34.1%, compared with 27.8%). This is because grammar schools attract a disproportionality larger number of high-attaining, non-FSM pupils from other areas, with pupils travelling on average twice as far to attend a selective school, often crossing local authority boundaries.

The impact of selective schools was further refuted when comparing high-attaining pupils in high-quality non-selective schools with high-attaining pupils at grammar schools, who perform just as well as each other as indicated by their best eight GCSE grades. Overall, this report clearly indicates that there is "no evidence" that an expansion of grammar schools will raise standards.

The full report, *Grammar Schools and Social Mobility*, can be found here:
<http://bit.ly/TE-GrammarSocialMobility>

Launch of new cyberbullying guidance and resources for schools

As part of the UK Safer Internet Centre, leading online safety charity Childnet, has launched a new cyberbullying guidance, along with a practical toolkit for teachers, to help schools develop effective strategies to understand, prevent and respond to cyberbullying.

Childnet seeks to equip schools with best practice on dealing with cyberbullying in their school communities, with up-to-date guidance to schools on preventing and responding to cyberbullying, as well as a practical online safety toolkit for teachers to use within PSHCE lessons.

The toolkit will help teachers cover areas such as cyberbullying, sexting and peer pressure, as well as providing advice to teachers if they are being cyberbullied themselves.

Childnet's CEO, Will Gardner, says: "In the wake of recent figures of an 88% increase in calls to Childline about cyberbullying in the last five years, it is crucial that school

leaders understand the positives and negatives of internet culture within their communities and have the management strategies required.

"We know that cyberbullying is the key online safety issue that schools face; and we know the serious long-lasting impact it can have on children. In the development of our guidance and teaching resources we have been consulting with young people, teachers and experts to collect practical strategies for effectively preventing and responding to cyberbullying."

The two resources, the guidance and toolkit, were launched to support Anti-Bullying Week, organised by Anti-Bullying Alliance in November.

Further information can be found here:
<http://bit.ly/TE-ToolkitCyberbullying>

Study finds implicit bias against black students can start in pre-school

by Jasleen Dhillon, Executive Assistant – Education Policy and Practice

A new American study, published by the Yale Study Center, suggests that teachers can show signs of implicit bias in disciplining black pupils, from as early as pre-school. This bias takes the form of automatic and unconscious stereotyping, which results in lower expectations and harsher discipline for black pupils.

As part of this research project, 153 teachers were shown videos of pupils in a classroom setting, which included a black boy, a black girl, a white boy and a white girl engaging in various classroom activities. The teachers were instructed to "detect the challenging behaviours" in the classroom and press the "enter" key when they identified behaviour that was or could become problematic. In actual fact, none of the videos contained any challenging behaviour, but 42% of teachers identified the black male pupil as requiring the most attention. During the test, sophisticated eye-tracking technology showed that teachers were closely observing the black pupils, especially the boys. Researchers believe that the results could explain why (based on previous US research) black pupils tend to be suspended at a higher rate than their white peers.

Results showed that white teachers consistently held black students to a lower standard, rating their behaviour as less severe than the same behaviour of white students. In contrast, black teachers rated black students as having better work habits than white teachers, but they also rated black students as being more disruptive than white teachers. The research concluded that black teachers may have held black students to a much higher standard of conduct, which resulted in more negative evaluations of their behaviour.

When teachers were given further information about a disruptive child's home life and family problems, they reacted with more empathy only if the teacher and pupil were of the same race. Otherwise, teachers rated the children even more severely. The study suggested that teachers need more support in understanding family struggles that contribute to disruptive behaviour, especially when the teacher and pupils are of different races.

The report *Implicit Bias in Preschool: A Research Study Brief* can be found here:
<http://bit.ly/TE-BiasInPreschool>

PA Plus

PA Plus new resources

MAKING THE MOST OF YOUR
PA PLUS SUBSCRIPTION

Released this term:

English

- Subject Leader Toolkit

Mathematics

- Take One Calculation: Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2

Science

- Working scientifically tracking sheets and assessment guidance – updated

Early Years

- Leadership/self-evaluation: EYPP/PPG suite of documents + EYPP tracker
- Transition materials

REMINDER: COOKIES MUST BE ENABLED ON ALL MACHINES ATTEMPTING TO ACCESS THE PA PLUS RESOURCES

All new materials are included within your current PA Plus subscription. To access these resources, log in to your account via:
www.hertsforlearning.co.uk

Forgotten your login details?
Email resources@hertsforlearning.co.uk

Using the mastery approach to mathematics

by Jasleen Dhillon, Executive Assistant – Education Policy and Practice

Since 2014, the National Curriculum for mathematics has been redesigned to raise standards in mathematics, inspired by methods currently used in South East Asian countries such as Singapore, Japan and China. The 'mastery in mathematics' approach is characterised by the principles that all pupils are capable of excelling in mathematics and that pupils progress through the curriculum at the same pace, but differentiation is achieved by emphasising deep knowledge through individual support. This page includes two case studies from Hertfordshire schools that have noticed a difference in how maths has been taught in schools and how this has had a positive impact on their pupils.

Brookland Infant and Nursey School

Teaching for mastery in mathematics at Brookland Infant and Nursery School, Broxbourne, gives access to the curriculum to all pupils and allows them to explore and reason with maths. In May 2015, the school took part in the Herts for Learning (HfL) Fluency Project, which inspired a few teachers at the school to pioneer the mastery approach to maths in their classrooms from September 2015. Ros Daniels, Year 2 teacher, was one of these teachers and was also inspired to use the approach after taking part in the project. Since then the school has designed new teaching sequences for learning, instead of lesson plans, in both Year 1 and Year 2.

TEACHING FOR MASTERY IN MATHEMATICS

Differentiation

One of the key principles behind mastery is that all pupils can achieve high standards in maths and should move through the curriculum at the same pace. As a result, one of the first steps taken by Brookland Infant and Nursery School was to stop grouping pupils by ability, thereby removing fixed expectations of performance. Differentiation is now achieved through the wide range of work available. In lessons, pupils have the chance to either consolidate and deepen their learning through more complex questions, or have extra teacher input and intervention if they are struggling.

Purposeful planning

The shift to the mastery curriculum requires new approaches to lesson design, as pupils no longer have to move through the curriculum at a predetermined pace. Teachers no longer plan lessons in rigid blocks and determine the next lesson based on the outcome of the last; instead they introduce new content only when all pupils achieve breadth and depth of previous content. To support teachers to plan sequences, the school arranged a whole-staff inset day, and a consultation day led by a Herts for Learning Primary Teaching and Learning Adviser.

Embedding CPA approach

Previously, several pupils at Brookland Infant School were still using traditional "counting" methods to solve problems. To overcome this, the school introduced the concrete-pictorial-abstract (CPA) approach – one of the key principles from the mastery approach. This approach suggests that there are three representations necessary for pupils to understand a concept: concrete, pictorial and abstract. With the concrete resource, a pupil is first introduced to an idea or a skill by acting it out with real objects, for example solving problems using counting blocks and the part-whole model. Pupils pictorially represent those experiences in diagrams and pictures of the problem through drawing. This could be, for example, circling objects for division into groups in their exercise books.

IMPACT

Ros Daniels feels positive about the impact of teaching for mastery in the school. Pupils enjoy maths a lot more than before and

this is reflected in the improved classroom ethos. Pupils are also much more confident with exploring and writing down their learning journey, and are no longer worried when they do things in a different way from someone else. Removing ability groups has been beneficial for lower-attaining pupils, who are demonstrating strengths in certain topics, which they would previously not have explored in a lower-ability group.

Using concrete and pictorial methods has resulted in pupils making better progress, delving deeper into the topic understood and grasping new concepts faster than before. Pupils previously thought of as high-attaining pupils are now able to explore their mathematics in more depth, and are now better able to communicate their thinking and have a greater range of strategies to call on.

To read the full case study please visit:
<http://bit.ly/EE-Brookland>

St Paul's Catholic Primary School

At St Paul's Catholic Primary School, Cheshunt, teaching for mastery in mathematics is about deepening and securing pupils' understanding of mathematics over the long term. The school was not satisfied with pupils "getting" an approach once and then later forgetting it, and wanted them to be able to talk about their maths and reason their answers based on previous knowledge – not just complete pages of calculations without a context.

TEACHING FOR MASTERY IN MATHEMATICS

Differentiation

Differentiation is now achieved through setting a "red-hot learning challenge" (set at age-related expectations) at the beginning of every lesson, which all pupils work towards achieving. The questioning and scaffolding individual pupils receive in class as they work through the problem differs, with higher attainers being challenged through more complex problems that deepen their knowledge of the same content. When planning and teaching maths lessons, teachers are aware of where each pupil is, and plan questions, tasks and challenges to meet the needs of all of the pupils. Although the challenge is higher to start with, the earlier objectives are the planned steps in getting the pupils to age-related expectations. Pupils' difficulties are identified in regular pupil-progress meetings and addressed with intervention, which allows the school to work towards closing the gap, especially at KS2.

Purposeful planning for mastery

To allow for cross-domain teaching, the school moved away from using the domain of medium-term planning, and started to use immersion planning. This involves teachers planning one lesson at a time, using HfL Assessment for Learning to plan the next lesson. The next topic is introduced after all pupils achieve a prespecified level of mastery of the "red-hot learning challenge", whether that is after one lesson, two lessons or a week of lessons. Short-term planning focuses on scaffolding, to meet the needs of all pupils and ensure that gaps are filled, and that understanding is secure and deep. Teachers also plan more cross-domain, so that pupils can start making connections and see the relationships between different topics, ideas and numbers, which supports them in their "talk for learning".

Embedding CPA approach

Initially, most mathematics teaching at the school was centred upon textbooks and worksheets.

To overcome this, the school invested in new resources to support the teaching and learning of the CPA approach – one of the key principles from the mastery approach. This approach suggests that there are three representations necessary for pupils to understand a concept: concrete, pictorial and abstract. With the concrete resource, a pupil is introduced to an idea or a skill by acting it out with real objects, for example solving problems using counting blocks.

IMPACT

Purposeful planning for mastery

Planning one lesson at a time is expected to have a crucial impact, as it involves teachers identifying gaps more closely. Lesson planning is now directed by pupils progression, with the next maths lesson being dependent on their progress in the last. The change in medium-term to short-term planning has resulted in pupils seeing the relationship between domains in maths and making connections when talking about their understanding.

Embedding CPA approach

Although still in the early stages, the use of the CPA approach has made pupils more aware of the relationship between different domains

and has increased their confidence in maths. In particular, the concrete and pictorial approaches have supported girls and lower-attaining pupils in excelling in maths. Initially, some higher learners and boys, in particular, were resistant to using the concrete and pictorial approaches and didn't see why they had to explain their learning journey when they "just knew the answer". The school sought to overcome this by maintaining a good balance between concrete, pictorial and abstract, and persevering against the resistance of some. It has seen a gradual increase in the amount of boys and pupils requiring further challenge now engaging with the approach.

Differentiation

Since removing ability grouping, some pupils, who had previously been labelled as lower attaining, are now working at age-related expectations. Attainment was also increasing, including the percentage of higher-attaining pupils who are now much more able to represent and communicate their thinking and translate meaning to new contexts.

To read the full case study please visit:
<http://bit.ly/EE-StPauls>

Stevenage school unveils Mondrian-inspired wall to celebrate anniversary

Last term saw the unveiling of the Mondrian-inspired façade on the new extension at Woolenwick Infant and Nursery School, Stevenage. The design is the culmination of a year-long project on the artist Piet Mondrian.

The project began with the children being inspired by the Mondrian-style architecture in the town centre of Stevenage, for example the fountain and the clock tower.

With Stevenage New Town's 70th birthday celebrated in November, staff at Woolenwick School thought it would be perfect to take inspiration from the town in which the children live, to create something unique in the school's 40th birthday year.

The children campaigned to the market stall-holders and Stevenage Borough councillors to have some of the original Mondrian-style signs at the market

Headteacher Usha Dhorajiwala commented: "As an 'ArtsMark Gold' school we are passionate about the Arts and believe our children are all artists in their own right. The children have had a lot of fun exploring their own creativity whilst learning about Mondrian.

"They have created their own masterpieces, designing and producing a variety of artwork using different media. We were delighted with their creativity and subsequently held a Mondrian exhibition showcasing their learning for parents and the wider community."

The walls of the two-and-a-half-storey new extension were a plain palette, and the children knew that they wanted to create something special on them. Inspired by the children, the school decided to use their ideas to create a colourful, tiled wall to capture people's imaginations and become a unique landmark in the local community.

The unveiling was a very exciting moment for the children. In attendance were the Mayor Councillor John Lloyd, school governors, children, parents and staff, as well as a number of sponsors, including councillors Laurie Chester and Michael Downing, and operations director of local company Omega Commercial Solutions, David Sampson.

All tile sponsors will be recognised on plaques in the foyer. The colourful façade will be a lasting legacy of the school's 40th birthday.



Left to Right: Michael Simpson, Mitre Cladding; David Sampson, Omega Commercial Solutions; Dan Warren, Mitre Cladding; school governor Catherine Lane; school governor Anne Price; councillor Michael Downing; councillor Laurie Chester; the Mayor, councillor John Lloyd; and some of the children involved in the project

New hydrotherapy pool and café complex to open

Pool will provide more experiences and opportunities to students

A special school in Hemel Hempstead is to open a new hydrotherapy pool and café, to help students develop key life skills and opportunities.

Woodfield School caters for pupils aged 3–19 who have severe learning difficulties and complex needs.

The school's previous hydrotherapy pool lasted 38 years but had to close over a year ago, which has had a big impact on the wellbeing of pupils.

A major refurbishment has since been undertaken, and the school has been fundraising for some time in order to raise the £400,000 required for a new building over the pool. The Local Authority also contributed some money to the project (in addition to the fundraising money), in order to finally install a new plant room to make the running of the pool more efficient.

Deputy Head Beverley Hamilton said: "We are getting rather excited at the prospect of the new pool building, which is now nearing completion. It is so important to the physical develop-

ment and education of our pupils, and the new pool and cafe will increase the opportunities for work-related learning.

"We are only a small school, so we are really proud to have been able to reach our final target and are grateful to many local individuals and community groups, particularly Wooden Spoon, who have made this happen.

"The pupils benefit greatly from sessions in the hydro pool, which helps to relax muscles and enables some children to have more freedom

than they experience all week. Physiotherapy and water confidence/learning to swim all take place in the new modern pool environment."

The new plans also include a café, which will offer work experience for students and will eventually be open to the public.

The new hydrotherapy pool and the Wooden Spoon café are due to open later this term. Initially, the pupils will become familiar with the new environment; then, hopefully in the new year, the café will open for public use.

If you have any news that you want to share, contact:

theexchange@hertsforlearning.co.uk



More Hertfordshire schools recognised by languages mark

by Ryan Fisher, Journalist

Herts for Learning's Primary Language Quality Mark (PLQM) is going from strength to strength, with more schools being recognised for their achievement in languages.

This term a further six schools were awarded bronze or silver accreditation. The following schools were presented with a bronze award:

- Hartsfield JMI Baldock
- Little Reddings Primary Bushey
- Round Diamond Primary Stevenage
- Cherry Tree Primary Watford
- St Meryl Primary Watford

Also special congratulations to **Bromet Primary, Watford**, who gained a silver award.

"We are delighted that so many schools are applying for the national Primary Languages

Quality Mark this academic year. This award is highly prized as a rigorous and all-encompassing mark reflecting primary languages provision," explained Jackie Rayment, Modern Foreign Languages Adviser at Herts for Learning.

"It guides schools towards best practice and to meet the national requirements, as set out in the Key Stage 2 Programme of Study for the teaching and learning of languages, and we have now appointed four assessors to help in the assessment as so many schools nationwide are applying."

The PLQM is designed to help primary schools audit, embed and evaluate their foreign language provision, through a series of incremental stages, which have been developed with the curriculum for primary languages in mind. The current Ofsted Subject-Specific Criteria for Languages

have also been taken into account in the level descriptors for the quality mark.

For further information or how to participate, please contact Jackie Rayment at: jackie.rayment@hertsforlearning.co.uk

Follow us on Twitter 
@HertsPLQM @herts_languages



Singing star brings uplifting message to school pupils

An inspirational singer visited Grange Junior School in Letchworth in October, to speak about overcoming challenges and adversity in everyday life.

Challan Carmichael performed for the whole school in a high-impact, energised performance, singing his debut single "Step by Step" and a selection of other tracks from his new album.

School Business Manager Melissa Andrews commented: "Mr Carmichael is the ultimate role model in delivering the message of hope and positivity to students in a unique, musical way. He is treading the path for a new wave of inspirational singers to empower and energise the next generation.

"With lyrics as poignant as 'Every accomplishment starts with the decision to try', our Head-

teacher, Miss Mathie, felt he would provide the students with an unprecedented insight into the trials and tribulations faced on the journey to reaching life's goals."

Mr Carmichael took the time to pose for photographs and sign autographs for the students as he brought his national Step by Step Schools Tour to the area.

During his visit, the South London-born singer also spoke to the students about developing their talents, having a vision in life and achieving goals.

Along with the performance, there was also time for a question-and-answer session for the students to be involved in. Grange Junior School students were inspired, and took the opportunity to ask Mr Carmichael about the route he took

into the music industry and what challenges he faced along the way. Challan spoke about the problems and negativity he has faced throughout the path of life and highlighted the importance of making a stand against negativity, in accordance with National Hate Crime Awareness week.

"The underlying message Mr Carmichael brought to our students was not to worry about failures, but to worry about the chances that are missed when you don't try. His positive message radiated amongst the students, who have come away from the experience motivated and excited for the academic year ahead," added Grange Headteacher, Miss Zoe Mathie.



For more information, visit: www.challancarmichael.co.uk

School awarded with national Science Mark

by Ryan Fisher, Journalist

St Clement Danes becomes one of just two schools to achieve highest possible accolade

Last term St Clement Danes School, in Chorleywood, was awarded with the highest possible Science Mark, for its work in the subject.

The secondary school had a visit from the University of York to verify its application, before being awarded the Platinum Science Mark Award, becoming one of just two schools in the country to have achieved this award.

The Science Mark is a new quality standard, designed to recognise and celebrate good, excellent and outstanding practice in secondary science departments across the UK.

This prestigious award follows examination of the school's provision in science in the following areas:

- Big ideas in science
- Personalisation of science to meet students' needs
- Science enrichment activities
- The school's vision for science education
- Curriculum, student progress and the school's intervention programmes

The assessor was really impressed with the school, writing: "The visit to the school only strengthened this application

and I have to say, on a personal level, how impressed I was with the students. They were very honest and gave high praise of their school. Well done for being one of the first schools in the country to gain this award."

Headteacher Dr Josephine Valentine said: "My sincere thanks and congratulations to the Science Faculty and especially to Mrs Quinton, who submitted the application and has worked tirelessly to ensure the science experience of St Clement Danes' students is second to none."

For more information about the science award, please visit: www.stem.org.uk/science-mark

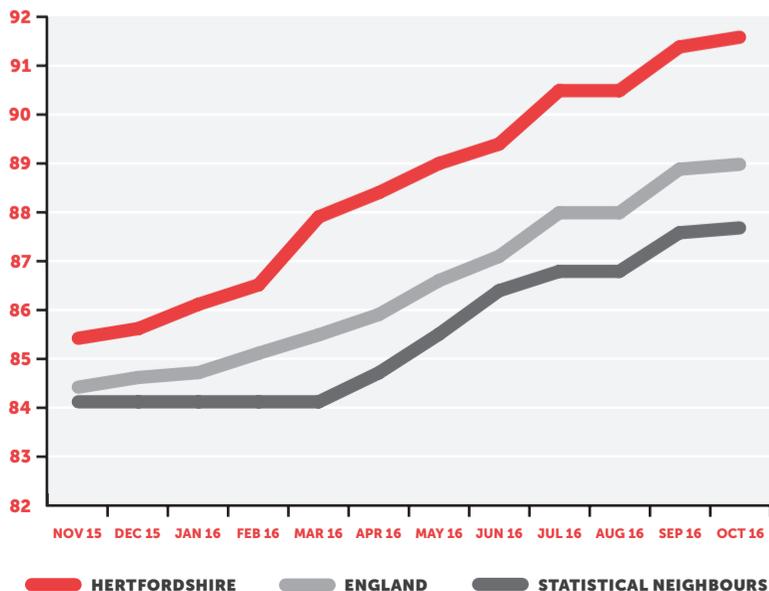


There is also an award scheme for primary schools to strengthen and celebrate their science provision which currently over 60 schools across Hertfordshire hold. More information can be found at: www.psqm.org.uk

Ofsted data – November 2016

Hertfordshire settings

% OF ALL SCHOOLS GOOD AND OUTSTANDING



Since September 2013, an additional 31,500 pupils in Hertfordshire are in a setting rated good or outstanding.

The total number of pupils in good and outstanding settings is currently 171,000.

#ICYMI IN CASE YOU MISSED IT

— our Twitter highlights

We are constantly sharing news from schools across the county on HfL's Twitter account. Here are some headlines that caught our eye:

School welcomes grandson of former Prime Minister for special event
<http://bit.ly/TE-PMGrandson>

Pupils quiz Watford MP on school trip to Parliament
<http://bit.ly/TE-Parliament>

Eight-year-old Leukaemia sufferer raises over £6,000 with charity fun run
<http://bit.ly/TE-BraveBoy>

Olympic medallist leads hockey session at Potters Bar school
<http://bit.ly/TE-OlympicMedallist>

Sandringham School wins STEM award at national teaching awards
<http://bit.ly/TE-PearsonAwards>

Arsenal player visits Rickmansworth School to support football competition
<http://bit.ly/TE-Arsenal>

 @HertsLearning

To book a place or to see the full range of training courses, visit: www.hertsforlearning.co.uk/booking

English**Securing age-related expectations in English – Year 2**

10/01/2017 – 16ENG/073P

Aimed at teachers working with Year 2 pupils, this course will support practitioners with strategies, practical ideas and resources that can be used to enable pupils to secure age-related learning by the end of Key Stage 1. It will support teachers to help their pupils achieve the national standard and modify teaching to accelerate learning so that pupils achieve their potential. Delegates will secure an understanding of the key areas of focus needed to ensure the maximum number of pupils secure at least age-related expectations.

The aim of the course is to:

- secure an understanding of the key areas of focus needed to ensure maximum number of pupils secure at least age-related expectations
- identify key learning in KS1 and consider strategies to meet end-of-year statements
- explore barriers that might prevent pupils from achieving national expectations
- develop new strategies to support pupils in applying their learning

Business Management**School business manager professional development programme****Module two: influencing skills**

19/01/2017 – 16SBM/032A

This is a programme of four modules, which will provide an opportunity for delegates to build upon the professional skills required in order to be effective in their role and to network with colleagues in similar roles. If delegates are unable to attend the full programme, they may select individual modules to join. These modules are complementary when attended together, but delegates can book onto individual modules.

This module will provide an opportunity for delegates to consider the ways that they can influence those they work with but over whom they may have no authority.

By attending the course participants will:

- explore their own personal style of influencing
- examine the ways in which others prefer to be influenced
- understand how to flex their style to reflect other people's needs and the method of communication

English**Securing age-related expectations in English – Year 6**

17/01/2017 – 16ENG/076P

As we continue to grapple with the aims and content within the upper Key Stage 2 curriculum, it is increasingly important to understand what age-related expectations should look like. Aimed at teachers working with Year 6 pupils, this course will support practitioners with strategies, practical ideas and resources that can be used to enable children to secure age-related learning by the end of Key Stage 2.

This course will support teachers to help their pupils achieve the national standard and modify teaching to accelerate learning, so that pupils achieve their potential. Delegates will secure an understanding of the key areas of focus needed to ensure the maximum number of pupils secure at least age-related expectations by the end of the year.

The aim of the course is to:

- identify key learning in upper Key Stage 2 and consider strategies to meet end-of-year statements
- explore barriers that might prevent pupils from achieving national expectations
- develop new strategies to support pupils in applying their learning

ICT Services**SIMS for new users**

24/01/2017 – 16SIT/087A

This course is designed for staff new to the post of administrator, or staff who have received handover training from a colleague but have received no formal training in SIMS. Learn how to use SIMS pupil data effectively and efficiently by entering and editing pupil records and contact information. Manage the transfer of pupils into and out of your school, and learn how to access information speedily by running reports held in SIMS.

By attending the course participants will:

- add and edit pupil details and their contacts, manage sibling pupils and add basic staff details
- be aware of the school diary, add medical needs and dietary requirements and access links in pupil details to get information quickly
- be confident in the use of 'Common Transfer File' (CTF) and how to import and export pupil data and be aware of SEN, most able and adding exclusions
- be able to run simple reports based on pupil data, and manage and maintain lookup tables
- learn how to use the housekeeping routines, access links and obtain information from the Hertfordshire Grid for Learning

Assessment**New to Year 2**

17/01/2017 – 16ASS/073P

If you are new or returning to teaching in Year 2, this course is for you.

We will explore the statutory requirements for assessing pupils' attainment in the core subjects at Key Stage 1 this year, and consider strategies for supporting pupils in their learning journey towards achieving the expected standards.

We will also consider how the Herts for Learning assessment resources can help delegates to track pupils' progress and support their planning and teaching throughout the year.

By attending the course participants will:

- gain a good understanding of the statutory requirements for assessment at the end of Key Stage 1
- gain strategies to support pupils in their progress towards expected standards

Assessment**New to Year 6**

24/01/2017 – 16ASS/072P

If you are new or returning to teaching in Year 6, this course is for you.

We will explore the statutory requirements for assessing pupils' attainment in the core subjects at Key Stage 2 this year and consider strategies for supporting pupils in their learning journey towards achieving the expected standards.

We will also consider how the Herts for Learning assessment resources can help delegates to track pupils' progress and support their planning and teaching throughout the year.

By attending the course participants will:

- gain a good understanding of the statutory requirements for assessment at the end of Key Stage 2
- gain strategies to support pupils in their progress towards expected standards

HR Services**Free HR breakfast briefing for schools**

24/01/2017 – 16SHR/010A

Top issues facing schools will be addressed, with tips for handling. A legal update and a HR/MAT update on what is happening through the county.

By attending the sessions participants will:

- understand topical issues facing schools
- gain tips for handling these issues
- be updated with current legal/HR news

Coaching**Becoming a coach – ILM level 3**

17/01/2017 – 16COA/003A

Many schools have expressed a desire to develop coaching skills for themselves and/or members of their team, in order to develop a coaching culture that is cost-effective and sustainable across their organisation. In response to this, Herts for Learning has developed a unique programme in partnership with Jeff Matthews of The Madison Group to train individuals to develop coaching skills to ILM level 3.

The four-day practical programme runs over three terms, beginning with a two-day introductory skills module, followed by two one-day modules to support progress and add further advanced coaching skills.

By attending the course participants will:

- gain the skills and knowledge to become an ILM level 3 coach
- understand how to develop a coaching culture across an organisation
- enhance their own personal and professional development

Conference

Hertfordshire's Primary Schools' Sport and PE Conference

Developing the Whole Child for "Healthy, Happy, Active Children"

24/01/2017 – 16PED/015P

Herts for Learning are delighted to support and work in partnership with Herts Sports and Physical Activity Partnership, Youth Sport Trust and Sport England to deliver their fourth Primary PE Conference. The focus for this year's conference is the launch of the Herts PE and School Sport Strategy, which includes Health and Wellbeing.

The full day will comprise of a mixture of key note addresses, interactive workshops looking at areas such as 'The proposed increase in the PE and School Sport Premium', 'Daily mile', 'Mental wellbeing', 'Inclusion', 'Swimming review' and a Question and Answer session with the Keynote presenters.

By attending the conference delegates will:

- be more informed of the Herts PE and School Sport Strategy
- develop ideas for promoting health and wellbeing, including mental health in their school
- gain tools to support ways to demonstrate their school's use of the PE and School Sport Premium
- hear key messages and updates

For further information about HfL's training programme, please contact us on: 01438 844788 or info@hertsforlearning.co.uk

All courses to be held at Hertfordshire Development Centre, Stevenage, unless otherwise stated.

Early Years

The practitioner's role in the EYFS classroom

16EAY/046P **Session one**
17/01/2017

Session two
02/02/2017

This two-part course will ensure practitioners have a clear understanding of their role in the EYFS. They will have the opportunity to identify what makes a good observation and how to use observational assessment to feed into planning. Practical tasks will ensure that the sessions are lively and active, and there will be opportunities to share good practice with colleagues from other settings.

By attending the course participants will:

- build knowledge around the adult's role in child-initiated and adult-led learning
- explore the role of questioning in consolidating and extending learning
- improve understanding of how high-quality observational assessment feeds into provision
- understand how to use 'what nexts' to enhance learning and development

Mathematics

Stretch and challenge in mathematics

Key Stage 1

01/02/2017 – 16MAT/077P

Lower Key Stage 2

02/02/2017 – 16MAT/078P

Upper Key Stage 2

06/02/2017 – 16MAT/079P

How can I increase the level of challenge within my maths classroom? What strategies are effective in ensuring stretch for the 'rapid graspers'?

This course will explore how to move pupils through the programme of study 'at broadly the same pace', whilst providing opportunities to challenge all pupils. We will be considering how effective use of strategies such as reasoning, range of representations and development of pupil independence can transform learning in your classroom and deepen the thinking of your rapid graspers.

By attending the course participants will:

- know what is meant by challenge in maths within the National Curriculum
- explore a range of strategies which enable all pupils to be challenged appropriately
- gain ideas for rich-learning experiences, which will stretch the high-attaining pupils and challenge all learners

Business Management

School business management briefing

17/01/2017 – 16SBM/014A

Delivered by the head of business management services, key leaders within Herts for Learning and other external agencies, this session will provide updates on school business management-related topics.

The format of the session will be a short presentation on current issues relating to the business aspects of running a school, followed by an in-depth presentation and group discussion on a specific topic.

The session is for colleagues working in areas such as finance, HR, computing, premises and administration. Welcome beverages are available from 9.00am; please come along and use this time to network before the briefing starts at 9.30am.

By attending the course participants will:

- receive updates on current and future national initiatives
- network with colleagues and share best practice
- understand the services HfL has to offer their school

Venue: Fielder Centre, Hatfield

Leadership & Management

Deputy and assistant headteacher induction: session three – school finance

02/02/2017 – 16MAN/087P

This session will help delegates to gain an increased understanding of the financial planning and management issues relevant to primary schools.

By attending the course participants will have:

- an increased understanding of the financial planning and financial management issues relevant to primary schools
- an improved understanding of techniques for allocating resources
- a checklist of reporting and financial management tasks

Financial Services

SIMS FMS module 1: an introduction to FMS

17/01/2017 – 16FSS/054A

This course is aimed at new users of SIMS Financial Management System (FMS), the double-entry ledger-based accounting and financial management system suitable for all schools and academies.

This course provides an overview of the functionality of the system, with a particular focus on how the system is set up and can be customised to meet schools' and academy trusts' individual needs.

By attending the course participants will:

- understand the functionality within FMS
- set up the system and the chart of accounts
- input and profile the budget
- create budget reports

PSHCE

Improving staff emotional health and wellbeing

06/02/2017 – 16PSE/066S

07/02/2017 – 16PSE/064P

This course will enable school leaders to critically explore the issues surrounding the emotional health and wellbeing of school staff, the pressures that can lead to staff feeling stressed and how this can, in turn, lead to difficulties within the school community. The benefits of using mindfulness as a whole school approach will be explored as one solution to these issues.

By attending the course participants will:

- have considered the physiology and psychology of stress and how this can lead to anxiety and depression amongst school staff
- have the opportunity to practise and learn about the power of mindfulness for staff (and pupils) in improving emotional health and wellbeing
- look at the pressures of the teaching and support staff role, and think creatively about addressing these issues
- consider whole-school approaches that can ease or increase pressure on staff, and the government attempts to reduce these issues
- be provided with data about teacher workload and the impact it can potentially have on a person's personal and professional life

Business Management

Resilience and wellbeing for headteachers, and deputy and assistant headteachers

Focusing on effective confrontation and managing under pressure – a course influenced by the models of Jean Jones

HEADTEACHERS

16MAN/102A

Session one – 18/01/2017

Session two – 25/01/2017

Session three – 08/02/2017

DEPUTY AND ASSISTANT

16MAN/102A

Session one – 19/01/2017

Session two – 26/01/2017

Session three – 10/02/2017

This three-day course will enable delegates to:

- learn skills and strategies to manage and practise effective confrontation to improve and maintain good relationships and prevent difficulties escalating
- identify the symptoms and causes of stress in school and home life, and learn skills and strategies to manage under pressure

Prior to the course, delegates need to identify a significant work-based issue they wish to effectively confront and are prepared to share with the group.

By attending this course delegates will gain:

- increased confidence and access to a range of tools to manage more challenging relationships and improve outcomes with and between others
- reduction in stress resulting from learned skills
- strategies for effectively managing in a pressurised environment
- a personal action plan for addressing one's own sources of conflict, pressure and stress

Places to Play Every Day: how to make the most of indoor and outdoor areas in Early Years by Ryan Fisher, Journalist

The Early Years team at Herts for Learning are excited to have published two books to help practitioners effectively organise their environment.

Places to Play Every Day is a set of two publications to support practitioners with a range of indoor and outdoor activities, aimed at children between the ages of three and five.

The two publications include the *Places to Play Every Day* book, which showcases learning spaces to inspire, challenge and motivate children in Early Years; and the *Places to Play Every Day* audit, which secures high-quality provision for learning.

"We have listened to feedback from a lot of EYFS leaders, practitioners and headteachers, and believe that this is crucial for any Early Years environment, whatever size the setting or class may be," said Lucky Khera, Early Years adviser.

"A lot of teachers in Hertfordshire have the inspiration and eagerness to teach but sometimes lack the resources required. This is why the book has been produced, as a way of giving practitioners the ideas to be creative."

The books are available via the new Herts for Learning online shop which can be accessed at <http://shop.hertsforlearning.co.uk/>

"These resources have really helped to

evaluate our current provision. The audits have been brilliant in helping us to identify gaps within the different areas and make changes, as well as look deeply into how the provision supports children's skill development and learning," explained one EYFS Leader.

The publications are priced at £35 for the book, and £15 for the audit. Hertfordshire schools can also benefit from a special bundle offer, which includes both the book and audit for just £45.

For any other information, please contact Lynne McAdam by email at: earlyyearsteam@hertsforlearning.co.uk



Charity of the year announced

Herts for Learning is delighted to announce that our charity of the year is...

Rays of Sunshine
Granting Magical Wishes Everyday

Rays of Sunshine is a UK-registered charity, which grants wishes to children, aged three to 18 years old, living with serious or life-limiting illnesses. They believe that every child deserves to experience happiness and put their illness on hold – even if it is just for one day. Their vision is to make wishes come true and turn them in to happy memories.

Find out more about the charity or how to donate here:
<http://raysofsunshine.org.uk/>

HfL business services rebranded

Rebrand is part of ongoing changes to grow as a business

As HfL continues to grow and adapt their services to cater to an array of settings, including Single Academy Trusts and Multi-Academy Trusts, the company has recently rebranded each of the HfL business services and are now offering them underneath the banner of 'The Business of Education'.

This is the 'umbrella' brand for all other business services and the individual names have changed to:

- Financial Services
- Governance Services
- HR Services
- ICT Services
- Business Management Services
- **NEW** Procurement Services

The reason for this change is to allow HfL to communicate all of the business services available in a clear and consistent way to enable both new and existing customers, across all phases, to be familiar with the increasing expertise across the business.

All emails and contact details will remain the same for now. Any future changes and developments will be communicated to settings.



THE BUSINESS OF EDUCATION

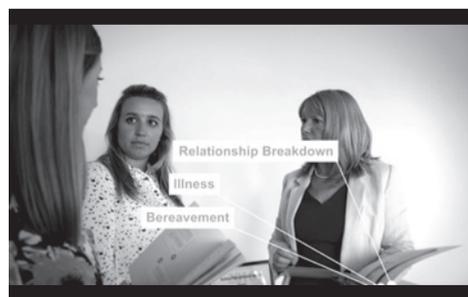


New online video available to help schools deal with tough situations

A new video, providing tips to deal with difficult HR situations, has been filmed by Herts for Learning's HR team and is now available to watch online.

The video provides an overview of the informal and formal capability procedure, with tips for handling tricky situations and a discussion on the circumstances where it may be appropriate to avoid the procedure altogether, through use of Protected Conversations.

"Having been given the opportunity by HfL to make a video, the HR team decided to promote a forthcoming workshop covering the appraisal/capability procedure because they feel that this is an area which schools find difficult/unpalatable in practice," explained Christine Dyson, Service Development Lead for HR Services.



"The appraisal/capability workshop incorporates internally filmed roleplays demonstrating how the capability procedure should work, but sometimes doesn't, to reinforce the teaching session."

The video can be accessed here:
<http://bit.ly/TE-HRVideo1>

Free breakfast briefing

On Tuesday 24th January, Herts for Learning's HR services will be holding a free breakfast briefing for schools at the Hertfordshire Development Centre, Stevenage

The briefing will cover the topical six HR issues currently faced by Hertfordshire schools, with tips on how to tackle them, including:

- recruitment
- variable/zero-hour contracts
- absence levels
- apprenticeship levy
- grievances
- single central record

There will also be an employment-law update, including:

- the Trade Union Act 2016
- changes to the taxation of termination payments
- gender pay-gap reporting
- increasing tribunal claims – a strategic response
- leading case reports from the school sector

An HR clinic, where delegates will have the opportunity to discuss any queries on a confidential basis with the HfL HR team, will also be available in the morning.

To book a place, please visit www.hertsforlearning.co.uk/booking, using the course code: 16SHR/010A, or book via the HR portal. Places are strictly on a first come, first served basis.

"No Outsiders": an exciting calendar of primary pupil workshops for 2017

Each year, the HfL wellbeing advisers are asked by primary schools to deliver workshops to mark the many special events that contribute to schools' SMSC work across the year. In response, new for 2017, the HfL team have developed a pick-and-mix programme of ready-made pupil workshops, which can be delivered in your school across the year. All of these workshops are designed for Years 5 and 6, to raise awareness and explore key messages about equality, diversity and inclusion, and to support British values and the safeguarding curriculum.

Karin Hutchinson, who leads the team, said: "We want these workshops to make a contribution to teaching children to stay safe and emotionally and mentally healthy, as well as supporting them to be happy and excited about living in a community full of difference and diversity. These agendas have never been more important."

The workshops, briefly listed here, cover a range of diversity issues: ethnicity, gender, ability, sexual orientation, gender identity and age. A full programme will be made available on The Grid and a flyer will be distributed to schools shortly.

The spring term will include:

JANUARY	Holocaust Memorial Day How can life go on
FEBRUARY	LGBT history month Free to be yourself
MARCH	Women's Day Women making a difference
APRIL AND MAY	Mental Health Awareness week Managing feelings mindfully
JUNE	GRT history month Coming and going – celebrating Traveller history and cultures
SEPTEMBER	World Alzheimer's Day Treasuring memories and reaching out
OCTOBER	Black history month Dreams and aspirations for all
NOVEMBER	World kindness day / anti-bullying week Kind to myself and others
DECEMBER	Human rights day The right to be myself

New e-bulletin service covering information related to business management

Since September, HfL's Business Management Service has been producing regular e-bulletins, covering all aspects of business management. The e-bulletin provides up-to-date information, and focuses on both local and national issues. It also highlights training and development opportunities to support business management professionals.

To be added to this mailing list, please email: sbmservices@hertsforlearning.co.uk



Business Management Services
THE BUSINESS OF EDUCATION

HfL pleased to be finalists at the 2016 Hertfordshire Business Awards

Herts for Learning just missed out on being named Large Business of the Year at the 2016 Hertfordshire business awards in November.

Having been shortlisted and then judged earlier this term, headteachers and HfL staff attended the award ceremony at Knebworth Barns.

"Despite not winning, we are still extremely proud to have been shortlist-

ed as a finalist and it is a huge achievement for us after only three years.

"Judges were impressed by the work that has gone in to developing our new, innovative Parent2Parent® programme, which has now been rolled out to primary and secondary schools in Hertfordshire," commented Jan Paine, Managing Director.

We will have to wait until 2017!



HfL launches new online shop

(continued from front page)

outdoors. Each section provides an overview of an area of provision and includes the adult's role, resource ideas and skills to be taught. More information can be found on page 8.

Phase: Secondary English materials

New secondary English materials are available in the shop, including a secondary English progression toolkit, plus, for the first time, individual schemes of work from the 2015–16 and 2016–17 Virtual English Office.

Five-year maths progression pathway

The pathway has been produced to help secondary schools plan the progression of their students in maths, from Year 7 through to Year 11. The curriculum is broken down into easy-to-understand descriptors, graded from 1 to 9. Each descriptor links to a more detailed page, in which it is broken down into simpler steps, with exemplar questions/problems of the type students might be expected to solve.

Leadership and HR Recruitment and selection toolkits

For non-teaching roles, HfL recruitment services have developed a new product which will support senior leaders with recruiting and selecting the best available candidate. The "cluster" of materials will include:

- an overview
- advert
- a job evaluated job description
- a person specification
- selection shortlisting grid
- selection of competency based interview questions
- a role appropriate assessment (with accompanying scoring sheet)
- best practice guide

To access the online shop, to find out more about the resources and to purchase the materials, see: <http://shop.hertsforlearning.co.uk>

Conferences coming soon

The future of your school; exploring MATs and the choices available

16SBM/029A

16SBM/042A

Thursday 26th January 2017

Tuesday 28th February 2017

This is a must for school leaders and governors who are looking for support and advice on how to secure the future for their school.

Hertfordshire SRE Summit

16PSE/061A

Friday 10th March 2017

The fully funded SRE Summit for Hertfordshire's primary, secondary and special schools will showcase the national and local context and best practice in Sex and Relationships Education.

Early Years Conference – Move more – Achieve more!

17EAY/010P

Wednesday 19th April 2017

Understanding and using the Movement Environmental Rating Scale (MOVERS) to assess the quality of physical and movement play in the Early Years environment.

Do judge a book by its cover

by Ruth Goodman, English Teaching and Learning Adviser

Some of my earliest memories are of sharing a picture book and poring over the illustrations. I found these books were a feast for my eyes, with exquisite illustrations that were just as important as the text. These two elements in picture books work wonderfully together to tell a story that is a blend of text and art. This means that there is always great excitement within the HfL English team when a new picture book arrives to share with schools.

Picture books are such an important part of every child's reading diet. They support them in understanding that words convey meaning and their pictures bring greater comprehension to what is written. At a simple level, picture books are a great way of introducing new vocabulary and helping very young children to observe and identify colours, animals, people, emotions and familiar objects, etc. They are especially valuable when working with EAL children and as a wonderful source for developing visual literacy. As Lewis Carroll wrote in Alice in Wonderland:

**'And what is the use of a book,'
thought Alice
'without pictures or conversation?'**

As an artist, I am fascinated by the images that surround me, and no more so than when I am looking at great artwork created by accomplished artists. I would classify picture-book illustrators as such artists, with their own distinct styles.

For many children, their first experiences of looking at artwork is through the wonderful array of picture books on the market. But what is it that illustrators do that is so successful in bringing a short story to life? Having studied history of art and how to analyse great masters, I wondered if I could apply similar principles to picture book illustrations, to work out why they are so successful in engaging children.

You often hear people say "Don't judge a book by its cover!". However, children do it all the time. They tend to select new books by their first impression, which is usually formed by the pictures on the front cover, followed by a quick flick through the pages. Illustrators therefore have to draw the young reader in quickly to want to find out more. I realised that, as I unpicked what illustrators do, I began to appreciate how talented they are. There are several guiding forces that illustrators use; some of these stem from the first picture books produced in the 15th century, using woodcut illustrations.

Size of illustration

Illustrators need to vary their use of picture types. Often you will find that they alternate very busy pages with quieter, calmer ones, in order to create contrast that makes the book more interesting. Small spot, boxed or vignettes pictures surrounded by the white of the page help to focus attention in one area or on a certain detail.

Some illustrators will break up actions into a small series of pictures, e.g. baking a cake, while a larger picture may have a lot going on. Illustrators need to also build up tension and excitement, ensuring that the reader will want to keep turning the pages. One way of doing this is by trying to use plenty of movement from left to right across the page or double-page spread. This movement draws the reader's attention across the page and down to the corner ready to turn it over, full of anticipation.

Layers of detail

Sharing picture books can be a very social time between an adult and a child or group of children. They are meant to be shared, read aloud and loved. I have treasured memories of sharing picture books with my son, often repeatedly after chimes of 'Again, again!' Not only did he love the whole experience of sharing the book, but he also loved the added layers of detail, meaning that we spotted new things every time we picked up the book. Often there were also visual gags hidden on the pages, aimed at engaging both adults and children. When an illustrator is given a story, they need to make the characters come alive through actions and emotions. Often a face will only have very small dot eyes and a simple mouth, to enable the children to project their own emotions onto the characters. Adults sharing picture books with children should talk about these emotions in order to help develop empathy.

Colour

Illustrators use colour palettes and graphic codes to allow us to further comprehend events. For example, bright, dramatic colours are used when an event arises and the reader needs to be surprised or excited. Muted colours tend to give a more gentle feeling and flow to the story. Shades play their part too, as light shades represent happiness and calm, while dark shades can create tension and sadness. Our understanding of this code of colour in pictures plays a part in aiding our comprehension. From a young age, children begin to understand how colour can be used to evoke a feeling, e.g. red for danger or anger, blue for sadness, orange for warmth and white for purity. Illustrators use this to very good effect.

Social media

In this age of social media, illustrators can be directly contacted via sites such as Twitter. Recently, I was delighted to come across Nick Sharratt on Twitter and quickly hit 'follow'. You can contact illustrators to answer questions posed by your children, find out more about their influences and what they are currently working on.

**This has been taken from the
English blog which can be accessed via:
<https://blogs.hertsforlearning.co.uk/>**



Follow HfL on
Twitter and Facebook for
all the latest news and
information from HfL and
Hertfordshire schools

 @HertsLearning

 HertsforLearning

Make sure you are
following our subject
specific Twitter accounts,
managed by HfL advisers

@HertsMaths

@hertsassessment

@hertscomputing

@HfLPrimaryEng

@Teachinherts

Now introducing Business
Management Services

@HfL_BMS



Doors opened at Knutsford University for KS2

by Ryan Fisher, Journalist

It's a Friday afternoon and there's a buzz of excitement in Key Stage 2 as Knutsford University opens

For four Fridays a term, all KS2 pupils at Knutsford School, Watford have the chance to select one course from 12, that will equip the pupils with life skills, increase health and fitness, and advance their creativity.

To decide who does which course, Deputy Head-teacher Nicola Beaumont makes a PowerPoint to show everyone what their options are. Each slide has a detailed description telling the children what they will achieve by the last week. They are then given an options sheet with all the course names, so they can make their choices for which they think they will enjoy, numbered one to four. Next, the students are sorted as fairly as possible as there are limited spaces in each course. Everyone is given one of their choices.

The courses change each year but this year's events include:

- baking
- knitting
- hockey
- curling
- board games
- art
- science
- martial arts

When Friday afternoon arrives, the corridors fill with talking and laughter of excited children as

they enthusiastically rush to the various locations where the activities are held.

There are no class boundaries for university afternoons, so Knutsford pupils integrate with members from other classes in a structured environment.

Pupils liked the fact they could interact with other years in the key stage, saying: "Knutsford University is great because you can make friends from Year 3 to Year 6".

Another explained that it's a chance to make friends with older and younger children, and the older children can help the younger children learn.

One child commented that university is extraordinary and she is sure it always will be: "Every single classroom you walk into is full of happy smiling children having fun. There has never been a teacher who has given a negative report either; everyone looks forwards to Fridays!".

Parents also see the benefits from the university, saying: "It is great to see the children doing things at school that I never got to do. They are very lucky!".

The making of friendships with people of all ages, learning from each other and lots of different

courses to choose from are what make Knutsford University so great. As one of the house captains commented: "Knutsford is the perfect place to be on Friday afternoons because everyone is smiling."





ICT Services

THE BUSINESS OF EDUCATION



HfL's ICT Services provides nationally acclaimed guidance and support underpinned by a Service Desk; to give you easy access to personalised support from the Information Services team to network and technical consultants. In addition, the HICS delivers a safe and secure network to provide access to the internet/education services in a supported environment.



MAXIMISING
POTENTIAL



SAVING TIME
AND MONEY



EFFECTIVE
TECHNOLOGY



EXPERT
ADVICE

Save money by improving your timetable

A new service designed to provide in-depth analysis of the current school timetable is now available. It is aimed at governors, headteachers and business managers to provide an overview of the current timetable, including detailed analysis and future recommendations.

Over a period of time, Herts for Learning has worked with more than 20 schools with the 'Improved School Timetable' service and the savings identified to individual schools have ranged from £100,000 to £600,000 per annum.

The service is bespoke for each establishment. Analysis can be tailored to focus on:

- how effectively the timetable supports both teaching and learning across all key stages
- financial efficiency, with respect to staffing, groupings and the quality of the curriculum
- for those schools using SIMS, an analysis of how efficiently the Nova-T6 software is being used to support the construction of the school timetable

For further information, please contact: Jim Borcherds, ICT MIS Adviser, at jim.borcherds@hertsforlearning.co.uk

Technical services available

The Technical Services team provides independent guidance and support to help you on IT procurement, system installations and upgrades, with the additional offer of affordable Apple iOS/OSX and wireless solutions which cater for your specific requirements.



See below for more information on how we can help you.

Free network health checks:

Is the ICT at your school no longer able to support teaching and learning?

Have your staff lost faith in your ICT systems?

Do you want to have confidence that your ICT is fit for purpose now and in the future?

Why not get us to undertake a FREE network health check, which will include a report and a meeting with one of our Account Management team to help you with immediate and future recommendations.

To discuss more about how this can help your school, please contact the ICT Service desk on 01438 844777 quoting NETWORK HEALTH CHECK

Remote Access solutions

Login Anywhere Remote Access (LARA)

Do you want to be able to access SIMS or your files from home? Or do you want to be able to access these on any device (tablet, iPads, Chrome-book, smart phone)?

Using the Login Anywhere Remote Access solution, you will be able to do the above and more.

What can your school expect?

- Secure Remote Desktop Access to the school from any device¹, anywhere in the world
 - staff can use their own PCs/iPads etc. so may not need a dedicated staff laptop
 - Access to school server from iPads/Chromebooks in the classroom
- Access to SIMS, files and folders from home
- Access to school curriculum titles without the need to install these on the end user device²
- Full integration with the school's current curriculum server – maintaining current user security permissions and access rights
- Multiple concurrent users' logins

For a demo, or quote about how this solution works and to review the technical requirements, please contact the ICT Service desk on 01438 844777 or your account manager.

¹ Device must be connected to an internet connection and be compatible with the latest version of the Microsoft Remote Desktop app.

² Some graphics heavy applications may not be compatible, e.g. video streaming & Photoshop.

SIMS courses at a venue near you

The Information Services Team can now provide SIMS training around the county, using a virtual training environment (VTE). This is ideal for delegates to attend a session running in your local area.

HfL has identified some potential venues but do need more. If you can provide a computer suite with at least 10 workstations, adult seating, internet connectivity and local parking, we can do the rest, using our online hosted SIMS training solution. You can choose to charge for the room or opt for a free delegate place at the session.

HfL has developed some lite-bite sessions lasting two hours, which are being launched in December 2016. HfL also hopes to use this method of training to respond to requests for training from groups of schools or even a MAT.

SOME OF THE SIMS COURSES NEXT TERM

**11th January 2017
SIMS CENSUS PREPARATION
USING SCHOOL DATA
16SIT/084A**

**23rd January 2017
SIMS NOVA T6: UNIT 2 –
CURRICULUM MODELLING
16SIT/086S**

**27th January 2017
SIMS DINNER MONEY
FOR NEW USERS
16SIT/088A**

Google for Education

Find out the benefits of using G Suite in the classroom:

<http://bit.ly/HfLGSuite>

For further information about ICT Services and how the team can help, please email:

ictservices@hertsforlearning.co.uk

Top tips for your TiH microsite

Are you getting the most out of your microsite? Check the tips below to ensure you are keeping potential applicants longer on your job-advertisement pages.

Photos

Make sure you have up-to-date photos (at least six to eight) showing your students and school in a variety of settings

Description

Put yourself in the mind of the individuals you are trying to recruit – they have their own personal list of criteria they are looking for. Some of the most important points:

- give a concise job title, the location and salary, to make sure your job is found
- include as much detail as you can about the career opportunities, level of support, mentoring and training you can provide
- talk about the school ethos and the students, and your shared visions and values
- include additional information lower down the page, for example about the buildings, equipment or Ofsted

Ideas

For this section, you could plan to have some open events to attract people to your school and meet them in a more informal setting. Pick times when they are most likely to be able to attend, e.g. first thing in the morning, after school and on Saturdays.

Documents

Back up your words with documents, which can be left

permanently on your site. This could include the prospectus, information pack, visions and values, located on your school information page. On the job pages you can describe the job in more detail and also add guidance to apply for teaching and support posts, and include your child protection policy (latest update September 2016). This means that when you have a job to advertise, it should be only the job description and associated paperwork that need to be added.

Barriers/negatives

Don't put things on this page that seem negative, such as additional questionnaires about safeguarding or pensions. There should be a statement on your page that the school is committed to safeguarding and that enhanced DBS checks will always be completed.

Express an interest

Make it easy for schools to apply for your vacancy by using an "Express an interest" button, with the option to leave a telephone number. Make sure that staff members who manage vacancies are alert to picking up these expressions of interest and getting back to each potential candidate, to make an appointment for a call or visit.

Help us – archive

It would really help us to understand your position if you could archive after each vacancy and let us know if you have recruited.

For any information about your microsite, please contact: teachinherts@hertsforlearning.co.uk or telephone: 01438 845785

Make your job easier to find on search engines

Recent research shows that job seekers start their searches with the job title, followed by the job location. There are some real quick wins that you can make to improve your search engine optimisation (SEO).

Google statistics for secondary subjects show that "English teacher" is searched for 20 times more than "teacher of English". Here are a few other key words to ensure your job gets found on search engines.

English		French	
English teacher	33,100	French teacher	5,400
Teacher of English	1,600	Teach French	390
Teach English	0	Teacher of French	110

TOP TIP: Change the titles on your job descriptions now to gain better SEO. Remember also to change the title on your school microsite portal, when the job is uploaded to Teach in Herts, to reflect this.

Primary		Key Stage 3	
Primary school teacher	9,900	KS3 teacher	1000
Primary teacher	8,800	Key Stage 3 teacher	210

Research shows more male teachers needed in classrooms

By Ryan Fisher, Journalist

Classrooms across England need more male teachers, according to an education charity, as recent government figures continue to show a gender gap in the profession.

Statistics published by the DfE show that just 26% of teachers in England are men, accounting for 38% of secondary and 15% of primary school teachers.

To mark World Teachers' Day, celebrated during October, education charity Teach First encouraged more men to consider a career in the sector.

Teach First, which recruits and places top graduates in schools serving low-income communities,

says the lack of men coming into the profession is a huge loss.

The charity also mentioned that children and young people need access to knowledgeable individuals from a range of backgrounds.

Brett Wigdortz, founder and chief executive of Teach First, said: "It is a real loss that the profession is missing out on talented classroom leaders because a huge pool of people are being put off by misconceptions about teaching.

"Young people need role models from all backgrounds to unlock their potential and aspiration, and to help them understand the world.

"Teaching is a hugely rewarding job, where you not only make a real difference to the lives

of young people who need it most but also boost your own skills and development."

A Department for Education spokeswoman added: "We welcome this drive from Teach First to encourage more men into a career in teaching.

"Our priority is getting the brightest and the best teachers into our classrooms, including male staff at all levels.

"That is why we are spending millions of pounds on recruiting high-quality teachers.

"We can be proud of the fact that teaching is an increasingly popular profession, with more young men and women embracing the opportunity to inspire and shape the lives of the next generation."



Teach in Herts teacher recruitment fair 2017

The award-winning Teach in Herts Recruitment Fair returns in March 2017. This event will continue the work started to build capacity in the teaching profession in Hertfordshire, to support schools in recruiting high-quality teachers. Last year also saw an increase in the number of qualified teachers attracted to the event, who were able to meet schools in this informal environment.

We will be opening the fair for school bookings (via SurveyMonkey) when the spring term starts, on Wednesday 4th January 2017, and more information will be sent out to schools ahead of this. Bookings for delegates will open one month before the event.

A greater number of university teacher fairs will be attended by the Teach in Herts team this year, including more in the surrounding counties, with the aim of providing a larger network of NQT candidates applying directly to schools.

2016 TEACH IN HERTS RECRUITMENT FAIR IN NUMBERS

- 542 ATTENDEES ON THE DAY
- 809 THE "REACH" OF THE MARKETING
- 20% OF ATTENDEES WERE IN TRAINING TO BE A TEACHER
- 19% OF ATTENDEES WERE QUALIFIED TEACHERS
- 13% OF ATTENDEES WERE OVERSEAS-QUALIFIED TEACHERS

Save the date for the award-winning teacher recruitment fair
Saturday 4th March 2017

www.teachinherts.com

Teach in Herts