

Teach in  
Herts 2017  
Recruitment  
Fair Page 14



Over 100 training  
courses still  
available this term  
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to HfL's Senior  
Leadership  
Team Page 11



Herts  
for Learning February/March 2017

# THE EXCHANGE

FREE Issue 23  
Hertsforlearning.co.uk

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SHARING EDUCATION NEWS AND BEST PRACTICE FROM HERTFORDSHIRE SCHOOLS

## First wave schools ready to join the HfL MAT



by Ryan Fisher, Journalist

Herts for Learning Ltd is very pleased with the progress on the Herts for Learning Multi Academy Trust (HfL MAT) which was founded by the company in 2016.

The HfL MAT is the first of its kind and is being described by the Department for Education as a SIP MAT – a school improvement partner MAT. This is due to the association with the successful founding organisation Herts for Learning

Ltd, with its experience of delivering a well-developed range of innovative and high-quality school improvement and education business services and track record of working with schools of all types and phases to bring about rapid improvements.

"Schools and academies in Hertfordshire have a strong history of working together and shaping the landscape to create an environment in which schools support each other and children thrive," explained Jan Paine, Managing Director at Herts for Learning.

"HfL Ltd was co-produced with schools to develop into a company that serves their needs, and the HfL MAT has also been designed with many of the schools interested in joining having an input into its development. For those schools, there will be a strong sense of ownership and belonging to the HfL MAT which we believe will provide a good foundation for its success."

The decision to set up the Herts for Learning Multi Academy Trust (HfL MAT) arose at the request of a

Continued on page 12

Want to share a  
news story or an  
example of good  
practice in  
THE EXCHANGE?

We would love to  
hear from you.

Contact the editorial team at:  
theexchange@hertsforlearning.co.uk

Recent changes to  
THE EXCHANGE

Following feedback from schools, the editorial team for The Exchange, Herts for Learning's company newspaper is pleased to announce new changes and additional pages to its current format.

Along with updates to the existing 12 pages, four new pages have been added to ensure shareholders remain up to date with the latest changes, policies and services that could affect their organisation.

These new pages include:

#### ACADEMISATION

Almost a year has passed since the government announced their plans for academisation and many are still unsure about the future of their setting. Herts for Learning has been busy preparing information, resources and advice that are available for all settings, whatever stage of the journey they are on. Page 12.

#### BUSINESS SERVICES

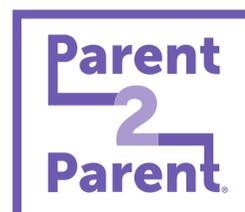
Whether HR Services, Governance Services, Financial Services, ICT Services, Business Management Services or Procurement Services, HfL is committed to providing effective, flexible and high-quality support for schools and academies. Find out more on page 13.

Continued on page 2

## Parent2Parent® programme now available for secondary schools

The Parent2Parent® programme is already running successfully in primary schools throughout Hertfordshire, with positive feedback from headteachers, parents and children alike. The programme has also been written for parents of teenage children, has successfully been piloted, and is now available in secondary schools.

To book, or for further information, please contact Julie Garstang on 01438 844853



# East Asian countries continue to outperform others in mathematics and science

by Jasleen Dhillon, Executive Assistant – Education Policy and Practice



Asian countries have continued to dominate rankings in mathematics and science, whilst England showed strong performance but little short-term improvement. These were the findings of the IEA's latest Trends in International Mathematics and Science Study (TIMSS), which assessed 57 countries on their performance in mathematics and science for 10- and 14-year-old pupils. More than 600,000 students around the world participated in the study, which has taken place every four years since 1995.

Singapore topped all four of the rankings, and pupils from that country were also found to have positive attitudes towards learning. England showed marginal improvement in the last five years, but was still ranked among the countries showing the best sustained improvements in science in the last 20 years.

In maths, England held 10<sup>th</sup> position for Year 5 pupils, falling behind

Ireland, Norway, Russia, Northern Ireland and the top five dominating countries: Japan, Chinese Taipei, South Korea, Hong Kong and Singapore. For Year 9 pupils, England ranked 11<sup>th</sup> in maths, overtaken by Kazakhstan. In science, England's Year 5 pupils hold 15<sup>th</sup> position, with Finland and Russia sitting high along with the top five East Asian countries. English pupils in Year 9 science pulled their performance up, taking 8<sup>th</sup> position.

The study revealed that English pupils experience a good balance of academic achievement with relatively high levels of school enjoyment, particularly in comparison with East Asian countries. More Year 5 and Year 9 pupils in England viewed teaching as being very engaging than their peers in the five highest-performing countries.

Further details of the TIMSS results can be found here: <http://timss2015.org/>

## Recent changes to THE EXCHANGE

(continued from front page)

### WHAT'S ON

A look at national days and information about how to take part. HfL will also be sharing this on its social media sites so be sure to follow these [@HertsLearning](#). This edition includes information on British Science Week as well as ten other events happening soon. Read more: Page 15.

### CONFERENCES

Herts for Learning hosts many conferences throughout the year and with plenty happening this term, check out page 16 for those that can't be missed.

Our design team have also given a fresh look to our training course pages making it easy to explore all available training courses in an easy-to-read calendar. This month's include courses from February half term to the end of March. Pages 8–9.



We welcome any feedback and if you would like anything featured, feel free to email the editorial team: [theexchange@hertsforlearning.co.uk](mailto:theexchange@hertsforlearning.co.uk)

## Students and parents struggle to get to grips with new grading system

**Research from Ofqual has revealed that more than two thirds of students and parents do not understand the 9–1 grading scale that will replace the A\*–G system for GCSE.**

The new system comes into effect for the first time in summer 2017, after students sit exams in the reformed English, English literature and maths GCSEs. Students will be awarded a grade between 9 and 1, with 9 as the top grade and 1 as the lowest.

Ofqual chief regulator Sally Collier said she did not want there to be "any surprises" this summer, stating: "It's really important that we spread the word that GCSE grades are changing from letters to numbers, and explain why."

A spokesman said the new numerical grades would be a clear signal to employers, colleges and universities that students have taken the reformed, more challenging GCSEs.

"Our GCSE reforms will create gold-standard qualifications

that match the best education systems in the world and allow young people to compete in an increasingly global workplace.

"We continue to work closely with the sector to ensure they understand what the changes will mean for them when they come into effect later this year," said the spokesman.

The research also states that more than 84 per cent of human resources (HR) professionals and 76 per cent of small-business owners are currently unaware of what the new grades will be worth.

In response to this, schools are encouraged to visit the Ofqual website and add text to newsletters and other external communication, to inform parents and students of the changes. Sample paragraphs can be accessed here: <http://bit.ly/9to1newsletter>

To read the full exclusive report, from TES, please visit: <http://bit.ly/TE-9to1Grading>

# PA Plus

## PA Plus new resources

MAKING THE MOST OF YOUR PA PLUS SUBSCRIPTION

### Released this term:

#### English

- Models for Writing – Persuasion

#### Mathematics

- Progression in Bar Modelling

#### Early Years

- EY data assessment forms

**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](http://www.hertsforlearning.co.uk)

Forgotten your login details?

Email [resources@hertsforlearning.co.uk](mailto:resources@hertsforlearning.co.uk)

# The benefits of breakfast clubs

by Jasleen Dhillon, Executive Assistant – Education Policy and Practice



**The Magic Breakfast Project, provided by the Education Endowment Foundation (EEF), has found that pupils in schools that provide breakfast clubs can experience two months of additional progress over those that do not. These clubs are more effective than the government's £1 billion infant free school meals policy, according to the study.**

As part of this year-long project, 106 primary schools, which had 35% or more pupils on free school meals, provided a before-school breakfast club for all Year 2 and Year 6 pupils. These schools were provided with free food, a grant to cover start-up costs, and support from a Magic Breakfast school change leader. The impact of the project was evaluated against a randomised control trial involving 8,600 pupils.

One of the key findings was that Year 2 pupils in breakfast club schools made around two months of additional progress in reading and maths, compared with other schools in the trial. For Year 6 pupils, the results were also positive but the improvement may have been

due to chance. However, in writing and English, Year 6 pupils experienced around two months of extra progress which, similar to the Year 2 findings, are likely to be because of the breakfast project. Attendance at the participating schools also improved, resulting in about 26 fewer half-days of absence per year for a class of 30.

These findings could be attributed to improved concentration and behaviour, as well as the social and educational benefits of attending the club. The study suggested that breakfast clubs would also improve outcomes for children who do not even attend them, by improving the behaviour of those that do attend, resulting in a better classroom environment.

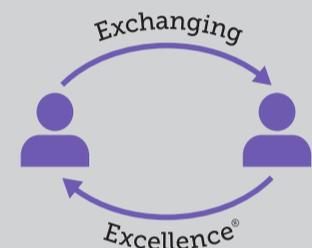
**The full EEF Magic Breakfast Report can be found here:**  
<https://educationendowmentfoundation.org.uk/our-work/projects/magic-breakfast>

## EXCHANGING EXCELLENCE® PROGRAMME

**Exchanging Excellence® is a framework for sharing best professional practice.**

It is HfL's umbrella programme for finding and sharing best practice and professional learning with shareholders and customers.

This work covers a range of current and relevant topics, which are arranged into six key themes. These can be found on the HfL website, with case studies and resources to help identify interesting practice taking place within current Hertfordshire schools and beyond.



**If you have an aspect of interesting practice in your school that could be shared, or want to find out more about a case study, please get in touch by emailing:**  
[exchangingexcellence@hertsforlearning.co.uk](mailto:exchangingexcellence@hertsforlearning.co.uk)

# Improving outcomes in phonics through a balanced literacy diet

## The phonics screening check project

by Ruth Goodman and Kirsten Snook, English Teaching and Learning Advisers

**In spring 2016, Herts for Learning delivered the phonics screening check (PSC) project, designed to support schools in analysing screening check data, and using this to fine-tune phonics provision in Year 2, to close gaps for as many pupils as possible.**

The project consisted of two half-day training sessions, an individual half-day consultancy session for each school and a mid-point cluster session. During the project, schools used their screening check data and individual annotated response sheets to carry out error analysis and match provision to need. With their link HfL adviser, they planned, carried out and reviewed key actions for individual children and groups of children. The project supported schools to embed strategies through robust action planning, ensuring future success and building sustainable improvements in provision.

### The aims of the project

**The HfL PSC project aimed to support participating schools with:**

- Understanding what their school phonics data is telling them and the key actions required
- Developing a rigorous whole-school approach to the teaching and assessment of phonics
- Reviewing the quality of the early reading curriculum in the school
- Monitoring the quality of phonics teaching in Foundation Stage and Key Stage 1
- Reviewing strategies used for supporting SEN children with phonics
- Sharing practice in order to raise attainment

Key to the project's success was heightening subject knowledge and pedagogy. Whilst the government has asked schools to assess, track and support children with phonics, and has provided some guidance around supporting children, leaders still report feeling rather "in the dark" about how best to support pupils who do not meet the check threshold. Which action is best? What is the latest – and most effective – thinking around how best to help struggling readers catch up with peers? HfL Teaching and Learning advisers drew upon their deep subject knowledge in these areas to help schools with the practicalities of day-to-day provision when closing gaps.

The project set out not only to assist schools with addressing specific phonic gaps for specific children, but also to generate tailored action plans for improving future cohorts' phonic skills and developing sustainable prevention strategies.

### Selected schools

Nine schools were selected to participate, based on their past year's PSC results (averaging 51%), as well as for a range of other factors that may have affected their results, e.g. small schools, inexperienced staff, unusual cohort profiles, etc. All schools welcomed the opportunity for support, and for some schools they already had a focus on improving PSC results.

Schools were accepted on a first come, first served basis, and agreed to the roles and responsibilities around project lead and delivery, attendance at all sessions and the gathering of anonymised evidence.

### Planning and tailoring provision

Throughout the project HfL link advisers liaised with each school's project lead (normally the headteacher or other member of the senior leadership team) and project teacher to deliver tailored consultancy support on making adjustments to teaching and provision, based on the results of data analysis. School visits reviewed the wider literacy diet and offered personalised practical advice around further "adding value" through maximising progress and application of phonics. Examples of kinaesthetic strategies and tools were discussed and shared, key current practice was supportively evaluated and provision planned for. New resources were specifically tailored to the group's needs – all using knowledge drawn from across the wealth of findings about "What Works Well" in the world of interventions and highest-quality phonics teaching.

The learning environment was also checked to assess how supportive it was for independent application, e.g. the nature of the phonic prompts and tricky words on display, and the resources that pupils have access to. Discussing all these points in detail helped teachers focus not only on how to best support each child identified for the project, but also on wider implications for all pupils in Key Stage 1.

In the group training sessions, teachers discussed the general progress of the pupils and teaching methods that had been successful and those that had not. HfL advisers shared current research and theories in reading, phonics and fluency, as well as possible methods of adapting the screening check for each child.

### Impact

Data indicated that participating pupils were making good progress in phonics, with the majority of pupils who were re-checked termly attaining higher scores each time. Schools had a mean increase of +24 percentage points (ppts), compared with last year's PSC results (with some percentage increases being 40 ppts and over). The greatest increase was by a school that achieved an average of +49.3 ppts. This compared with a Hertfordshire-wide improvement of +3.2 ppts.

The majority of teachers felt that the improved results were a reflection of the knowledge they built in the HfL PSC project, which supported them to close gaps and build their pupils' confidence in reading. 33% of schools reported that the specific fluency training at the mid-point review twilight had made a big difference after just three weeks. Overall, schools felt more aware of how to deliver the phonics screening check content in an inclusive manner, improving the use of permissible access arrangements.

A headteacher from a participating school commented: "We have had a really good result with our Y1 phonics screening this year – 96%! – which we think is largely down to being part of the project this year, as we used lots of the ideas for Year 2 with Year 1."

**The full report will be available soon. To find out more, please email either [ruth.goodman@hertsforlearning.co.uk](mailto:ruth.goodman@hertsforlearning.co.uk) or [kirsten.snook@hertsforlearning.co.uk](mailto:kirsten.snook@hertsforlearning.co.uk)**

# Hertfordshire school named as State Secondary School of the Year for 2017

**A school in Potters Bar has been named as The Sunday Times State Secondary School of the Year for 2017.**

Dame Alice Owen's School received the accolade last term and became the first non-grammar school to win the prestigious award.

The *Sunday Times* Parent Power award recognised this school not only for its academic achievements, but also for its extra-curricular programme, parent feedback and the success of former pupils.

Hannah Nemko, who took over as Headteacher from Dr Alan Davison earlier in 2016, said: "We are delighted to be named and recognised by

*The Sunday Times* as the best state school in the country. I am fortunate to work with outstanding parents and students who are both interested and interesting; supportive trustees and governing body; and the most dedicated staff I have had the good fortune to work with.

"I look forward to developing all that is good about Dame Alice Owen's: our unashamedly academic values; our pursuit of excellence in the arts, music and extracurricular opportunities; and our emphasis on personal development, social skills and moral values, to ensure that every child leaves being the best person that they can be."

Last summer, 82% of A-level papers achieved

at least a B grade, while more than half – 55% – gained an A\* or A. Pupils also performed highly at GCSE, with 68.6% of entries reaching the top two grades.

These great results meant Dame Alice Owen's School leapt into the top 40 from 58th position last year in the league table, and is the highest-performing non-fully selective school in the country.

Student progression was said to be highly effective, with plenty of opportunities for teaching pupils about resilience, patience, focus and to be part of a team.

"Pupils can find what they are good at, and do

what they are good at, and get better and better at what they are good at; that helps improve their self-esteem and helps them become more confident and well rounded," says Nemko.

"We do lots around resilience. To help a child grow into the best person they can be, it is not just about their education, it is about their attitude to themselves. We try our very best to prepare students for the real world, to be successful adults. What you need to be a successful adult is the capacity and ability to learn and to deal with setbacks."

## Teacher recognised in recent WWF awards

by Ryan Fisher, Journalist

**Woolenwick Infant and Nursery School's inspirational INCO, Christina Anderson, has been recognised by wildlife charity WWF in their recent teaching awards.**

Christina was runner-up of the Green Ambassador Teacher of the Year 2016, after the charity noticed her passion for the environment and, in particular, about inspiring the children to foster a love of nature, empowering them with the skills to make a real difference for our wildlife, their habitats and our shared world.

Along with two colleagues and six Year 2 children, Christina was invited to attend the two-day WWF conference in Shropshire. They experienced a number of exhilarating team-building challenges, including high ropes, a zip wire, giant inflatables and a woodland night walk. The conference culminated in the awards ceremony, where Christina's achievements were formally recognised.

A statement on the WWF website says: "At the heart of Woolenwick Infant and Nursery School is a dedicated teacher whose passion for the environment is clearly demonstrated in everything she sets out to achieve. Christina looks at ways to embed environmental issues into the curriculum

through a creative approach and always has pupil learning at the heart of what she does.

"Her drive has forged connections with the community, councillors, other organisations such as the RSPB and she's always looking for ways to demonstrate and showcase the amazing work within school – for example the Stevenage in Bloom competition and Best in School Garden Award 2015."

Headteacher Mrs Dhorajiwala added: "Christina's contribution each day makes a huge difference to the pupils and families of the school community".

Christina led the school to hold Green Flag status for the last four years, Woolenwick being the first infant school in Hertfordshire to receive this accolade. The whole staff team is committed to eco values, and the ethos is embedded in the school's practices.

The school has built up strong links with RSPB and the local community. Christina has featured on Teachers TV, national TV and on the RSPB website. She leads eco clusters in the community, and the eco council within Woolenwick

Infant and Nursery School.

The latest achievement of the eco council was the building of a treehouse, to commemorate the school's 40th birthday. Christina led the project, notably sourcing a local company committed to sustainability.

The treehouse was the idea of a Year 2 pupil, who shared her dream for a birthday treehouse with the mayor back in September 2015. The idea was taken to the school council and soon the whole school was buzzing in anticipation.

The children designed and built their own dream treehouse models, and shared them in an exhibition with the wider school and local builders. The builders used common elements from the children's ideas in the final design.

The children hosted consultations with the school's neighbours and kept a close eye on the whole project, from design to completion.

Christina led the community fundraising, amassing a total of £15,000, which was matched by the school governors to realise the children's dream.



**For more information about how to get your school involved with the WWF, please visit: [www.wwf.org.uk/get-involved/schools](http://www.wwf.org.uk/get-involved/schools)**

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

**theexchange@hertsforlearning.co.uk**



## The Chartered College of Teaching run by teachers for teachers launched

**Thousands of teachers have signed up to a new initiative called The Chartered College of Teaching, to provide teachers with access to rigorous, high-quality research and professional learning opportunities.**

The Chartered College of Teaching is non-political and seeks to represent and respect the broad spectrum of opinion and practice embodied in the teaching profession.

Membership costs £39 per annum. Initially, Founding Membership is open to teachers only, however, additional membership options will be launched soon. To become a Founding Member

you will need to hold a degree qualification or equivalent; and be a teacher or school leader currently professionally engaged in teaching in early years, school, college or Post-16 setting. Membership includes:

- access to over 2,000 full text journals, e-books, research and materials covering a broad range of education issues and subject-specific topics
- an opportunity to become involved in our emerging regional communities, locally-led groups sharing evidence-informed practice to address local issues
- an electronic subscription to a peer-reviewed journal



**Online application for Founding Membership can be found at [www.collegeofteaching.org](http://www.collegeofteaching.org)**

## Spring into action for primary languages!

**The teaching of a foreign language to "every year group in Key Stage 2" became statutory in September 2014. In September 2017, children in Year 6 will be entering the fourth and final year of that entitlement to ensure "substantial progress" in a language at Key Stage 2.**

To support schools in their transition to statutory language provision, Herts for Learning developed the Primary Languages Quality Mark®. The Primary Languages Quality Mark (PLQM) is a national award and is valid for three years.

Recent PLQM Silver award alumni include St Thomas More Catholic Primary School in Letchworth Garden City and Bromet School in Bushey.

"Languages have always been a part of our school and we are really keen on getting our pupils learning about new cultures and celebrations right from the start," explained Maria Pace, Headteacher at the Bromet School. "Pupils learn French from as young as Reception and leave the school as really confident speakers who enjoy understanding new languages."

"The PLQM has provided us with that focus to ensure that our languages remain at a high standard. We are constantly working on how to use languages across the curriculum and building links with other schools in the area. We are proud to be awarded with silver and are definitely looking to progress to gold."

Speaking about receiving their silver award, Headteacher at St Thomas More Catholic Primary School, Jane Perry said: "Participating in the PLQM provided us with the opportunity to audit our current provision and ensure that we offer our pupils the very best access to learning a modern foreign language."

"The process highlighted the benefits of having a specialist language teacher who inspires staff; enthuses the children and really ensures that our pupils make excellent progress and reach high standards in their language learning. We were thrilled to receive the award and we aim to further build on our success in the future."

**To find out more about the PLQM and related services and products to support the delivery of primary languages, visit [www.hertsforlearning.co.uk/team/languages](http://www.hertsforlearning.co.uk/team/languages) or contact**

**[jackie.rayment@hertsforlearning.co.uk](mailto:jackie.rayment@hertsforlearning.co.uk)**



## Acorns Teaching School Alliance

– one year on

**It has now been a year since Acorns Teaching School Alliance was launched, and the year has been full of new adventures.**

The teaching school alliance (TSA) continues to grow and now has over 300 members and 12 key strategic partners from primary and nursery schools, children's centres and PVI's. Participants from Herts, Bucks, Enfield, Harrow and Herts for Learning have now attended an Acorns event.

### School-to-school support

"An important part of our work is providing school-to-school support," explained Karen James, Head of Acorns Teaching School Alliance. "Acorns designated six Specialist Leaders of Education from primary and nursery schools across Herts, who act as system leaders. Their expertise includes maths, speech and language, IT, and outdoor play. Some alliance headteachers also lead school-to-school support, collaboratively planning developments with school leaders."

"Acorns has developed some great partnerships with schools, working regularly with the Early Years team and transforming their learning environments. It has been a pleasure to see their hard work rewarded: post-Ofsted one head thanked Acorns: 'Many of the rapid improvements made in Early Years are directly attributable to your advice and dedication'. With the other primary Herts Teaching Schools, Acorns is responsible for training SLEs from other Teaching Schools across the County."

### Workshops

Acorns TSA began the year with a series of writing workshops in nursery school venues across Hertfordshire. Participants loved being in schools and "seeing it in action". Next term this successful format will focus on maths at alliance schools across Hertfordshire.

They were also delighted to host the first Hertfordshire Early Years Teacher-Led Development Workshop, in partnership with HertsCam. Last year 14 colleagues, all with a passion for making a difference in the Early Years, led projects including sensory learning, healthy lifestyles and the Reggio Emilia approach. They presented workshops at Teacher-Led Development Work (TLDW) network events and the HertsCam conference, forging links with primary and secondary colleagues.



### Next Steps

The TSA is now looking forward to recruiting their first group of School Direct initial teacher trainees for 2017–18. The trainees will gain QTS in the full primary range, and will gain specialist knowledge of Early Years and KS1.

"Acorns is firmly committed to high-quality professional learning. We have commissioned a highly experienced tutor to deliver Level 2 and Level 3 Early Years Educator courses within the Teaching School, with placements in excellent Early Years settings with an Acorns mentor," added Karen. "They will be very well equipped to work in schools and settings and deliver excellent Early Years education. We see this is a key investment, as good-quality Early Years staff set the foundation for success throughout a child's school career."

**For more information about Acorns Teaching School Alliance please visit: [www.acornstsa.co.uk](http://www.acornstsa.co.uk)**

**Acorns TSA is also on Twitter [@acornswgc](https://twitter.com/acornswgc)**

## #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:

**'Dinner man' from Stevenage's School wins East of England best chef accolade**  
<http://bit.ly/TE-EastOfEnglandChef>

**Inspirational St Albans schoolgirl receives top House of Commons accolade**  
<http://bit.ly/TE-HouseofCommonsAward>

**School children visit Namibia, Antarctica and the International Space Station – all in one day**  
<http://bit.ly/TE-VirtualReality>

**Special needs school in Welwyn Garden City receives International School Award**  
<http://bit.ly/TE-BritishCouncilAward>

**Morgans Primary School governor Diane Croston to receive BEM**  
<http://bit.ly/TE-BEM>

**Students from St Clement Danes receive World Class Schools Quality Mark**  
<http://bit.ly/TE-WCSQM>

 **@HertsLearning**

# Developing confidence and resilience in teenagers

by Ryan Fisher, Journalist

**We all want the best for our young people, and one of the greatest gifts we can give them is self-belief – the confidence that they can set their sights high and reach their goals. With this core of confidence, they are more willing to stretch themselves, adopt a growth mindset and engage more in their own learning. They also become more resilient and resourceful, making them better equipped to navigate changes in friendships and home lives and to deal with life's setbacks.**

Unfortunately, with all the challenges our young people face today, such as social media, friendship difficulties, body image issues and sometimes difficult home lives, it can be a real struggle for them to build a core of confidence. Several research reports have highlighted the growing unhappiness of many young people, and a recent survey conducted by the Department for Education showed that 37% of girls reported feeling "unhappy, worthless or unable to concentrate".

To help combat this, Herts for Learning continues to partner with confidence specialists Confident Teens® to offer an innovative programme for Years 7, 8 and 9 to help them develop self-awareness, self-esteem and high aspirations, so they are in the best position to progress, both personally and academically.

The Confident Teens Building Resilience

programme is delivered through a combination of whole-year group talks, small-group workshops, and an evening talk for parents.

Schools such as Hitchin Girls' School, Watford Grammar School, for Girls and Roundwood Park School, have used similar Confident Teens programmes as part of their preventative mental health strategies to support students to develop their confidence, resourcefulness and resilience; and to help address the inherent pressures of being a young person today.

**"This pupil is much more engaged and willing to try difficult questions"** Teacher

The programme has received positive feedback from pupils, teachers and parents. One teacher said that, as a result of the programme, a pupil was much more engaged and willing to try difficult questions. A Year 8 student who participated in the course said: "I've learnt how to value myself and everything about me".

## How the Building Resilience programme is delivered

The first element of this programme is two one-hour talks to a whole-year group (boys and girls), delivered by Confident Teens trainers. The talks support pupils to develop pride in their individuality; to learn techniques for developing healthy relationships; and to understand clear, assertive communication in relationships.

## Additional support for a group of girls

A limited number of girls who are facing particular challenges for their self-confidence will have the opportunity to be further supported in a series of four one-hour workshops. These sessions will help them to further develop their body confidence, their skills for speaking confidently, their ability to set and achieve goals, and their understanding of how to have healthy relationships.

Schools may choose to use Pupil Premium funds to contribute to the overall programme, as the impact of this small-group support is carefully measured and a report summarising the impact is provided to the school at the end of the programme. Pupils also complete short feedback forms for the whole-year group talks.

Confident Teens®

**"I've learnt how to value myself and everything about me"**

Year 8 pupil

## Helping parents to support their sons and daughters

Confident Teens is also offering a one-hour talk for parents, on how they can best support their teenagers. The talk will share insights into the material covered in the Building Resilience programme and offer an opportunity for questions. To reduce the administration for schools, parents will book and pay (£15 each) for this talk, via an external online link.

**This Building Resilience programme is only available to two schools per term. To find out more, please contact Julie Garstang at [julie.garstang@hertsforlearning.co.uk](mailto:julie.garstang@hertsforlearning.co.uk).**

Visit [www.confidentteens.co.uk](http://www.confidentteens.co.uk)

## New Managing Director joins HfL

**Herts for Learning has appointed Andrew de Csilléry as managing director, with effect from April 2017.**

Andrew, who is a Founding Trustee of the Chartered College of Teaching, will be replacing Jan Paine, who has successfully led the business since its launch in September 2013 and will be retiring at Easter.

As well as his role with the Chartered College of Teaching, Andrew sits on the MBA Admissions Committee of INSEAD, the international business school based in France and Singapore, and brings with him over 25 years of experience in international business. His career spans the globe, from the UK and continental Europe, to Asia, Australasia, the US and South Africa, where he has held a number of senior strategy and management roles with Bass, Intercontinental Hotels Group, Disney and Tesco. For the past two years Andrew has worked as an independent consultant, providing strategy, leadership and change management consulting in the consumer sector.

Commenting on the appointment, Chairman of the Herts for Learning Board Nigel Ludlow said: "We are delighted to welcome Andrew to the business at this exciting period of growth and development. Herts for Learning is committed to providing a great education for all children, wherever they live and whatever their circumstances. Since launching in 2013, the business has concentrated on supporting schools and children in Hertfordshire, whilst also increasing our presence nationally. Andrew's extensive commercial experience and passion for education will help drive our business plans to further grow the company, maximise our positive impact, and continue to expand our reach beyond Hertfordshire."

Ludlow continues: "Since its inception, Herts for Learning has built a solid foundation for its future, with its support for schools meaning that 31,500 more children in Hertfordshire are now educated in good and outstanding settings. Its success has been steered by Jan Paine, and for this, and for her exceptional contribution to the business, we extend our gratitude and thanks."

Andrew joined Herts for Learning in January 2017, for a three-month handover, before taking the helm in April 2017.

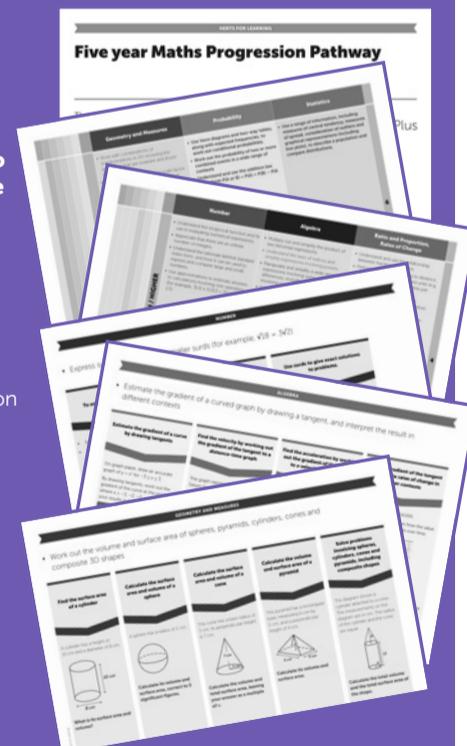
## HfL product of the month

### Five year Maths Progression Pathway Gold Package

**The pathway has been produced to help secondary schools plan the progression of their students in mathematics 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.**

- Teacher-tracking and target-setting tool
- Assessment objectives tracked for progression, using the new GCSE 1–9 scale
- Can be applied to any school assessment system to specify progress in maths across Key Stages 3 and 4
- Supports schools in planning and assessing progression
- Created using the KS3 and KS4 National Curriculum
- Uses DfE guidelines
- Aligned to Bloom's taxonomy; for example, 'understanding' or 'applying'
- Useful for KS3 and/or KS4 or as a set of detailed progression stages

**The gold package contains the overview grids for GCSE Higher and GCSE Foundation, plus an interactive PDF, in which each bullet point has been further developed to suggest the steps to success to achieve this statement. A great tool for planning, with guidance and examples included.**



This can be purchased from the Herts for Learning shop:

<https://shop.hertsforlearning.co.uk/>

## Parent2Parent® expanding its borders

**Due to the success of the Parent2Parent® programme within Hertfordshire schools and academies, the programme is being adopted in Wales through a partnership with Kestrel Education (a founding partner of Thinking Schools International).**

Kestrel Education trainers attended the Parent2Parent® Train The Trainer course in December 2016, and are due to deliver the programme in out-of-county and Welsh schools and academies throughout 2017.

This is an opportunity to promote the hard work and devotion that Hertfordshire schools and academies give to their parents through the P2P programme, and to help families that are too far away for the current Parent2Parent® programme to reach.

The Parent2Parent® programme is suitable for all parents at all phases of education, as it provides a support service to schools and academies, enabling parents and carers to gain confidence and new skills that will actively support learning at home.



**If your school or academy would like to be part of the Parent2Parent® programme please contact:**  
[p2p@hertsforlearning.co.uk](mailto:p2p@hertsforlearning.co.uk)

## New child sexual exploitation resource coming soon

**Child sexual exploitation (CSE) has become an issue in every town and city in the country, and Hertfordshire County Council wants to raise awareness of CSE to prevent children and young people falling victim in Hertfordshire. To get the messages out to young people, a resource is being created for teachers to use in Key Stages 3 and 4 across Hertfordshire. It can also be used in staff training in all schools.**

Safeguarding children is the responsibility of everyone in our community. Hertfordshire County Council is working together with the police, HfL and other partners to encourage businesses, schools and community groups to prevent sexual exploitation across Hertfordshire.

The resource includes a short video, which can be played in assemblies and followed up with class-based group discussions that can be from half an hour to an hour long. The pack will include lesson plans and links to national guidance. There is also support from Hertfordshire County Council's Youth Connexions, if needed, to deliver this information. Look out for the resources, including a link to video and lesson plan, coming soon to The Grid.

CSE is happening at different levels across the UK. Although there is little evidence of organised CSE in Hertfordshire, it is important not to be complacent. Hertford-

shire County Council and Herts for Learning are taking every possible step to ensure children in Hertfordshire are able to grow up in a safe environment.

Karin Hutchinson, who has contributed ideas to the development of the teaching pack on behalf of HfL, will be showcasing the resource at the forthcoming SRE Summit on 10<sup>th</sup> March 2017 (more information can be found on page 16).

"Among the other vital SRE updates for all our schools at the conference, we hope that seeing the film will provide an opportunity for participants to discuss how they might use it with staff and students. CSE can feel all too remote for staff and young people, and we need to ensure that they are alert and well skilled to recognise it and respond appropriately," explained Karin.

**If you suspect a young person is falling victim to child sexual exploitation, you can report it by calling the police on 101, contacting Crimestoppers on 0800 555111 (to make an anonymous report), or contacting Childline on 0800 1111**

**For more information, visit <http://bit.ly/TE-CSE>**

## Follow Herts for Learning for the latest news, information and best practice in education

[@HertsLearning](https://twitter.com/HertsLearning) [f HertsforLearning](https://www.facebook.com/HertsforLearning)

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

[Early Years @hertsearlyyears](https://twitter.com/hertsearlyyears)

[Maths @HertsMaths](https://twitter.com/HertsMaths)

[Assessment @hertsassessment](https://twitter.com/hertsassessment)

[Computing @hertscomputing](https://twitter.com/hertscomputing)

[English @HfLPrimaryEng](https://twitter.com/HfLPrimaryEng)

[Teach in Herts @Teachinherts](https://twitter.com/Teachinherts)

[Business Management Service @HfL\\_BMS](https://twitter.com/HfL_BMS)

## Early Years Conference

### Move more, achieve more

Herts for Learning is delighted to confirm that Professor Iram Siraj OBE will be the keynote speaker at the Early Years Conference on 19<sup>th</sup> April 2017.

The conference will have a theme of physical development – understanding and using the Movement Environmental Rating Scale (MOVERS) to assess the quality of physical and movement play in the Early Years environment.

The conference is a must for teachers and Early Years practitioners working with children aged 3–5 years in nursery and reception classes, and online booking will be live shortly. Carol Archer is also confirmed as a speaker.

Dr Iram Siraj will be sharing her most recent work around physical development, called 'MOVERS', which is a method for assessing the quality of physical development for children aged 2–6. MOVERS goes well into the early years of school and focuses on physical development and wellbeing.

As Professor of Education at the University College London Institute of Education and the University of Wollongong, NSW, Australia, Dr Siraj's recent research projects have included the major DCSF 17-year study

on Effective Pre-school, Primary and Secondary Education (EPPSE 3–16, 1997–2014) and of the influential Researching Effective Pedagogy in the Early Years project (REPEY). She is leading longitudinal studies/RCTs as a principal investigator in teams of trans-disciplinary researchers across a number of countries, including the UK, Australia and Ireland. She has always been particularly interested in undertaking research that investigates disadvantage, and in giving children and families from these backgrounds a fairer start.

**The aims of the conference are to:**

- recognise the importance of physical development on children's overall achievement
- evaluate the quality of the provision to support children's physical wellbeing
- engage delegates in activities involving the Movement Environmental Rating Scale to audit provision

**To book a place on the conference, visit:**  
[www.hertsforlearning.co.uk/booking](http://www.hertsforlearning.co.uk/booking)

**Course code: 17EAY/010P**  
**Venue: Hertfordshire Development Centre, Stevenage, SG1 2FQ**



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

**20  
FEB**

Managing effective intervention to help close gaps in mathematics  
**16MAT/083P ALL DAY**

Teaching outstanding PSHCE for NQTs  
**16NQT/047P ALL DAY**

SIMS Nova T6: Unit 3 – preparing for scheduling  
**16SIT/095S MORNING**

**21  
FEB**

Moderating Early Years outcomes for schools and PVI settings  
**16EAY/050P MORNING**

Stretch and challenge for high-attaining pupils at Key Stage 1  
**16ENG/085P MORNING**

Stretch and challenge for high-attaining pupils at Key Stage 2  
**16ENG/086P AFTERNOON**

Primary headteachers' seminars: spring 2017  
**16MAN/108P MORNING**

Securing better progress in maths: making effective use of practical resources in lower Key Stage 2  
**16MAT/081P ALL DAY**

Progression and assessment for secondary languages  
**16MFL/011S AFTERNOON**

**22  
FEB**

From Good to Outstanding in Early Years  
**16EAY/056P ALL DAY**

Primary headteachers' seminars: spring 2017  
**16MAN/109P MORNING**

Stonewall Train the Trainer course on tackling homophobic, biphobic and transphobic bullying in primary schools  
**16PSE/062P ALL DAY**

Excelling in the workplace (Microsoft Excel for beginners)  
**16SBM/035A MORNING**

Excelling in the workplace (Microsoft Excel for advanced users)  
**16SBM/037A AFTERNOON**

Special educational needs and disabilities ... ready for Ofsted?  
**16SEN/025A ALL DAY**

**23  
FEB**

Exploring technology in the Early Years Foundation Stage  
**16COM/036P ALL DAY**

School administration; working towards outstanding  
**16SBM/012A ALL DAY**

**24  
FEB**

Teaching assistants: fun approaches to teaching grammar  
**16ENG/087P MORNING**

Stonewall Train the Trainer course on tackling homophobic, biphobic and transphobic bullying in secondary schools  
**16PSE/063S ALL DAY**

Improving staff emotional health and wellbeing  
**16PSE/067S ALL DAY**

SIMS Student List Reporting  
**16SIT/096P MORNING**

**27  
FEB**

Moderating Early Years outcomes for schools and PVI settings  
**16EAY/051P MORNING**

Moderating Early Years outcomes for schools and PVI settings  
**16EAY/052P AFTERNOON**

SIMS for new users  
**16SIT/097A ALL DAY**

**28  
FEB**

Teaching and assessing reading comprehension  
**16ENG/095P ALL DAY**

Budget preparation workshop  
**16FSS/064A ALL DAY**

Mathematics: providing effective challenge through breadth and depth in Key Stage 1  
**16NQT/044P ALL DAY**

Teaching high-quality PE for NQTs in Key Stage 1  
**16NQT/051P ALL DAY**

The future of your school; exploring MATs and the choices available  
**16SBM/042A ALL DAY**

**01  
MAR**

Moderating Early Years outcomes for schools and PVI settings  
**16EAY/053P MORNING**

Moderating Early Years outcomes for schools and PVI settings  
**16EAY/054P AFTERNOON**

From good to outstanding in history: promoting pupils' enquiry skills across Year 1 to Year 6  
**16HIS/003P MORNING**

Teaching high-quality PE for NQTs in Key Stage 2  
**16NQT/052P ALL DAY**

New to role of teaching assistant  
**16SEN/026A ALL DAY**

SIMS Assessment Manager 7  
**16SIT/098P MORNING**

**01  
MAR**

SIMS Assessment Manager 7 using school data  
**16SIT/099P AFTERNOON**

**02  
MAR**

Teaching computing at upper Key Stage 2  
**16COM/037P AFTERNOON**

Jazz up your music teaching!  
**16EAY/058P EVENING**

Mathematics: providing effective challenge through breadth and depth in Key Stage 2  
**16NQT/045P ALL DAY**

Stonewall Train the Trainers (Church of England schools)  
**16PSE/079A ALL DAY**

Primary SIMS user group – Baldock  
**16SIT/112P TWILIGHT**

**03  
MAR**

SIMS Staff Performance module  
**16SIT/100A ALL DAY**

Primary SIMS user group – Little Hadham  
**16SIT/110P AFTERNOON**

**06  
MAR**

Analysing your 2016 RAISEonline and Inspection Dashboard data  
**16ASS/080A MORNING**

Using FFT Aspire for school self-evaluation and target-setting  
**16ASS/081A AFTERNOON**

Guided reading at Key Stage 1: developing fluent readers  
**16ENG/088P MORNING**

Guided reading at Key Stage 2: developing thinking readers  
**16ENG/089P AFTERNOON**

Delivering outstanding PSHCE education  
**16PSE/069P ALL DAY**

Primary SIMS user group – Wheathampstead  
**16SIT/111P AFTERNOON**

**07  
MAR**

Phonics and beyond: teaching phonics spelling for NQTs in Key Stage 2  
**16NQT/046P ALL DAY**

Primary SIMS user group – Greenwood Park  
**16SIT/116P AFTERNOON**

Capturing the progress of pupils with SEND: assessment tools to dig deeper and measure small steps – Day 1  
**16SEN/027A ALL DAY**

**08  
MAR**

Primary computing subject leaders' update  
**16COM/042P AFTERNOON**

Sixth form curriculum and funding update – spring 2017  
**16MAN/117S MORNING**

Securing better progress in maths: making effective use of practical resources in Key Stage 1  
**16MAT/080P ALL DAY**

SIMS Programmes of Study  
**16SIT/101S ALL DAY**

Capturing the progress of pupils with SEND: assessment tools to dig deeper and measure small steps – Day 2  
**16SEN/027A ALL DAY**

**09  
MAR**

Shared writing deconstructed: unpicking a process for raising writing standards in Year 5 and Year 6  
**16ENG/090P ALL DAY**

State of independence: upskilling the Google translate generation  
**16MFL/012S AFTERNOON**

Creative RE – exploring Christianity  
**16RED/006P ALL DAY**

Securing and judging progress in primary science at Key Stage 1  
**16SCI/018P AFTERNOON**

**10  
MAR**

Tech for teaching assistants – having fun with computing in your school  
**16COM/038P ALL DAY**

Hertfordshire SRE Summit (Sex and Relationships Education)  
**16PSE/061A ALL DAY**

Secondary SIMS user group – Cottenham  
**16SIT/102S MORNING**

**13  
MAR**

Shared writing deconstructed: unpicking a process for raising writing standards in Year 3 and Year 4  
**16ENG/091P ALL DAY**

Securing better progress in maths: making effective use of practical resources in upper Key Stage 2  
**16MAT/082P ALL DAY**

Delivering outstanding PSHCE education  
**16PSE/070P ALL DAY**

Secondary SIMS user group – Wheathampstead  
**16SIT/103S ALL DAY**

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

**14  
MAR**

Paint, squiggle, draw!  
Teaching children the skills  
of painting and drawing  
**16EAY/059P TWILIGHT**

Teaching assistants:  
spotlight on phonics and  
spelling  
**16ENG/092P ALL DAY**

From good to outstanding  
in geography: promoting  
effective development of  
map skills and fieldwork  
Year 1 to Year 6  
**16GEO/003P MORNING**

Teaching for independence  
in Key Stage 1  
**16NQT/038P ALL DAY**

Secondary SIMS user group  
– Nobel School  
**16SIT/104S AFTERNOON**

**15  
MAR**

Budget preparation  
workshop  
**16FSS/065A ALL DAY**

Embedding fun French  
for NQTs in the primary  
classroom in Key Stage 2  
**16NQT/041P ALL DAY**

**16  
MAR**

Supporting the SEND  
learner with apps, iPads  
and other technologies  
**16COM/039P AFTERNOON**

Year 2 phonics and spelling:  
planning and assessment  
**16ENG/093P ALL DAY**

Deputy and assistant  
headteacher induction:  
session four – leadership  
and building effective teams  
**16MAN/088P AFTERNOON**

Fun, focused and effective  
primary science for NQTs  
**16NQT/054P ALL DAY**

Workshop to Raise  
Awareness of Prevent  
(WRAP)  
**16PSE/038A MORNING**

Workshop to Raise  
Awareness of Prevent  
(WRAP)  
**16PSE/039A AFTERNOON**

Workshop to Raise  
Awareness of Prevent  
(WRAP)  
**16PSE/040A TWILIGHT**

**20  
MAR**

SEND briefing  
**16COM/039P AFTERNOON**

**21  
MAR**

Developing vocabulary  
**16ENG/094P ALL DAY**

Teaching for independence  
in Key Stage 2  
**16NQT/042P ALL DAY**

**21  
MAR**

SEND briefing  
**16SEN/029A AFTERNOON**

Appraisal and capability  
workshop  
**16SHR/011A MORNING**

SIMS Reporting (advanced)  
**16SIT/105A ALL DAY**

**22  
MAR**

Work or play in the Early  
Years  
**16EAY/060P TWILIGHT**

Using SIMS to manage SEN  
**16SIT/106A ALL DAY**

Primary SIMS user group –  
Potten End  
**16SIT/115P AFTERNOON**

**23  
MAR**

Teaching mathematical  
vocabulary in Key Stage 1  
**16MAT/084P ALL DAY**

Active and engaging RE  
**16RED/007P MORNING**

Primary SIMS user group –  
Potten End  
**16SIT/115P AFTERNOON**

School business manager  
professional development  
programme (SBM PDP)  
module three: effective  
teams  
**16SBM/033A MORNING**

SEND briefing  
**16SEN/030A AFTERNOON**

Key Stage 4 assessment  
analysis in SIMS  
**16SIT/107S MORNING**

New and aspiring primary  
science subject leaders –  
Day 1  
**16SCI/019P MORNING**

**24  
MAR**

Secondary headteachers'  
half-day spring conference  
**16MAN/120S MORNING**

SIMS Nova T6: Unit 4 –  
Scheduling  
**16SIT/108S MORNING**

**27  
MAR**

Unplugged computing –  
teaching primary computer  
science concepts without  
computers  
**16COM/040P AFTERNOON**

Tackling and preventing  
extremism in the curriculum  
**16PSE/071S AFTERNOON**

Tackling and preventing  
extremism in the curriculum  
**16PSE/072P MORNING**

**28  
MAR**

Focus on teaching phonics  
through 'Letters and Sounds'  
for NQTs in Foundation  
Stage and Year 1  
**16NQT/049P ALL DAY**

**28  
MAR**

Securing and judging  
progress in primary science  
at upper Key Stage 2  
**16SCI/020P AFTERNOON**

Staff conduct and  
discipline: essential training  
for managers  
**16SHR/009A MORNING**

Metal machine safety  
course: S2HS and S6HS –  
Day 1  
**16DET/014S ALL DAY**

**29  
MAR**

Years 3 and 4 grammar: the  
fine detail and application  
**16ENG/096P ALL DAY**

Metal machine safety  
course: S2HS and S6HS –  
Day 2  
**16DET/014S ALL DAY**

**30  
MAR**

Teaching mathematical  
vocabulary in Key Stage 2  
**16MAT/085P ALL DAY**

Metal machine safety  
course: S2HS and S6HS –  
Day 3  
**16DET/014S ALL DAY**

## A little more detail ...

### From good to outstanding in history: promoting pupils' enquiry skills across Year 1 to Year 6

Wednesday 1<sup>st</sup> March **16HIS/003P**

Using an enquiry approach is emphasised in the history National Curriculum, as one of its aims is to understand the methods of historical enquiry. This includes how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

This course examines what a true enquiry approach looks like, together with strategies to inspire pupils' curiosity to know more about the past, equip them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. These approaches help to meet many of the descriptors for outstanding practice, as identified in Ofsted's subject-specific criteria for history (2014).

Hands-on exemplars using different types of historical evidence will be used across a range of primary history curriculum topics (including Great Fire of London, Prehistory, Anglo-Saxons, Maya) and delegates are welcome to bring a USB stick to take away the exemplars used.

### From good to outstanding in geography: promoting effective development of map skills and fieldwork Year 1 to Year 6

Tuesday 14<sup>th</sup> March **16GEO/003P**

This course will explore a range of ideas on how the school grounds and surrounding local area could be used as the basis for geographical fieldwork from Year 1 to Year 6, and provide an anchor for development of pupils' geographical skills in the use of maps and photographs.

In addition to the schools grounds, ideas for using local woodlands, streams, town or village centres, war memorials, churches and cemeteries will be discussed, with a bank of practical ideas for fieldwork in these environments.

### Active and engaging RE

Thursday 23<sup>rd</sup> March **16RED/007P**

A practical half-day course, focusing on what high-quality RE looks like, how to set effective tasks in RE that will ensure progression, and trialling a range of activities to encourage learning through active engagement in RE.

Areas to be covered include: lively starters, using religious artefacts and images to deepen understanding, active learning strategies

### KEY TO HFL TRAINING COURSES

Course codes ending in: **P** = Primary **S** = Secondary **A** = All phases

## So you have textbooks ... so what?

by Siobhan King, Primary Mathematics Adviser

**I have been thinking about maths textbooks: what they add to lessons and how they can be used effectively. I am a firm believer in not reinventing the wheel and know that teacher time is finite and exceptionally valuable.**

In the course of my work, I have seen very few of these 'high-quality textbooks' and I have come to the conclusion that we need to be clever about making the best of the resources available to us. With this in mind, I have tried to pick out what I think are some of the pitfalls and come up with some suggestions as to how maths texts books could be used most effectively.

### USE VISUAL REPRESENTATIONS CLEVERLY

I believe one of the best things about maths textbooks is that they often provide visual models for calculations or concepts, which help me to support children in understanding the maths they are learning. Of course, it is important not to be tempted to completely miss the concrete exploration, which is so vital for children to develop their mathematical understanding.

To use visuals in maths textbooks cleverly, I think that it is useful to introduce them to children without the precision of labels and numbers, in the first instance.

By showing a model that does not lead pupils to immediately calculate an answer, mathematical discussions can be opened up from questions such as:

**"What do you notice?"**  
**"What could the problem be about?"**  
**"What questions would you like to ask?"**  
**"What other information would you need to work that out?"**

I have found that these key areas of discussion can uncover misconceptions, develop precise use of mathematical vocabulary and offer the chance for creativity in mathematical thinking. In addition, I have seen how working in this way can really help children to see themselves as mathematicians, and help everyone to feel that they have something to say and truly engage them in their learning.

By taking away the detail and then adding it back to a visual, you can then model and reason with children about how to unpick the problem. This element of working mathematically can otherwise be difficult to develop from textbooks, where worked examples, with labelled visuals, move quickly to a bank of abstract problems. Moving from visual to abstract and becoming very precise too quickly, children can't help themselves but head straight for the "plug in the numbers to the worked example and off we go" mentality, and the deeper understanding is lost. This becomes an even bigger problem if there isn't enough variety in the problems presented. I would wholeheartedly agree that children need to practise their maths skills, but when does doing more of the same become pointless?

### DEVELOP TEACHING SEQUENCES FROM YOUR CHILDREN

A pitfall that I have seen with some textbooks is how they are organised in terms of curriculum coverage, for example with operations being taught completely separately. I don't

want to teach addition on Monday and subtraction on Tuesday, as I want to develop children's understanding of the connectivity between these operations. I certainly don't want a lesson focused around a bank of addition word problems, because I know my children will just work out that they need to find the numbers in the text and add them together; and where is the maths in that?

In fact, I would argue that textbook writers are going to find it hard to develop a teaching sequence that best meets the needs of the children we teach, by virtue of the fact that they don't know them. Teachers know their children: their daily experiences, the topics they are covering this year, their mathematical strengths and areas for development. For me, textbooks are best used therefore to support teachers in seeing how concepts can be developed, and the range of experiences and activities which could be used to support pupils in gaining deeper understanding. Fundamentally, I believe that it is not the textbooks that will make the difference, but what we, as teachers, do with them.

## Exploring G Suite for Education in primary schools

by Ryan Fisher, Journalist

G Suite for Education, along with the potential benefits of Chromebooks for primary schools, was first brought to the attention of Dan Cumberland, ICT Coordinator at Peartree Primary School, Stevenage, last year by the ICT services team at HfL. Although predominately used by secondary schools, Dan noticed how G Suite for Education has a lot of potential in a primary school and how it could advance the technology at the school. Since then, it has been a roaring success.

G Suite for Education is a combination of online software tools, including Google Drive (for sharing individual files, with unlimited Cloud storage), Google Classroom (a virtual learning environment), and Google Docs, Sheets and Slides (an alternative to Microsoft office).

"We really wanted to solve a few issues that the school was having with technology," explained Dan. "The iPads are a fantastic bit of kit but can be limited with the functions they have, especially when it comes to office software such as Word. Also laptops can take time to set up and servers are sluggish. So I had a look at G Suite as another option."

Dan began to research a bit more into G Suite for Education and took part in training to become a certified Google educator, to understand whether this is something they could pursue. After discussion with staff members and the headteacher, the school worked with the ICT services team at HfL to have the Google solution installed along with 32 new Chromebooks. The team then provided the ongoing technical support for the Google solution.

"I think the biggest thing I wanted to get across when speaking to my staff was that collaborative learning. Pupils really enjoy being able to work on a document together, and the Chromebooks provide a great platform to do



that and share with their teacher."

"It also benefits staff too as they can easily monitor work to see who has done what, who has contributed the most and look at pupils' work as they are doing it. It is pretty much a virtual-learning wall."

"It has taken a bit of getting used to and training was needed. Things can go wrong at times, especially as pupils get to grips with the technology, but I told staff to just persevere with it because in the long term the Chromebooks will make a difference."

Chromebooks are devices similar to normal laptops, except that they run the Chrome operating system, and access programs and files from the cloud. This means they are fast to start up, they have a long battery life and they can be managed from a central, online portal. Pupils can log into any Chromebook, using their own G

Suite for Education accounts, to access their own work and the suite of tools available to them.

"Obviously, there are a lot of eSafety issues we have had to sort out prior to using the Chromebooks. There are obviously barriers and things we should consider with any piece of technology, but that should not stop us from using them or trying out new equipment," Dan added.

"The ICT Services team at HfL have been paramount in providing key support and guidance to us in our journey starting with a demo of the Google system, installation, guidance in picking the correct device and then the ongoing support."

"The biggest issue the school now has with Chromebooks is that they are constantly being booked out. The school is already speaking to the team at Herts for Learning to purchase another 64 Chromebooks."

**Staff feedback from the school:**

**"Really big part of our computing scheme and we can combine it with certain apps such as Scratch that they can access at home."**

**"Beneficial for group reading and accessing books and reading materials online"**

Google for Education

**To find out more about the features of G Suite with Chromebooks and how this solution can work for your school, please contact Shahid Sahil: [shahid.sahil@hertsforlearning.co.uk](mailto:shahid.sahil@hertsforlearning.co.uk)**

**Alternatively visit HfL's blog post, written by HfL's Computing and eDevelopments Adviser, Chris Carter: <http://bit.ly/TE-GSuiteBlog>**



**A number of changes have been happening to the senior leadership team at Herts for Learning. With the company constantly adapting, expanding and developing and with a number of existing SLT members retiring, three new, yet familiar, faces have taken on new positions. Mireille MacRaid, Helen Jones and Paul Wilson have all been appointed in new roles within the company. Read their profiles below.**

## Mireille MacRaid

Education Services  
Director for Early Years



Mireille MacRaid is the Education Services Director for Early Years at Herts for Learning. She leads the Early Years team, which supports schools, children's centres and Early Years settings in developing high-quality provision and undertaking work to improve outcomes for young children and their families.

Mireille first became passionate about work in Early Years when teaching in an inner-city maintained nursery school in Edinburgh. She has since taught in the foundation stage and Key Stage 1, has supported PVI settings as a qualified teacher, has led and managed large daycare settings, and was seconded from HfL to work as a Hertfordshire nursery school headteacher. Mireille has worked as an additional inspector for Tribal Inspections, undertaking inspections in the Early Years sector.

Mireille's expertise includes the strategic use of data to support leaders in improving the quality of provision, to enable children to maximise their potential. She leads training sessions, supports staff teams to build capacity to raise standards in their setting, and develops appropriate systems and procedures to meet the requirements of the EYFS. She is a Hertfordshire Nursery School and Children's Centre Improvement Partner.

Mireille's participation in the Effective Early Learning research project fostered her interest in analysing children's wellbeing and their levels of involvement during play. This has helped to formulate strategies that better support learning through child-initiated activities. This research is complemented by her ongoing work as an Early Childhood Environmental Rating Scales Auditor; the main aim of this role is to identify areas for development, to ensure high-quality learning environments.

Mireille is currently the vice chair of the eastern region quality-improvement network, and sits on the National Early Years consultative forum for Ofsted.

## Helen Jones

Education Services  
Director for Disadvantaged Pupils



Helen is the Education Services Director for disadvantaged and vulnerable pupils and she has over 30 years' experience in education. The core purpose of her role is to challenge and support mainstream and special schools to raise standards for pupils who are supported by the pupil premium, including those who are known to be eligible for free school meals, those who are looked after by the Local Authority, those who have special educational needs and/or disabilities, those who speak English as an additional language or who are from minority ethnic groups, those with mental health needs, those at risk of cyber-exploitation, and pupils from any other groups that need support to reach their potential.

"Improving outcomes for disadvantaged and vulnerable pupils is a cause which is very near to my heart because these are the children who need us most," explained Helen. "I believe passionately that schools are a powerful vehicle to ensure that these children get the very best out of education and so do the very best they can."

"I am fully committed to supporting schools wherever I can, and I know that my team share this passion and commitment too. I look forward to the time when we can say with confidence that, in Hertfordshire, the differences are diminishing for these pupils."

Helen's work supports school improvement in Hertfordshire and beyond, and this includes leadership team development and securing good and better teaching. She is skilled in headteacher performance management and successfully supports schools to validate their self-evaluation. She is the improvement partner to the Hertfordshire Virtual School for children looked after.

Helen is a trained lead Ofsted inspector, and is accredited to inspect specialist SEN resource provision as well as SEN provision in mainstream schools and academies. She is also accredited to inspect independent mainstream and special schools.

## Paul Wilson

Education Services  
Director for Secondary schools



Paul joined the Hertfordshire advisory service in Hertfordshire in 2009, having previously been a senior leader in a Hertfordshire secondary school. He initially joined as the lead Assessment Adviser before becoming a School Effectiveness Adviser and then Deputy Leader of the Secondary Achievement Team. He took up post as the Education Services Director for Secondary schools in HfL on 1<sup>st</sup> December 2016.

A science specialist, with over 20 years' experience of teaching in secondary schools, Paul has worked as both a subject and pastoral leader, and has particular interests in the use of assessment to support learning and in leadership and management.

Paul has an MA in educational leadership and management and is also an accredited executive coach (ILM level 5). Through his work with schools, and membership of both CIEA and AAIA, Paul has up-to-date knowledge of current issues in education. Paul holds PQSI, and has current experience of inspection in secondary, primary and middle schools.

Talking about his recent employment, Paul said: "I am really looking forward to working with schools and headteachers to ensure that Hertfordshire maintains its high standards and achieves the best outcomes for all young people."



### SENIOR LEADERSHIP TEAM

Managing Director

**Jan Paine** (until March 2017)  
**Andrew de Csilléry** (from April 2017)

Education Services Director  
for Early Years  
**Mireille MacRaid**

Education Services Director  
for Primary  
**Pat McAteer** (until August 2017)  
**Tracy Warner** (from September 2017)

Education Services Director  
for Secondary  
**Paul Wilson**

Education Services Director  
for Disadvantaged Pupils  
**Helen Jones**

### ACHIEVEMENT

Chief Financial Officer  
**Andy Griffiths**

Chief Information Officer  
**Christine Woodward**

HR Director  
**Helen Foster**

Business Development Director  
**Carole Bennett**

### BUSINESS OF EDUCATION

**If you would like to speak to a member of HfL's senior leadership team please contact them as follows:**

**01438 845831**

**[hfl.executive@hertsforlearning.co.uk](mailto:hfl.executive@hertsforlearning.co.uk)**

# Making the right choice for your school

## Support for schools establishing a MAT

With the ever changing educational landscape, HfL has been preparing resources and adapting services to support emerging and developing MATs. Natalie Dalvarez was appointed as MAT services lead in HfL and has been working to develop support services for emerging MATs.

Natalie and her team have created a complete range of online content including videos, resources and information suitable for any setting, whatever stage they are at in their academisation journey. These can be accessed here: [www.hertsforlearning.co.uk/mats](http://www.hertsforlearning.co.uk/mats)

The content has been split up into the following sections depending on what stage of the journey, a school is at:

### UNDERSTANDING THE LANDSCAPE

There are many sources of information on the government's policy for academisation, yet there remains uncertainty. HfL resources aim to clarify the landscape and enable schools to move forward in understanding the options available.

### UNDERSTANDING THE OPTIONS

There are different options available to schools and academies so it's crucial that leaders have all the information required to make the right decision for their setting. It is critical to understand the benefits and challenges of leading or joining a MAT (Multi-Academy Trust), or becoming a SAT (Single Academy Trust) when considering the future.

### PREPARING FOR CHANGE

There are key areas of a school's existing practice such as ethos, governance, financial management and staffing resources that will need to be reviewed and evaluated as they prepare to change. This will be imperative when bringing schools and academies together to work as one new organisation and as they move towards entering into a trust arrangement.

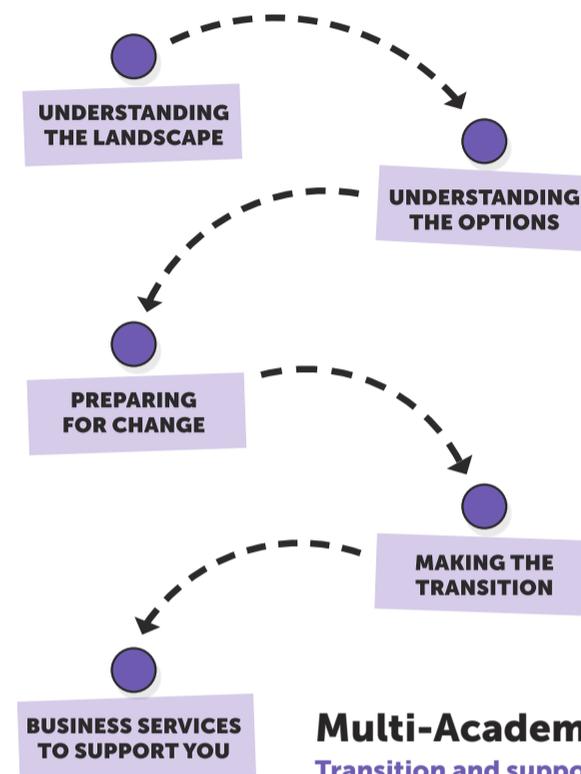
### MAKING THE TRANSITION

Having effective project management expertise in place enables this transition to have minimal impact on teaching and learning. Whether a school is creating a new trust or joining an established one, understanding and planning for the important milestones will ensure the transition is a positive experience.

### BUSINESS SERVICES TO SUPPORT YOU

As a multi-academy trust or single academy, Herts for Learning can offer a full range of services to help MATs in ensuring the efficient and effective running of their organisation. HfL's expertise provides MATs with peace of mind, knowing that they are only one step away from professional advice and support with their business needs.

Each section of HfL's site will be continuously updated with fresh content to ensure that school's receive the most-up-to-date and relevant information.



**Multi-Academy Trust**  
Transition and support services  
[www.hertsforlearning.co.uk/mats](http://www.hertsforlearning.co.uk/mats)

## First wave schools ready to join the HfL MAT

(Continued from the front page)

significant number of schools. Following numerous consultation events with headteachers and chairs of governing bodies, the HfL Ltd Board agreed that there was sufficient interest to proceed in June 2016. The MAT was incorporated at Companies House in July 2016. Since then work has been ongoing with schools to shape the model and to develop the values and vision and scheme of delegation. During this time there, have been discussions with the Regional Schools Commissioner (RSC) and the DfE to ensure the HfL MAT would be compliant with requirements for approval to become a sponsor and for schools to apply to convert into the HfL MAT.

### APPROVAL AND WAVE 1 SCHOOLS

The MAT received approval to be a sponsor on 21<sup>st</sup> December 2016 and the Trust Board is hopeful that the first wave of schools will be approved and converted ready for September 2017, with further schools joining in the next two academic years. Currently, over 30 schools have expressed an interest in being included in Wave 1. The model has been designed to be able to expand using a geographical cluster approach and the scheme of delegation created has taken this into account.

### INCLUSIVE

The HfL MAT will be inclusive; it is intended to be made up of a healthy mix of primary, secondary and special schools, which will mainly be converter academies, plus a smaller number of sponsored academies within a one hour driving radius of Stevenage. It does not intend to turn schools away that are not yet good or have financial pressures. In order to manage growth in a sustainable way, its growth strategy intends that at least 80% of the academies are

good or better and financially secure before adding more.

### PARTNERS

The Herts for Learning Multi Academy Trust works alongside other LA maintained schools, academies and multi-academy trusts in Hertfordshire and on our borders. We welcome opportunities to share good practice and learn from each other, building on the relationships built by Herts for Learning Ltd with its shareholder schools and customers.

The MAT will work with a range of partners to secure the best value services to meet the needs of its academies including Teaching School Alliances, NLEs, SLEs, LLEs and NLGs, other MATs, University of Hertfordshire, Education Service of the Diocese of Westminster and the St Albans Diocesan Board and HertsCam.

HfL Ltd will remain unchanged in its current form as your School Improvement Company trading its services in Hertfordshire and beyond and developing products and services to suit your needs. Herts for Learning Ltd currently trades with maintained schools, academies, free schools, MATs and independent schools as well as other customers and that will continue; so please be assured that for HfL Ltd it will be business as usual.

**To find out more and to find out about the HfL MAT members and trustees please look at the new HfL MAT website [hflmat.co.uk](http://hflmat.co.uk). If you have any questions about anything concerning the HfL MAT please make contact through [info@hflmat.co.uk](mailto:info@hflmat.co.uk)**

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

**Tuesday 28<sup>th</sup> February 2017**

**16SBM/042A**

**Fielder Centre, Hatfield, AL10 9TP**

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. The conference will provide guidance for schools and academies that are currently working through the options available and are thinking of either establishing their own MAT or looking to join a local MAT. This one-day event will provide the opportunity to understand the pros and cons of each option and to find out the support available. As a summary, this conference will equip leaders with the right amount of information to move forward and enable the right decisions to be made.

### By attending participants will have:

- clarity around the options available to their school
- understood the differences between leading a MAT and joining a MAT in their day-to-day practice
- knowledge of the support and advice available to them
- the information to make decisions on their school's future

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

**For further information about MATs and what Herts for Learning is doing about academisation, please email: [business.matters@hertsforlearning.co.uk](mailto:business.matters@hertsforlearning.co.uk)**

As featured in the December edition of The Exchange, Herts for Learning has rebranded their business services to cater for an array of settings, including Single Academy Trusts and Multi-Academy Trusts. Each service has been given a new logo, name and identity and all sit underneath the banner of 'The Business of Education'. This page will look at each of the available services and how they can help your setting.



## THE BUSINESS OF EDUCATION

### Business services at a glance

#### Financial Services

[fss.admin@hertsforlearning.co.uk](mailto:fss.admin@hertsforlearning.co.uk)

The Financial Services team offers a range of financial services, which can be tailored to meet the individual needs of a school or an academy. It is an established team with many years of experience, helping settings meet their financial responsibilities.

#### Governance Services

[governance@hertsforlearning.co.uk](mailto:governance@hertsforlearning.co.uk)

Governance is a specialist team whose main focus is to support improvement in schools, academies, free schools and UTCs by developing the effectiveness of governing bodies.

#### Hertfordshire Internet and Connectivity Service (HICS)

[kevin.crawley@hertsforlearning.co.uk](mailto:kevin.crawley@hertsforlearning.co.uk)

HICS provides a safe, secure network which has been designed to enable schools and academies to access the internet and education services in a supported environment.

#### HR Services

[hrrservices@hertsforlearning.co.uk](mailto:hrrservices@hertsforlearning.co.uk)

The HR Services team comprises specialist education HR professionals, qualified to the highest levels, many of whom have spent their entire careers advising. The HR Services team is proud of the strength of adviser relationships and strong working partnerships with schools and academies.

#### Business Management Services

[businessmanagementservices@hertsforlearning.co.uk](mailto:businessmanagementservices@hertsforlearning.co.uk)

With extensive experience gained in both the commercial and not-for-profit sectors, the Business Management team is well placed to provide specialist skills to both schools and academies.

#### ICT Services

[ictservices@hertsforlearning.co.uk](mailto:ictservices@hertsforlearning.co.uk)

ICT Services offer a complete IT solution ensuring academies get the best from Technology and Information Systems. The ICT Services team, part of Herts for Learning, offers consultants that are experts in their field, providing advice and guidance that is adapted to the requirements and priorities of settings.

#### School Website Support Service

[alison.bellerby@hertsforlearning.co.uk](mailto:alison.bellerby@hertsforlearning.co.uk)

The team is experienced in building clear and concise websites specifically designed for schools and academies, in partnership with the setting. They work mainly on the premises, saving time and ensuring the website meets individual needs.

#### Recruitment Services

[hfl.recruitment@hertsforlearning.co.uk](mailto:hfl.recruitment@hertsforlearning.co.uk)

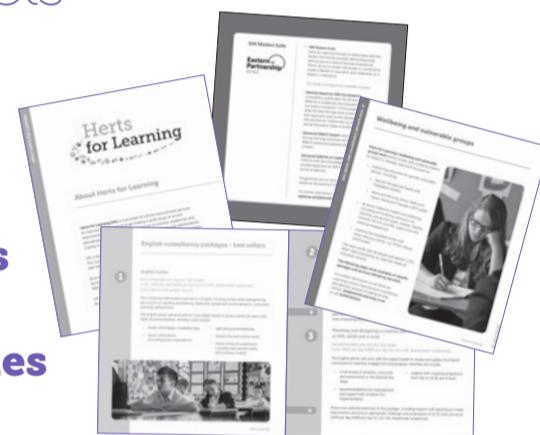
The Recruitment Services team are passionate about recruiting high-quality people who can make a real difference. The team can help guide and support all educational settings through the recruitment and selection process.

#### NEW Procurement Services (see right)

[procurement@hertsforlearning.co.uk](mailto:procurement@hertsforlearning.co.uk)

### 2017–18 Contracts

Your personalised Herts for Learning contract and supporting materials will be sent out to schools and academies after half term



"I just wanted to say a HUGE thank you for the support that you have given me and the school over the past months (and years). The school is now a positive, happy place and everybody is feeling energised and excited about the future. The work that you did and the way that you did it has had such a huge impact on the staff and children, and we feel very lucky to have been helped by you." **Herts headteacher**

### New Procurement Services

Herts for Learning offers a Procurement Service that is the ideal solution for any school, academy or setting that are required to complete an OJEU compliant process as part of their contracted spend.

Working in partnership with the Schools' Buying Club, the Procurement Service provides a full end-to-end service, from initial specification development to evaluation and award, with continuing support for annual cost and service reviews.

Bringing together industry leading experience and expertise with a truly customer focused approach, Herts for Learning's Procurement Services can help ensure that schools and academies achieve best value and great quality products and services with contractual terms that suit their needs.



For more information contact:  
[procurement@hertsforlearning.co.uk](mailto:procurement@hertsforlearning.co.uk)

For more information please visit the business services section on the website:

[www.hertsforlearning.co.uk/content/business-support-services](http://www.hertsforlearning.co.uk/content/business-support-services)

## Steering Hertfordshire's recruitment

**The Addressing Teacher Recruitment Issues (ATRI) Steering Group continues to work on behalf of all schools in Hertfordshire and has four updated strands for 2016/17 (see right). The steering group is made up of headteachers from primary, special and secondary schools, as well as HfL staff from different areas of the business.**

The foci are designed to support the developing needs of heads and school staff within the constantly changing educational landscape.

The HfL board voted to provide additional input and financial support to the recruitment initiatives for a further year. This includes the annual Recruitment Fair which will be held at the Hertfordshire Development Centre on the 4<sup>th</sup> March 2017.

- 1 Executive Leadership**  
An executive leadership development programme to meet the needs of newly forming MATs  
**Led by Jan Paine, Managing Director, HfL**
- 2 Recruitment Fairs**  
Encouraging people in to the profession, attending university fairs across the country, planning for Hertfordshire events and shaping advertising campaigns  
**Led by Anne Taylor, Head of School Recruitment Services, HfL**
- 3 TA to teacher**  
Supporting the development of routes into teaching for current and future support staff roles  
**Led by Anne Taylor, Head of School Recruitment Services, HfL**
- 4 Settle in Herts**  
Promoting Hertfordshire as a great place to live and work  
**Led by Marcus Cooper, Senior Education Manager for Hertfordshire, and Alan Davison, former headteacher, Dame Alice Owens**



## Teach in Herts Teacher Recruitment Fair 2017

**Following the success of the award-winning Teach in Herts Teacher Recruitment Fair in 2016, the Board of Herts for Learning has committed to proactively help fund and support Hertfordshire schools once again, by running a third teacher recruitment fair on Saturday 4<sup>th</sup> March 2017.**

Many schools across Hertfordshire continue to struggle to recruit sufficiently high-quality teaching staff and leaders. The problem is faced in all phases and all areas of the county and is the single biggest cross-cutting issue of concern for schools.

A steering committee of headteachers and HfL staff has continued to work together over the past year, to develop a number of strands of work to address the issue of recruitment, including encouraging young people to join the profession, developing upskilling programmes, promoting teacher recruitment into Hertfordshire, and our best-used resource, the Teach in Herts service and website.

As part of this continued work, all Teach in Herts subscribing schools are invited to attend and exhibit **free of charge**.



**The recruitment fair provides schools with the opportunity to:**

- advertise their current and potential vacancies and talk directly to candidates
- promote their school and develop a long-term pool of potential candidates
- offer work experience/visits or other activity
- help secure a future pipeline of candidates for the profession in Hertfordshire, through face-to-face engagement

**The event is restricted to Hertfordshire schools only and no third-party agencies will be permitted to attend.**

**NB: This year we have been able to secure The Hub restaurant as the location for all secondary school stands and this will mean the whole event can be located across the ground floor of the Stevenage campus.**

In addition to school exhibitions, a range of workshops will be running throughout the day for attendees, each focusing on a different target audience, such as NQT support, applying for a first teaching job, returning to teaching, overseas-qualified teachers, teaching assistants and those thinking of a career change to teaching. In addition, the National College of Teaching and Leadership will be running workshops throughout the day, providing an overview of the various routes into teaching. Workshops will be staggered, with the aim of improving the flow of

attendees for schools throughout the day.

The event will once again be supported by a national advertising campaign, which will include press, social media, online and radio advertising. Adverts will promote the recruitment fair and encourage potential attendees to pre-register their attendance on [www.teachinherts.com](http://www.teachinherts.com), so please ensure that all school profiles are up to date and that all vacancies are currently being advertised on the website.

To book a stand at the event for a school / cluster of schools, please use the email below. Space is limited and stands will be allocated on a first come, first served basis. **Closing date for booking stands is Monday 20<sup>th</sup> February 2017.**

The recruitment fair will be open between 10.00 am and 3.30 pm, and attending schools should have staff available on their stand for the whole day. Many attendees that arrived mid-afternoon last year were disappointed to find that a number of schools had left prior to the end of the event.

Marketing materials to promote the recruitment fair through governor, staff and parent networks are being sent out to schools.

**For further information on the event, see [www.teachinherts.com](http://www.teachinherts.com) or email: [teachinherts@hertsforlearning.co.uk](mailto:teachinherts@hertsforlearning.co.uk)**

TeachinHerts TeachinHerts #TeachinHerts



## Teach in Herts Teacher Recruitment Fair 2016

**542 PEOPLE ATTENDED**

59% PRE-REGISTERED

**214 WALK-INS** .....

**> 28% OF ATTENDEES WERE CONSIDERING A CAREER CHANGE TO TEACHING**

**> 20% OF ATTENDEES WERE CURRENTLY TRAINING TO BE A TEACHER OR HAD RECENTLY QUALIFIED**

**> 19% OF ATTENDEES WERE QUALIFIED TEACHERS**

**> 13% OF ATTENDEES WERE OVERSEAS-QUALIFIED TEACHERS**

# British Science Week

By Charlotte Jackson, Science Adviser



Science weeks or days are a great way to raise enthusiasm for science in both pupils and staff across a school. This year, British Science Week runs between the 10–19<sup>th</sup> of March but you can run it at any time.

Why not try a whole-school challenge like building the tallest tower using just spaghetti and marshmallows or take part in this year's CLEAPSS challenge to design and build a marble run. A great investigation that can be run across the whole school is whether children with the biggest hands grab the most sweets. This is great fun and can cover a range of skills including looking for patterns in data, evaluating the strength of data and suggesting improvements to the method.

## Terrific Scientific

If you have KS2 pupils and you have not already signed up to the BBC campaign Terrific Scientific, I would recommend getting involved. It gives pupils the chance to take part in national investigations and watch live lessons. [www.bbtterrificscientificregistration.co.uk](http://www.bbtterrificscientificregistration.co.uk)

## Primary Science Quality Mark

The next application round for the Primary Science Quality Mark is due to close on the 13<sup>th</sup> February so if you would like to take part this spring take a look at the website and register your interest. [www.psqm.org.uk](http://www.psqm.org.uk)

## Upcoming courses

We have a number of courses coming up this term including:

**The popular New and aspiring primary science subject leaders course to give confidence to new subject leaders**  
23<sup>rd</sup> March 2017 – 16SCI/019P

**Two Securing and Judging Progress in Primary Science to help class teachers and or subject leaders feel confident in making judgements about progress in science**  
9<sup>th</sup> March 2017 – 16SCI/102S  
28<sup>th</sup> March 2017 – 16SCI/020P

**Fun, Focussed and Effective Primary Science for NQTs**  
16<sup>th</sup> March – 16NQT/054P

**For more details and to book a place please visit:**  
[www.hertsforlearning.co.uk/booking](http://www.hertsforlearning.co.uk/booking)

# Free Teenage Cancer Trust programme for secondary school pupils

Teenage Cancer Trust is offering a free programme, for pupils in Year 10 or above, to help raise awareness of young people with cancer.

The presentation lasts up to an hour. It works either as a standalone presentation to the whole year group together, or it can form part of a health day or assembly. The education programme is part of the 5-Year Cancer Strategy for England, 2015–2020.

Teenage Cancer Trust has worked with schools across the country and has already visited several schools across Hertfordshire.

## The presentation topics include:

- Explaining what cancer is, who it can affect and the main warning signs
- Outlining the main types of treatment. The more we understand, the better equipped we are for coping when it does happen to someone we know
- Discussing the wider impact of cancer, not just for the person going through it but for their family and friends.
- Encouraging students to become the experts of their own bodies, through understanding how healthy lifestyle choices can reduce their risk of cancer later on in life, and encouraging them to feel confident in speaking to health professionals



## Some of the feedback includes:

"The talk was really well delivered. He made a sensitive topic accessible in a refreshing way to our young people. It was informative and engaging. I hope that we can welcome Teenage Cancer Trust back to talk to more of our students soon!"

"I thought the presentation was delivered in a sensitive yet light-hearted and personal way, which meant that the students were able to identify with it, and rather than feeling scared or intimidated, were empowered to be able to talk about cancer and understand it better."

**To find out more or book a presentation, contact [michael.willis@teenagecancertrust.org](mailto:michael.willis@teenagecancertrust.org) or visit <http://bit.ly/TE-TeenageCancerTrust> where you can also find some free resources.**

**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](http://blogs.hertsforlearning.co.uk)



# Dates to remember

Join us on social media as we celebrate and recognise important educational days during the next few months

## SAFER INTERNET DAY

7<sup>th</sup> February 2017  
[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

## FEBRUARY HALF TERM

13 – 17<sup>th</sup> February 2017

## WORLD BOOK DAY

1<sup>st</sup> March 2017  
[www.worldbookday.com](http://www.worldbookday.com)

## SELF-INJURY AWARENESS DAY

1<sup>st</sup> March 2017  
[www.lifesigns.org.uk/siad/](http://www.lifesigns.org.uk/siad/)

## TEACH IN HERTS RECRUITMENT FAIR

4<sup>th</sup> March 2017  
[www.teachinherts.com](http://www.teachinherts.com)

## WORLD MATHS DAY

7<sup>th</sup> March 2017

## INTERNATIONAL WOMEN'S DAY

8<sup>th</sup> March 2017

## BRITISH SCIENCE WEEK

10 – 19<sup>th</sup> March 2017  
[www.britishtscienceassociation.org/british-science-week](http://www.britishtscienceassociation.org/british-science-week)

## WORLD STORYTELLING DAY

21<sup>st</sup> March 2017

## WORLD AUTISM AWARENESS WEEK

27 – 2<sup>nd</sup> April 2017  
[www.autism.org.uk](http://www.autism.org.uk)

**Be sure to be following us on Facebook and Twitter**

HertsLearning  
 HertsforLearning

# English Conference

## Reading on the Rise Conference – Raising Standards

**Monday**

**27<sup>th</sup> March 2017**

9.00am – 3.30pm

**16ENG/100P**

**Hertfordshire**

**Development Centre,**

**Stevenage, SG1 2FQ**

The Herts for Learning primary English team are extremely pleased to be able to provide schools with an opportunity to hear from **Sarah Hubbard – Ofsted's National Lead for English** – who will be leading a session on 'Reading, assessment and curriculum development'. This conference aims to support the improvement of leadership and teaching of reading. The 2016 reading papers at Key Stages 1 and 2 provided us with a clear view of where the DfE have placed the goal posts, in terms of the pitch and complexity of texts and tasks to judge children's reading ability. What are the implications for effective provision in your school? The event will help schools improve pupils' progress and raise attainment further in this area. This is an all-day leadership-focused event, with a mixture of key note presentations and workshops. Each workshop will have a whole-school focus and will be run once only, so schools

may wish to book places for a senior leader and the subject leader. Places are limited, so book early to avoid disappointment. Workshops will include: Fluency, Developing vocabulary, Spoken language and dialogic response, Shared/Modelled Reading, Reading for Pleasure, Phonics/Spelling and how they feed into Reading Comprehension, Practical Approaches to Developing Reading Comprehension, Active Approaches to Reading Assessment.

**By attending participants will:**

- have developed their views of what best practice in reading looks like
- have explored practical strategies to improve the quality of teaching and better learning in reading
- have identified how to enhance the teaching, assessment and monitoring of reading

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

**Tuesday 28<sup>th</sup> February 2017**

**16SBM/042A**

**Fielder Centre, Hatfield,**

**AL10 9TP**

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. The conference will provide guidance for schools and academies that are currently working through the options available and are thinking of either establishing their own MAT or looking to join a local MAT. This one-day event will provide the opportunity to understand the pros and cons of each option and to find out the support available. As a summary, this conference will equip leaders with the right amount of information to move forward and enable the right decisions to be made.

**By attending participants will:**

- have clarity around the options available to them and their school
- understand the differences between leading a MAT and joining a MAT in their day-to-day practice
- have knowledge of the support and advice available to them
- have the information to make decisions on their school's future

## Hertfordshire SRE Summit (Sex and Relationship Education)

**Friday 10<sup>th</sup> March 2017**

**16SBM/042A**

**Hertfordshire Development**

**Centre, Stevenage, SG1 2FQ**

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. This conference will provide opportunities for schools to review curriculum models (as requested by schools attending the 2015 summit) as well as considering the need to teach safeguarding through PSHE/SRE as recommended in 'Keeping Children Safe in Education' DfE 2015. In addition, there will be displays and input from local and national providers on inclusion in SRE, pupil voice and peer-to-peer abuse, and we will consider the delivery of key curriculum content, including puberty, love, consent, honour-based violence, FGM, forced marriage and domestic violence.

**By attending participants will:**

- update on national and local issues and provision
- participate in workshops introducing packaged models for curriculum delivery
- update knowledge of key learning outcomes for children and young people
- identify best practice in SRE delivery, assessment and monitoring in primary and secondary sectors

## Secondary Headteachers' Conference

**Friday 24<sup>th</sup> March 2017**

**16MAN/120S**

**Mount Grace School,**

**Potters Bar, EN6 1EZ**

**By attending participants will:**

- keep up to date with the latest issues affecting headteachers in Hertfordshire and nationally
- develop all important networking contacts with headteacher colleagues
- attend a HASSH meeting

## Launch of the Hertfordshire Agreed Syllabus of Religious Education 2017–2022

**Religion for today and tomorrow**

**27<sup>th</sup> April 2017**

**9.15am – 12.00pm 17RED/003A**

**2.00pm – 5.00pm 17RED/004A**

**Hertfordshire Development Centre**

**To book a place on any of the above conferences, visit: [www.hertsforlearning.co.uk/booking](http://www.hertsforlearning.co.uk/booking)**