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**Herts
for Learning**

June/July 2017

THE EXCHANGE

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SHARING EDUCATION NEWS AND BEST PRACTICE FROM HERTFORDSHIRE SCHOOLS

CPD still vital as ever despite budget pressures



BY RYAN FISHER, JOURNALIST

Schools and academies are being encouraged to not let recent budget cuts interfere with their staff's continued professional development.

Herts for Learning's analysis of Ofsted outcomes and pupil achievement in Hertfordshire's districts would seem to indicate a clear correlation between the amount spent on focused staff development and success.

The report *Recruitment and retention of teachers: Commons Education Committee*, published earlier this year, strongly recommended subject-specific

CPD, to ensure the "maintenance and acquisition of subject knowledge" among teachers.

Commenting on the recent report, a Department for Education spokesperson said: "Continued professional development is vital for all teachers to help improve their knowledge and skills. We all know that teacher quality is the key to raising school standards but headteachers are facing pressures on school funding and education charities warn that training budgets can be among the first to suffer when there are cuts."

David Weston, chief executive of the Teacher Development Trust said that investment in professional training should remain a priority and that pupils deserved to be taught by teachers with up-to-date skills."

He went on to add: "We work with schools who have invested in this area and seen huge improvements in pupil results and teacher recruitment.

"Research evidence is very clear that investing in high-quality support for teachers' professional learning is not just one of the

Continued on page 2

**Everyone at
Herts for Learning
would like to wish you,
your staff and your
pupils a very enjoyable
and restful summer
break.**

We look forward to working
with more schools and
academies throughout the
next academic year.

Important Safeguarding message

Please be aware that, if you use the Hertfordshire County Council model Restrictive Physical Intervention Policy, it aligns only with Hertfordshire STEPS training, the therapeutic approach to de-escalation and restraint that is HCC's preferred approach.

If you have chosen to access your restraint training from another provider, please review your policy to make sure that it aligns with that approach. If you have accessed your training elsewhere and are using the HCC model policy, HCC need you to be aware that they will not necessarily be able to support you, should there be a safeguarding issue in your school, that alludes to restraint.

Please contact Helen Jones if you have any questions about this:
helen.jones@hertsforlearning.co.uk

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Preparing for the next academic year

(Continued from page 1)

most effective things schools can do to raise standards, but one of the best-value choices they can make. Cutting spending on CPD, even in a time of tight budgets, would be one of the most counterproductive, short-sighted and evidence-averse things a school could do," he added.

In a recent article for *Education in Chemistry*, David Weston also highlighted the four steps needed to get a better CPD. He listed the following:

- CPD needs to take the form of sustained projects, not only one-offs

- The best CPD focuses on subjects and on curriculum
- For genuine impact, teachers need external expertise, support and challenge
- Teachers need to be in charge of evaluating their own CPD

Speaking about what Herts for Learning is doing to help school and academy staff have access to the best available CPD, Kerry Godsman, Lead Teaching and Learning Adviser for English, said: "Herts for Learning has put an incredible amount of effort to ensure training is relevant, engaging and informative. Our aim is to provide schools with

the most up-to-date knowledge and awareness of changes within the education sector.

"We have listened to feedback and HfL is pleased to provide cost-effective and high-quality courses that are tailored to the needs of schools and academies, not only in Hertfordshire but around the UK. Central training is one way to access our courses but, subject to demand, we can deliver at venues around the country and also as INSET."

This edition of *The Exchange* includes three pages, featuring every course and conference

Herts for Learning is running during the first half of the autumn term. Listed by academic subject, this easy-to-view wallchart is ideal for staff rooms to ensure all staff have access to the range of courses on offer.

To book onto one of HfL's courses, please visit: <http://bit.ly/TE-booking>

The 11-plus is a loaded dice, says report

BY JASLEEN DHILLON, COMMUNICATIONS ASSISTANT

Disadvantaged pupils with the same SATs score as their wealthier peers are much less likely to pass the 11-plus and subsequently achieve places in grammar schools, according to new research by Education Datalab.

The study looked at the data of 21,800 pupils in Kent who sat the 11-plus in 2015. It concluded that getting into a grammar school in Kent, a county which is home to 32 out of England's total of 163 grammar schools, is akin to rolling a loaded dice because of the arbitrariness of who passes the test.

If pupils were to be selected purely on SATs scores, 16% of free school meal (FSM) pupils would receive some of the 5,200 places available in Kent grammar schools, but at present the figure is 12%. This is because the structure of the 11-plus tests results in FSM pupils who achieve the same SATs score as non-FSM pupils receiving an average score that is 8.7 points lower than their peers.

Pupils on FSM perform worst in the verbal and spatial reasoning paper, which is not part of the National Curriculum.

Kent primary schools are explicitly asked not to prepare their pupils for the 11-plus tests, which the authors suggest favours children whose parents can afford private schools or tuition.

To make the tests fairer, Education Datalab recommends that they should be better aligned with the Key Stage 2 curriculum and that poorer pupils should be given extra marks on the reasoning tests. It also calls for pupils to receive 10 hours of preparation in reasoning, so that they can catch up with peers who have received private tuition or schooling.

Finally, the report said that headteacher panels, who are expected to counterbalance the test's disadvantages, should be scrapped, as they are no better at identifying the most academically capable pupils than the 11-plus test itself.

The report by Education Datalab can be found here: <http://bit.ly/TE-11Plus>

Low attainers "harshly" marked in high-performing schools, study finds

BY JASLEEN DHILLON, COMMUNICATIONS ASSISTANT

A new study has found that teachers at high-performing schools mark the work of their lowest-performing 11-year-old pupils more harshly, while the writing of high-performing pupils who attend the lowest-performing schools is marked "too conservatively".

The Sharing Standards project published by No More Marking, an online engine to help teachers with comparative-judgement assessments, involved teachers moderating each other's Year 6 writing to receive a reliable and objective indication of the standard of their own pupils' writing.

"Teachers see so little writing from schools elsewhere in the country, they don't know the child's work they are looking at is that good."

Dr Chris Wheadon
Founder of No More Marking

More than 1,600 teachers from 199 schools participated in the study, judging the writing of 8,512 pupils. Once teachers had compared each essay enough times, a computer ranked them in order and standardised the grades. The grades were then compared against those given by schools in the previous year. The study also highlighted the ways in which schools differ in their interpretation of Key Stage 2 writing standards.

Dr Chris Wheadon, the founder of No More Marking, said the finding supported concerns that "we are very bad at absolute judgements".

"Teachers see so little writing from schools elsewhere in the country, they don't know the child's work they are looking at is that good."

When explaining the harsh marking of high-attaining pupils in lower-performing schools, Wheadon said he believed there was "a reluctance to say that work is really good and fear of the moderator".

The full report, *Sharing Standards*, can be accessed here: <http://bit.ly/TE-SharingStandards>

PA Plus

PA Plus new resources

MAKING THE MOST OF YOUR PA PLUS SUBSCRIPTION

Released this term:

English

- Outline plans for mixed-age planning
- Model for writing – discussion
- Spelling support resources

Maths

- Mastery self-evaluation tool
- Maximising potential documents

Updates to the SL toolkit:

- Pupil progress meetings
- Misconceptions support materials

Early Years

- Guidance for Reception teachers in identifying "exceeding" attainment using the EYFS profile

Assessment

- 2017 Analysis reports for KS2 and KS1

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

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On Friday 18th September 2015, the Herts for Learning maths team hosted a national conference, with Jo Boaler, Professor of Mathematics at Stanford University, as the keynote speaker. Many Hertfordshire teachers attended the conference to find out more about developing mathematical mindsets, and were inspired to continue improving opportunities in mathematics for their pupils, through an action research project. The purpose of the project was to explore some of the themes covered by Jo Boaler and research different ways of developing mathematical mindsets. In part two of two, The Exchange looks at one of the schools involved and how the conference has had an impact on the teaching of mathematics in this schools.

How can the use of language influence children's attitudes to maths?

BY DEBORAH HIGGINSON, MATHEMATICS COORDINATOR AT NASCOT WOOD JUNIOR SCHOOL

Nascot Wood Junior School (NWJS) is an average-sized primary school, located in the Watford district of Hertfordshire. The school was rated "outstanding" by Ofsted in 2010.

Description of my approach

The pressures of league tables and Ofsted appear to have forced many schools to adopt the "spoon-feeding" approach and, to quote E.M. Forster, "Spoon feeding, in the long run, teaches us nothing but the shape of the spoon". However, through careful planning and outstanding professionalism, NWJS has maintained its ethos of educating children as life-long learners: nurturing a "growth mindset".

Unfortunately, I believe many of our children are being disadvantaged by a culture of tutoring for the school entry tests, where the passing of a test is seen as an ultimate goal.

Children, and their families, are judged on the outcome, which tells them if they are "good enough". This is the embodiment of a "fixed mindset". We are very fortunate that we do not set maths homework – another potential source of introducing a fixed mindset from some parents/carers.

We used videos during "The Week of Inspirational Maths" (Professor Jo Boaler's YouCubed resources: Maths activities) which showed how the brain is constantly growing and that there is potential for growth in all of us. Class Dojo, a communication app for the classroom, has a programme of short video clips called "Big Ideas: Growth Mindset", which are child-friendly cartoons explaining the latest research on brain development.

These were used as starters in maths and during PSHE, giving the opportunity for more discussion time. There are paper resources, too, which enabled me to complete a whole PSHE lesson.

The next step was to try choosing and using language to convey the growth mindset ideas such as:

- Mistakes are expected, inspected and respected
- Challenges are value
- Hard work and effort grow new connections in brains
- We are all mathematicians this lesson
- We believe in you

I began to use the following language, both orally and in written feedback:

- Let's do something we can learn from, not something easy
- This is hard – it's what I call fun
- Share something you learned today
- Who had a good struggle?
- Just imagine how many connections you grew today
- Who thinks they made an interesting mistake that will help us all learn?
- How have you grown as mathematicians?
- Tell me how you have worked systematically/methodically/logically?
- You have shown great resilience by checking and correcting your work

- You have shown great resilience by finding all the possibilities
- You have explored a range of strategies, which one was key for you?
- You have set your work out clearly so that it can be reviewed by other mathematicians
- What a super strategy – can you share it with everyone?

My starting point was with my whole class. There are many very able children in the class, who were used to only achieving success. They were intimidated by each other and, in turn, they intimidated the less confident children. In maths, many children didn't value talk partners, preferring to work alone. So, maths lessons were very quiet and the atmosphere lacked passion.

The results have been dramatic.

Then I noticed the following change in the atmosphere during the lessons:

- Far more interaction between pupils
- Greater resilience to try out new ideas
- Children across all abilities readily drawing out and using manipulatives
- More willingness to self- and peer- assess, using moving-on points
- A sense of excitement and confident competitiveness

Widening the approach

Having achieved such a transformation with my class, I wanted to share it across the whole school. I therefore held a staff meeting to share my question and the results that I had achieved. In order to establish a baseline, I asked the staff to ask their classes to complete the "Growth Mindset Maths Questionnaire" devised by Helen Hindle. I then asked them to follow procedures similar to the ones that I had initiated and to record any changes that they noticed.

Impact and recommendations

To sum up, class teachers who introduced the "growth mindset" ideas during PSHE and used the language of "growth mindset" in their mathematics lessons found that the children responded positively to the messages. The atmosphere in maths lessons and evidence from their dialogue suggests that many children embraced the key ideas of: learning from their mistakes; resilience and effort. Although assessment data shows a positive trend in mathematics for the majority of children, I feel that it is too early to attribute any specific percentage to the research project. However, I feel that this simple, cost-effective change, which gives mathematics a favourable image, enhances the children's enjoyment. This should ultimately lead to enthusiastic participation and should, therefore, result in a rise of attainment over time.

Moving forwards, I would like to keep the consistency of a "growth mindset" across other areas of the curriculum and empower new staff to embrace the culture. Also, during parent consultations, to introduce the language of "growth mindset" and encourage them to use the ideas at home.

Mathematical Mindsets

To view each school's case study, please visit the following links:

How do low-entry, high-ceiling (open-ended) problems facilitate talk?

Pope Paul Catholic Primary School
<http://bit.ly/TE-PopePaulMaths>

Providing pupils with opportunities to use concrete resources through "explore" activities, in order to develop the use of multiple representation when approaching maths work

St Cuthbert Mayne Catholic Junior School
<http://bit.ly/TE-StCuthbertMaths>

Can we ensure that home learning consistently supports a growth mindset in maths for all children?

St Margaret Clitherow RC Primary School
<http://bit.ly/TE-StMargaretMaths>

Can Concrete-Pictorial-Abstract support pupils to securely reach age-related expectations in 6 weeks?

St Paul's CE VA Primary School
<http://bit.ly/TE-StPaulsMaths>

Will developing the CPA approach for high-attaining children with a fixed mindset increase resilience, accuracy, understanding and thinking?

St Thomas More Catholic Primary School
<http://bit.ly/TE-StThomasMoreMaths1>

How can questioning be used to support and encourage children when they say they are "stuck" in maths?

St Thomas More Catholic Primary School
<http://bit.ly/TE-StThomasMoreMaths2>

How does the use of concrete manipulatives and visual props support the development of number fluency and number talk?

Wheatfields Infants' and Nursery School
<http://bit.ly/TE-WheatfieldsMaths>

Why are girls who are working above age-related expectations at the end of Key Stage 1 not achieving the same at Key Stage 2?

Wormley C of E Primary School
<http://bit.ly/TE-WormleyMaths>

Can the effective use questioning develop growth mindsets and deeper mathematical thinking?

Yewtree Primary School
<http://bit.ly/TE-YewtreeMaths>

Stevenage school takes part in charity colour run

BY RYAN FISHER, JOURNALIST

On Friday 31st March 2017, Camps Hill School, Stevenage, held a Colour Run, which saw children, staff, parents and members of the community take part in a fun run, whilst getting covered head to toe in coloured powder from different stations placed around the school grounds.

This year the school raised money towards the Karen Woo Foundation, which is a local grant-giving charity, which focuses on supporting projects in Afghanistan, that provide healthcare to communities, that have little or no access to even basic medical provision.

They also raised money towards ICT equipment for their children, aged 2–11 years. With the success they had from last year's Colour Run, in which they raised £2,000 for Macmillan Cancer Trust and £2,000 for their school library, the school were excited for this year's event.

The Karen Woo Foundation was founded in 2010 in memory of Dr Karen Woo, who grew up in Stevenage and then went on to follow her passion to improve the healthcare available to



people in local communities in Afghanistan. The charity began after Karen was tragically killed on an aid trek in 2010. With the support the charity has received so far, they have been able to support key projects such as The Window of Hope Orphanage, AMOR – Equipment for Afshar Hospital; Zwan Family Charity – Dental Health Project; and, finally, HealthProm – Reducing Maternal and Infant Mortality.

Headteacher Emma Flawn said: "It is important for us to come together as a community and think about how we can make a difference to the wider world. Our Colour Run allows us to support charities whilst creating special memories for our families and friends for many years to come."

Andrew, from the Karen Woo Foundation, commented: "It was amazing and really inspiring to see the great work the school does."

If you would like more information on the projects The Karen Woo Foundation supports and how you can help, visit:
www.karenwoofoundation.org

#ICYMI

IN CASE YOU MISSED IT

– our Twitter highlights

St Albans students from Oaklands College experience life as a firefighter

<http://bit.ly/TE-Firefighters>

Paralympian and guide dogs teach St Albans children about disabilities

<http://bit.ly/TE-Paralympian>

7ft tall basketball player visits former Letchworth school

<http://bit.ly/TE-Basketball>

Hatfield primary school pupils explore the world as Eco-Travellers

<http://bit.ly/TE-ExploringWorld>

 @HertsLearning

Nursery school celebrating again after recent Ofsted inspection

RYE PARK NURSERY SCHOOL RECEIVES FIFTH CONSECUTIVE OUTSTANDING JUDGEMENT

BY RYAN FISHER, JOURNALIST

Rye Park Nursery School, in Hoddesdon, is celebrating yet again after receiving its fifth consecutive Outstanding Ofsted inspection.

The latest inspection, published at the end of March, was the first since Headteacher Helen Ackerman took charge of the school in 2015. The report highlighted how effective the school's safeguarding is, how well the school dealt with new leadership and how extensive pupils' opportunities are within the nursery.

Speaking about receiving the Outstanding judgement, Helen said: "We are all incredibly proud of this achievement and it is wonderful that Ofsted have noticed the positive changes that have happened since the last inspection.

"It is important that we, as a nursery school, put things in place and get it right for our pupils from the start. I have an incredibly strong team of professional and supportive staff who I can trust.



They do an amazing job and I am glad that the report reflects this."

The Ofsted inspector noted how effective the transition between the two headships was, reporting: "the governing body has provided stability and consistency to the school in times of change. Governors have appointed an exceptionally able headteacher who has managed to bring new strategies, improvements and innovations to an already outstanding school."

The report also highlighted the nursery school's impressive support for its disadvantaged children, stating that 100% of their disadvantaged children are currently making or exceeding the expected amount of progress in their communication skills. In personal and social development, 96% of all children are on track with their progress and 71% are exceeding expectations.

The school continues to improve their strong links with local schools and Hertfordshire nursery schools, to ensure every pupil, wherever they go to next, has a smooth transition.

To read the full Ofsted report for Rye Park Nursery School, please visit:
<http://bit.ly/TE-RyePark2017>

Students use business skills to headline annual event

BY RYAN FISHER, JOURNALIST

Students from North Herts Education Support Centre have headlined this year's Country Living Fair, after the magazine recognised their entrepreneurial skills.

Having successfully run an annual stall at the Hitchin Christmas Market, selling various items, including fruitcake baked in terracotta pots, the centre decided to apply to run a stall at this year's Country Living Fair, after the magazine requested applicants.

The centre then delivered a batch of samples of their new Flowerpot Cakes products to the magazine's head office. After receiving incredibly positive feedback, the centre found out that their product would become the fair's representative product and was sent along with invitations to editors of 35 top publications, including *The Sunday Times Style magazine*, *Observer Food Monthly*, *The Telegraph* and *the Daily Express*.

"Our students were outstanding; they were a credit to themselves and North Herts Education Support Centre. They worked hard on the design and creation of the products and on the day shone as polite but assertive salesmen on their pop-up market stall. The experience they gained on the day in the beautiful setting of Alexandra Palace was something they will always remember," explained Kate Robinson, Enterprise teacher at the centre.

"As a group we discussed the project and what we needed to do, the timescales, the resources required, the costs involved and the quality required.

"The students worked collaboratively and enthusiastically as part of a team, helping to achieve the end goal. Each student contributed to the project – tasks included sponge cake mixing and baking, hand-made decoration production (with quality control), gift wrapping and labelling. Lots of additional cross-curricular learning took place too, particularly in the field of mathematics: scaling recipes up and down; calculating how much cellophane, brown paper and ribbon to purchase; costings and profit calculations.

"On the day of the fair itself, the sales team were fantastic – they mingled with the general public, encouraging them to take a sample of our cake, answering their questions and negotiating the sales," Kate continued.

Students enjoyed looking around the fair for inspiration and enhancing their negotiation skills so they could encourage people to buy more than one cake. The centre wants to build on the success and hopes to have a stall at other annual events such as the Chelsea Flower Show.

Speaking about how important business skills are, Kate added: "Business skills are an essential part of any educational programme. They are an opportunity for students to develop both financial and practical life skills: from creating a product from scratch (whether it be a cake, bird box or a painting), to developing the ability to plan, assess and run a budget.

"It can also offer the opportunity to develop character, work as part of a team and to communicate with peers, associates or customers. These are all vital, transferable skills that will greatly enhance their development as adults, and all play a crucial role in our business links programme at NHESC."

Watford school first in the UK to be awarded the National Nurturing Award

BY RYAN FISHER, JOURNALIST

Laurance Haines Primary School, Watford, has become the first school in the UK to be awarded with the National Nurturing Award, after completing a two-year programme.

The programme, run by the Nurture Group Network charity, looks at the nurturing culture embedded at the school, enhancing teaching and learning by focusing on emotional needs and development in a whole-school environment.

The school's local MP, Richard Harrington, joined the Chief Executive of the Nurture Group Network, Kevin Kibble, who presented the award to Headteacher James Roach on Friday 28th April.

Speaking after the award presentation, James said: "We are thrilled to be the first school in the UK to receive the National Nurturing School Award. Our ethos centres around wellbeing for our whole-school community.

"Our aim is that during their time at Laurance Haines, our children fulfil their academic and social potential. In doing this, they can reap the rewards and benefits of being caring, confident, enquiring and independent individuals, able to take their place as active citizens in a multi-cultural society. We have had a nurture group in school for the last five years and we have used this programme to embed the nurture principles throughout our whole school.

"This has not just impacted our pupils but parents and staff also. It has promoted resilience and emotional health and wellbeing for all. This holistic approach includes mindfulness, peer-to-peer massage, drawing and talking therapy, NLP counselling, all of which are delivered by a dedicated pastoral support team. This emotional support given to our children and families enables children to access the curriculum and achieve their very best.

"We feel that the children at Laurance Haines are happy to be at school, are resilient, form great relationships and learn the life skills necessary for success in an ever-changing world. Consequently,

"Our aim is that during their time at Laurance Haines, our children fulfil their academic and social potential."

James Roach

Headteacher, Laurance Haines School

this whole-school approach has also impacted on teaching and learning. Standards have risen consistently over the last four years and are now above national and local averages in all subjects at KS2."

Richard Harrington, MP for Watford, added: "This is a fantastic achievement and a real credit to the staff and students there. I have seen this programme in action and was so impressed to hear first-hand the difference it can make to a child's life. Laurance Haines are leading the way here."

For more information about the Nurturing schools programme, please visit: <https://nurturegroups.org/>



Headteacher James Roach (centre) presented with UK's first National Nurturing Award

Hertfordshire secondary school named as one of five new "Research Schools"

BY RYAN FISHER, JOURNALIST

The Education Endowment Foundation (EEF) and the Institute for Effective Education (IEE) have announced a further five schools have achieved Research School status, including Sandringham School, St Albans.

The new Research Schools – which will each receive £200,000 in funding over three years – will become focal points of evidence-based practice in their region, and build networks between large numbers of schools.

The application process involved each school writing a bid outlining their capacity to be a Research School, their plans to deliver a range of activities, and an outline of the reach of activities to other schools and to learners. Having been successful at the application stage, Sandringham School went on to be interviewed by the EEF and the IEE.

"Over the years, we have built a culture of research engagement at Sandringham School, which has provided opportunities for students and staff to learn from and work with members of the research community," explained Caroline Creaby, Assistant Headteacher at the school.

"Teachers have had many opportunities to learn from education researchers, in order to develop their knowledge of the learning process and to work with researchers to translate research into

practice in the classroom. Over the last couple of years, Sandringham has successfully led a national online platform, called Evidence for the Frontline, which has enabled teachers to ask questions directly to researchers."

Becoming a Research School will bring several exciting benefits to surrounding schools. These include:

- building a network of schools locally, to support their efforts in engaging with research
- supporting schools to bid for funding, to lead their own research projects
- working hard to communicate as much as possible, for example through blogs, newsletters and at conferences, in order to share cutting-edge and well-established research, relevant to schools
- working with researchers and schools locally, to make a positive difference to practice and to the outcomes of young people in Hertfordshire and beyond

What next?

The school hopes to benefit from closer links with the research community and, along with the other Research Schools, bridge the gap between research and practice.

"We are looking forward to working with as many schools as we can in order to put our heads together to identify how research can enhance the work we do with young people in classrooms every day," added Caroline.

"Sandringham has always been keen to learn from other schools, universities and organisations about how it can improve further. Being a Research School provides an exciting opportunity to draw on research to make a real difference to outcomes for students across a number of schools.

"We plan to engage with teachers and schools to identify the areas they are concerned about in their own schools and work with them to translate the available research into practice. Supported by leading researchers from our universities, we envisage that seeking out research will become the norm for schools when making decisions about approaches to teaching and learning. In the longer term, we look forward to building sustainable links with the research community so that research is carried out in areas identified as important by schools themselves," concluded Caroline.

For more information about research schools, please visit: <https://researchschool.org.uk/>

Dates to remember

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

June

Children's Art Week 2017
10–18th June

National School Sport Week
26–30th June

July

International Day of Friendship
30th July

End of Term
21st July

August

GCE A Level results day
17th August

GCSE results day
24th August

September

International Literacy Day
8th September

Start of Sexual Health Week
11th September

Roald Dahl Day
13th September

European Day of Languages
26th September

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Celebrate PE with National School Sport Week



Youth Sport Trust

BY RYAN FISHER, JOURNALIST

Primary schools and nurseries across the UK are encouraged to celebrate PE during National School Sport Week (NSSW), celebrated between 26th and 30th June.

NSSW started in 2008 and last year saw over 5,000 schools and 1.8 million pupils take part. The week aims to get children to play a variety of sports such as football, hockey or netball, or alternative activities such as parkour or dance.

This year, the Youth Sport Trust have partnered with Entertainment One and TV superheroes PJ Masks for a special Early Years aspect to NSSW.

The initiative, entitled Power of 3, to reflect the trio of PJ Masks heroes, aims to encourage young people to be more active and take part in regular physical activity and school sport.

During National School Sport Week, every primary school or nursery setting that registers will get free access to the PJ Masks Power of 3 activity pack, full of branded activities. The activities are inspired by the strengths of the three main characters: Catboy, Owlette and Gekko, a superhero trio of friends who embark on action-packed adventures, using their superpowers of agility, strength and flight.

All participating schools and Early Years providers will receive the following:

- Full access to the website to download resources, including a guide to planning your activities, full of ideas and examples
- Downloadable certificates and pledges for your young people.
- Opportunity to win a school visit from a star athlete by tweeting or Instagramming their best NSSW themed photos

For further information about this year's event, please visit the Youth Sport Trust website at:
<https://www.youthsporttrust.org/>



Five ways to improve mental health

BY RYAN FISHER, JOURNALIST

Having good mental health, even from a young age, is important, as it can affect how we think, feel and act.

Mental Health Awareness Week was celebrated nationally in May and this year's theme was "Surviving and thriving".

A recent survey, by NatCen, stated that only 13% of people report living with high levels of good mental health, more than 4 in 10 people say they have experienced depression, and over a quarter of people say they have experienced panic attacks.

The NHS website has a wealth of information about mental health and ways to improve your mental wellbeing. There is advice for adults, young children and teenagers.

Here are five things that, according to research, can lead to good mental health

- **Connect** – connect with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships.
- **Be active** – you don't have to go to the gym. Take a walk, go cycling or play a game of football. Find an activity that you enjoy and make it a part of your life.
- **Keep learning** – learning new skills can give you a sense of achievement and a new confidence. So why not sign up for that cooking course, start learning to play a musical instrument, or figure out how to fix your bike?
- **Give to others** – even the smallest act can count, whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks.
- **Be mindful** – be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges.

Herts for Learning is now able to provide Mental Health First Aid training for school and college staff in Hertfordshire. More information about this can be found on page 10.

Coming Soon ...

We are excited to announce that two new subjects will be available on the HfL blog. Science and ICT will be joining the subjects below as we look to continue to grow the blog nationally.

ENGLISH | MATHS | LANGUAGES | ASSESSMENT | COMPUTING

blogs.hertsforlearning.co.uk



Training Courses

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

ASSESSMENT



7 SEPTEMBER
Embedding Formative Assessment with Dylan Wiliam: one-day conference
17ASS/002A ALL DAY

13 SEPTEMBER
Top Ten Tips for Assessment for Learning
17ASS/053P AFTERNOON

15 SEPTEMBER
Assessment update briefing
17ASS/042P MORNING

19 SEPTEMBER
Assessment update briefing
17ASS/044P MORNING

20 SEPTEMBER
Top Ten Tips for Assessment for Learning
17ASS/055A AFTERNOON

21 SEPTEMBER
Assessment update briefing
17ASS/045P MORNING

22 SEPTEMBER
Assessment update briefing
17ASS/046P MORNING

25 SEPTEMBER
New to Year 2
17ASS/048P ALL DAY

26 SEPTEMBER
New to Year 6
17ASS/047P ALL DAY

4 OCTOBER
The feedback defibrillator
17ASS/058A AFTERNOON

9 OCTOBER
Forming secure teacher assessments and assessing pupils' progress in Years 5 and 6
17NQT/048P ALL DAY

12 OCTOBER
Sowing the seeds of success: growing courageous learners through Assessment for Learning in the Early Years and Year 1
17ASS/049P ALL DAY

13 OCTOBER
Forming secure teacher assessments and assessing pupils' progress in Years 1 and 2
17NQT/046P ALL DAY

16 OCTOBER
Forming secure teacher assessments and assessing pupils' progress in Years 3 and 4
17NQT/047P ALL DAY

18 OCTOBER
Growing minds
17ASS/051P MORNING

18 OCTOBER
Top Ten Tips for Assessment for Learning
17ASS/054A AFTERNOON

19 OCTOBER
Making marking easy but effective
17ASS/063A ALL DAY

BUSINESS MANAGEMENT



13 SEPTEMBER
School business management briefing
17SBM/017A MORNING

21 SEPTEMBER
HR restructure and redundancies: what schools need to know
17SBM/015A MORNING

26 SEPTEMBER
Single Central Record training
17SBM/024A AFTERNOON

3 OCTOBER
School administration; working towards outstanding
17SBM/018A ALL DAY

4 OCTOBER
Health and safety for school business managers
17SBM/019A MORNING

10 OCTOBER
School business manager professional development programme (SBM PDP) module 1: personal effectiveness
17SBM/020A MORNING

COMPUTING



20 SEPTEMBER
Learning to lead - successful leadership of primary computing
17COM/020P ALL DAY

26 SEPTEMBER
Teaching computing at Key Stage 1
17COM/012P ALL DAY

4 OCTOBER
Teaching computing at lower Key Stage 2
17COM/013P ALL DAY

10 OCTOBER
Safeguarding in a digital world: eSafety for primary schools
17EST/001P MORNING

11 OCTOBER
Safeguarding in a digital world: eSafety for secondary schools
17EST/002S MORNING

11 OCTOBER
Teaching computing at upper Key Stage 2
17COM/014P ALL DAY

18 OCTOBER
Exploring technology in the EYFS
17COM/015P ALL DAY

CONFERENCE



21-22 SEPTEMBER
Fostering well-being in your school community - Hertfordshire Special School Headteachers' Conference 2017
17CON/004A

5-6 OCTOBER
Hertfordshire Primary Headteachers' Conference
17CON/003P

20 OCTOBER
Primary Science Conference
17SCI/005P ALL DAY

16 NOVEMBER
Safety Netting the Classroom for children with SEND
17SEN/042A ALL DAY

More of our conferences can be found on page 16

EARLY YEARS



21 SEPTEMBER
Securing high-quality provision when offering 30 hours in the EYFS
17EAY/017P MORNING

21 SEPTEMBER
Securing high-quality provision when offering 30 hours in the EYFS
17EAY/018P AFTERNOON

26 SEPTEMBER
Leading your Foundation Stage
17EAY/019P ALL DAY

2 OCTOBER
Securing starting points for Nursery and Reception children - moderating Early Years outcomes
17EAY/043P MORNING

2 OCTOBER
Securing starting points for Nursery and Reception children - moderating Early Years outcomes
17EAY/044P AFTERNOON

4 OCTOBER
Let's get physical!
17EAY/037P AFTERNOON

4 OCTOBER
Securing starting points for Nursery and Reception children - moderating Early Years outcomes
17EAY/023P MORNING

5 OCTOBER
Foundation Stage essentials
17EAY/020P MORNING

5 OCTOBER
Securing starting points for Nursery and Reception children - moderating Early Years outcomes
17EAY/024P AFTERNOON

ENGLISH



5 OCTOBER
Work or play in the Early Years
17EAY/025P AFTERNOON

6 OCTOBER
Securing starting points for Nursery and Reception children - moderating Early Years outcomes
17EAY/045P AFTERNOON

9 OCTOBER
Defeating disadvantage - maximising the use of the Early Years pupil premium to accelerate progress
17EAY/031P AFTERNOON

11 OCTOBER
Defeating disadvantage - maximising the use of the Early Years pupil premium to accelerate progress
17EAY/032P MORNING

11 OCTOBER
Understanding and analysing your Early Years Foundation Stage data
17EAY/021P AFTERNOON

12 OCTOBER
Foundation Stage essentials
17EAY/020P MORNING

12 OCTOBER
Tuning into children - a practical approach to linking child development into practice
17EAY/026P AFTERNOON

17 OCTOBER
Leading your Foundation Stage
17EAY/019P ALL DAY

18 OCTOBER
Supporting children to become effective writers
17EAY/030P MORNING

19 OCTOBER
Foundation Stage essentials
17EAY/020P MORNING

26 SEPTEMBER
Becoming a highly effective English subject leader
17ENG/061P AFTERNOON

28 SEPTEMBER
Responding to the Year 1 screening check
17ENG/030P MORNING

3 OCTOBER
Phase 2-4 phonics: teaching and supporting 'Letters and Sounds'
17ENG/031P ALL DAY

9 OCTOBER
Teaching assistants: effective support for English
17ENG/032P ALL DAY

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

ENGLISH



10 OCTOBER
Shared writing
deconstructed: unpicking a
process for raising writing
standards in Years 3 and 4
17ENG/033P ALL DAY

12 OCTOBER
Securing age-related
expectations in English -
Year 6
17ENG/039P ALL DAY

16 OCTOBER
Teaching assistants: fun
approaches to teaching
grammar
17ENG/035P MORNING

17 OCTOBER
Securing age-related
expectations in English -
Year 2
17ENG/036P ALL DAY

18 OCTOBER
Shared writing
deconstructed: unpicking a
process for raising writing
standards in Years 5 and 6
17ENG/037P ALL DAY

19 OCTOBER
Phonics: effective planning
and teaching through
'Letters and Sounds'
17NQT/038P ALL DAY

eSAFETY



10 OCTOBER
Safeguarding in a digital
world: eSafety for primary
schools
17EST/001P MORNING

11 OCTOBER
Safeguarding in a digital
world: eSafety for secondary
schools
17EST/002S MORNING

FINANCIAL SERVICES



30 AUGUST
Converting to RM Finance
Online
17FSS/022P ALL DAY

6 SEPTEMBER
RM Finance Online refresher
17FSS/033P MORNING

6 SEPTEMBER
RM Finance Online refresher
17FSS/036P AFTERNOON

7 SEPTEMBER
Converting to RM Finance
Online
17FSS/023P ALL DAY

8 SEPTEMBER
RM Finance Online refresher
17FSS/026P MORNING

8 SEPTEMBER
RM Finance Online refresher
17FSS/034P AFTERNOON

11 SEPTEMBER
Converting to RM Finance Online
17FSS/024P ALL DAY

19 SEPTEMBER
RM Finance Online: setting
up your Fund and Capital
Accounts
17FSS/039P MORNING

19 SEPTEMBER
RM Finance Online: setting
up your Fund and Capital
Accounts
17FSS/040P AFTERNOON

22 SEPTEMBER
Converting to
academy - what finance
teams need to know
17FSS/049A MORNING

27 SEPTEMBER
RM Finance Online: setting
up your Fund and Capital
Accounts
17FSS/041P MORNING

27 SEPTEMBER
RM Finance Online: setting
up your Fund and Capital
Accounts
17FSS/042P AFTERNOON

5 OCTOBER
SIMS FMS: Accounts Payable
for new users
17FSS/027A MORNING

5 OCTOBER
SIMS FMS: Accounts
Receivable for new users
17FSS/038A AFTERNOON

10 OCTOBER
SIMS FMS: the General
Ledger and Month-End
Procedures
17FSS/043A MORNING

10 OCTOBER
SIMS FMS: using the Financial
Reporting Suite
17FSS/028A AFTERNOON

18 OCTOBER
Financial management for
the senior leadership team in
Hertfordshire County
Council maintained schools
17FSS/053A MORNING

18 OCTOBER
Financial management for
the senior leadership team of
academy trusts
17FSS/037A AFTERNOON

20 OCTOBER
Preparing the Annual
Accounts Return
17FSS/051A MORNING

HR SERVICES



21 SEPTEMBER
HR restructure and
redundancies: what schools
need to know
17SBM/015A MORNING

26 SEPTEMBER
Single Central Record training
17SBM/024A AFTERNOON

3 OCTOBER
Strategic absence
management
17SHR/006A MORNING

16 OCTOBER
Appraisal and capability
workshop
17SHR/007A MORNING

HUMANITIES



28 SEPTEMBER
Essentials for leaders of
primary history
17HIS/001P ALL DAY

28 SEPTEMBER
Leading RE for the first time
17RED/009P ALL DAY

5 OCTOBER
Essentials for leaders of
primary geography
17GEO/001P ALL DAY

5 OCTOBER
Implementing the new
Hertfordshire Agreed
Syllabus of
Religious Education - EYFS
17RED/007P ALL DAY

12 OCTOBER
Implementing the new
Hertfordshire Agreed
Syllabus of Religious
Education - Key Stage 1
17RED/010P ALL DAY

19 OCTOBER
Implementing the new
Hertfordshire Agreed
Syllabus of Religious
Education - Key Stage 2
17RED/011P ALL DAY

ICT SERVICES



12 SEPTEMBER
SIMS Post 16 and Course
Manager
17SIT/057S MORNING

14 SEPTEMBER
SIMS for new users
17SIT/058A ALL DAY

15 SEPTEMBER
SIMS Post 16 and Course
Manager
17SIT/059S MORNING

18 SEPTEMBER
SIMS Attendance
17SIT/060A MORNING

18 SEPTEMBER
SIMS Attendance Reporting
17SIT/061A AFTERNOON

21 SEPTEMBER
SIMS Examinations Organiser
module
17SIT/062S ALL DAY

25 SEPTEMBER
SIMS Reporting (basic)
17SIT/063A ALL DAY

29 SEPTEMBER
SIMS Census preparation on
school data
17SIT/085A AFTERNOON

29 SEPTEMBER
SIMS Dinner Money for new
users
17SIT/064P MORNING

2 OCTOBER
Using SIMS to manage SEN
17SIT/065A ALL DAY

9 OCTOBER
SIMS Personnel
17SIT/066A MORNING

9 OCTOBER
SIMS Personnel Reporting
17SIT/067A AFTERNOON

LEADERSHIP



12 OCTOBER
School Workforce Census
17SIT/068A MORNING

12 OCTOBER
School Workforce Census on
school data
17SIT/069A AFTERNOON

13 OCTOBER
Key Stage 4 assessment
analysis in SIMS
17SIT/070S MORNING

17 OCTOBER
School Workforce Census
17SIT/071A MORNING

17 OCTOBER
School Workforce Census on
school data
17SIT/072A AFTERNOON

13 SEPTEMBER
Ofsted updates - an in-depth
look at some of the aspects
of inspection
17MAN/056P MORNING

13 SEPTEMBER
Ofsted updates - an in-depth
look at some of the aspects
of inspection
17MAN/057P AFTERNOON

17 OCTOBER
Primary headteachers'
seminar: autumn 2017
17MAN/016P MORNING

18 OCTOBER
Primary headteachers'
seminar: autumn 2017
17MAN/017P MORNING

19 OCTOBER
Primary headteachers'
seminar: autumn 2017
17MAN/018P MORNING

20 OCTOBER
Primary headteachers'
seminar: autumn 2017
17MAN/048P MORNING

MATHS



20 SEPTEMBER
Enhancing maths planning
across your school:
effectively implementing
the new essentials range of
resources
17MAT/030P ALL DAY

25 SEPTEMBER
Effective mathematical
learning sequences: making
the most of the new
essentials planning
resources in Year 1
17MAT/031P ALL DAY

27 SEPTEMBER
Becoming a highly effective
mathematics subject leader
17MAT/029P MORNING

29 SEPTEMBER
Effective mathematical
learning sequences: making
the most of the new
essentials planning resources
in Year 2
17MAT/032P ALL DAY

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

MATHS

2 OCTOBER
Effective mathematical learning sequences: making the most of the new essentials planning resources in Year 3
17MAT/033P ALL DAY

3 OCTOBER
Effective mathematical learning sequences: making the most of the new essentials planning resources in Year 4
17MAT/034P ALL DAY

4 OCTOBER
Effective mathematical learning sequences: making the most of the new essentials planning resources in Year 5
17MAT/035P ALL DAY

5 OCTOBER
Effective mathematical learning sequences: making the most of the new essentials planning resources in Year 6
17MAT/036P ALL DAY

9 OCTOBER
Deepening learning in mathematics: leading and enabling the mastery curriculum
17MAT/037P ALL DAY

11 OCTOBER
Achieving mathematical age-related expectations by the end of Year 2
17MAT/038P ALL DAY

MFL

9 OCTOBER
Foreign language assistant induction
17MFL/005P ALL DAY

18 OCTOBER
MFL subject leadership training
17MFL/006P ALL DAY

NQT

12 SEPTEMBER
Essential guide to the role of the primary NQT induction tutor for new tutors
17NQT/026P ALL DAY

14 SEPTEMBER
The role of the secondary NQT induction mentor for new mentors
17NQT/008S MORNING

19 SEPTEMBER
Refresher for experienced Primary NQT induction tutors
17NQT/027P AFTERNOON

26 SEPTEMBER
Primary NQT induction programme for NQTs in KS1 and KS2 (North)
17NQT/033P ALL DAY

27 SEPTEMBER
Primary NQT induction programme for NQTs in KS1 and KS2 (West)
17NQT/034P ALL DAY

3 OCTOBER
Primary NQT induction programme for NQTs in KS1 and KS2 (South)
17NQT/035P ALL DAY

4 OCTOBER
Primary NQT induction programme for NQTs in KS1 and KS2 (East)
17NQT/050P ALL DAY

6 OCTOBER
Subject specific training for secondary NQTs and trainees: business and economics
17NQT/010S ALL DAY

6 OCTOBER
Subject specific training for secondary NQTs and trainees: drama
17NQT/012S ALL DAY

6 OCTOBER
Subject specific training for secondary NQTs and trainees: geography
17NQT/014S ALL DAY

6 OCTOBER
Subject specific training for secondary NQTs and trainees: history
17NQT/015S ALL DAY

6 OCTOBER
Subject specific training for secondary NQTs and trainees: science
17NQT/022S ALL DAY

10 OCTOBER
EYFS NQT induction programme
17NQT/024P ALL DAY

10 OCTOBER
NQTs in special schools induction programme
17NQT/036A ALL DAY

11 OCTOBER
Essential guide to the role of the primary NQT induction tutor for new tutors
17NQT/028P ALL DAY

13 OCTOBER
Subject specific training for secondary NQTs and trainees: design and technology
17NQT/011S ALL DAY

13 OCTOBER
Subject specific training for secondary NQTs and trainees: English
17NQT/013S ALL DAY

13 OCTOBER
Subject specific training for secondary NQTs and trainees: MFL
17NQT/018S ALL DAY

13 OCTOBER
Subject specific training for secondary NQTs and trainees: music
17NQT/019S ALL DAY

13 OCTOBER
Subject specific training for secondary NQTs and trainees: sociology and psychology
17NQT/023S ALL DAY

20 OCTOBER
Subject specific training for secondary NQTs and trainees: art
17NQT/009S ALL DAY

20 OCTOBER
Subject specific training for secondary NQTs and trainees: computing
17NQT/016S ALL DAY

20 OCTOBER
Subject specific training for secondary NQTs and trainees: mathematics
17NQT/017S ALL DAY

20 OCTOBER
Subject specific training for secondary NQTs and trainees: PE and dance
17NQT/020S ALL DAY

20 OCTOBER
Subject specific training for secondary NQTs and trainees: religious studies
17NQT/021S ALL DAY

PE

5 OCTOBER
National Rescue Award for swimming teachers and coaches
17PED/003A ALL DAY

6 OCTOBER
National Rescue Award for swimming teachers and coaches
17PED/003A ALL DAY

6 OCTOBER
National Rescue Award for swimming teachers and coaches update
17PED/004A ALL DAY

SCIENCE

28 SEPTEMBER
New and aspiring primary science subject leaders
17SCI/004P ALL DAY

20 OCTOBER
Primary Science Conference
17SCI/005P ALL DAY

SEND

20 SEPTEMBER
Induction for new SENCOs
17SEN/023A ALL DAY

5 OCTOBER
New to role of teaching assistant
17SEN/024A ALL DAY

11 OCTOBER
Induction for new SENCOs
17SEN/023A ALL DAY

17 OCTOBER
Outstanding SENCOs
17SEN/027P ALL DAY

WELLBEING AND VULNERABLE GROUPS

18 SEPTEMBER
Using the Sports Premium effectively
17PSE/021P AFTERNOON

3 OCTOBER
Being yourself: valuing diversity in your setting
17PSE/013P MORNING

11 OCTOBER
Preparing to teach statutory Relationships and Sex Education in secondary schools
17PSE/023S ALL DAY

12 OCTOBER
An introduction to learning mentoring for primary school support staff: removing barriers to learning for PPG and disadvantaged pupils
17PSE/014P MORNING

12 OCTOBER
Flourishing mindfully in schools
17PSE/005A AFTERNOON

19 OCTOBER
Flourishing mindfully in schools
17PSE/005A AFTERNOON

Herts for Learning is now able to provide Mental Health First Aid training for school and college staff in Hertfordshire. More information about this can be found on page 10.

LAST CHANCE TO BOOK

29 JUNE
Staying Ahead of the Curve - Hertfordshire's Sixth Form Summer Conference
17STN/001S ALL DAY

3-4 JULY
Hertfordshire Secondary Headteachers' Summer Conference
17MAN/019S

5 JULY
LGBTQ+ inspire and include - a three counties education conference
17PSE/012A ALL DAY

11 JULY
Be All You Can Be - most able disadvantage pupils in mainstream schools conference
17CON/002A ALL DAY

Mental Health First Aid Training for School and College Staff in Hertfordshire

Herts for Learning would like to highlight the Mental Health First Aid training that is available to schools.

Schools who have accessed the DfE-funded two-day Youth Mental Health First Aid (MHFA) training have told us that they are eager to be able to access this training for a wider range of staff.

Mental Health First Aid (MHFA) is an internationally recognised approach, designed to teach people how to spot the signs and symptoms of mental ill health in young people, and provide help on a first aid basis. The training is relevant for people who teach, work, live with and care for children and young people.

Herts for Learning (HfL) has teamed up with accredited and experienced MHFA trainer Irtiza Qureshi, to provide the much-needed additional opportunities for MHFA training, for both primary and secondary school staff, through this compressed one-day training course, Youth MHFA Schools and Colleges, which is fully certificated by MHFA England.

This training can be accessed through one of our central courses detailed below, with additional courses to be scheduled should there be sufficient demand in the future. Alternatively, Herts for Learning can deliver this training on demand in-house or in-cluster, at a cost of £935 for HfL Shareholders (£1070 non-shareholder price).

Please note that all courses, under MHFA England requirements, are delivered to a maximum of 16 staff.

To arrange your own in-house or in-cluster event for up to 16 staff at a time, contact Alison Adams in the HfL Wellbeing and Vulnerable Groups Team, by email at alison.adams@hertsforlearning.co.uk, or on 01438 843299

For more information about Mental Health, please visit: <https://www.mentalhealth.org.uk/>

The first two centrally delivered courses will take place on 29th June and 10th July. Please use the following course codes:

**Thursday 29th
June, 2017
9.00am–4.30pm**

17PSE/032A

**Hertfordshire
Development
Centre, Stevenage**

**Cost: Shareholders £150
Non-shareholders £170**

**Monday 10th July,
2017
9.00am–4.30pm**

17PSE/033A

**Apsley 2
Hemel Hempstead**

**Cost: Shareholders £150
Non-shareholders £170**

Exciting and innovative happenings within the Eastern Partnership UK (SEND)!

BY ANGELA SCOTT, REGIONAL LEAD (SEND)

It has been one year since Eastern Partnership UK (SEND) was created, by moving the regional SEND work from the former Eastern Leadership Centre to set up its new home, within Herts for Learning.

It has been a busy and productive year and much has been achieved, thanks to the hard work and good will of key people within HfL and all the partners across the eastern region.

A quick run-down of important happenings:

The National Award for SEN Coordination programme, which starts each October, is approaching its last teaching day. We are bracing ourselves for the 298 Masters-level assignments, showcasing action research projects, which will be submitted in August ready for marking. The Hertfordshire group was again a lively and dynamic gathering of new-to-role and aspiring SENCOs. Seven other groups were run concurrently across the region, providing this brilliant and practice-changing course for SENCOs in "far-away" places such as Norfolk, Suffolk, Essex and Redbridge.

Registrations are open for the national award programme for 2017–2018 so make sure that you secure your place in the Hertfordshire group secured. The great news is that at least two more regional groups will be joining the partnership, bringing the total number of places the award is taught to an impressive nine.

The Advanced SENCO and SENCOs as Leaders Award programmes can be accessed as stand-alone certificated courses or as part of the full SEN Masters suite journey. In addition, celebrations happened in December for yet another cohort of SENCOs who successfully gained their MA in Educational Leadership, many of them having started as new-to-role SENCOs intending only to "get through" their national award as efficiently as they could.

Advanced Skills for TAs level 4 (SEND focus) continues, and several groups of TAs are about to hand in their portfolios ready for assessment via this innovative and practical course. With many schools now reviewing the impact of TA work, there has never been a better time to consider engaging with this programme. There will be a group running in Hertford, starting in the autumn term, and details of the training commitment and the expected outcomes can be found on the website (right). aptGO goes from strength to strength, and this unique audit and planning tool continues to be used successfully by many schools across the region.

**Eastern ^{UK}
Partnership**
SEND

Coming soon!

A new level 4/5 qualification for inclusion leaders is to be piloted in the autumn term, ready for a full roll-out in the spring of 2018.

The amazing Regional SEND Forum is on its way, with a trial currently taking place. This eagerly anticipated website, when fully launched in September, will provide national, regional and local updates, the latest research, a "big ideas" area and a resources section. Most important of all, it will host a discussion platform, which will enable leaders of SEND, including SENCOs, to connect with others across the region, to ask questions, and discuss and debate the things that matter most to them!

www.eastern.send@hertsforlearning.co.uk

If you have any questions about Eastern Partnership, feel free to contact Angela Scott, Regional Lead for SEND at: easternp.send@hertsforlearning.co.uk

New Hertfordshire Agreed Syllabus of RE Launched

BY RYAN FISHER, JOURNALIST

The new Hertfordshire Agreed Syllabus of Religious Education 2017–2022, together with non-statutory guidance, Religion for Today and Tomorrow, is available for implementation from autumn 2017.

The new syllabus parallels the National Curriculum for community schools and is recommended for church schools, academies and free schools. This agreed syllabus sets out the statutory requirements for Hertfordshire community schools and foundation and voluntary schools without a religious character. It offers clarity and revision to the aims, time allocation, breadth of study and expected learning outcomes for religious education.

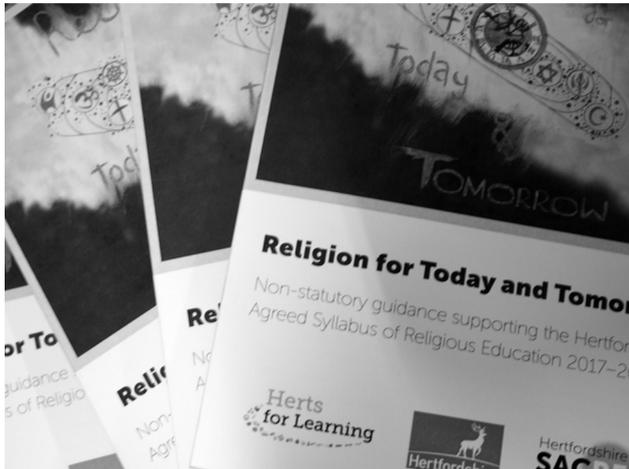
A resource containing the new non-statutory guidance, to support the new Hertfordshire Agreed Syllabus of Religious Education, has been created which will help practitioners to effectively organise their RE curriculum. This 76-page colour supplement invites learning across the eight key areas of RE for pupils across all phases: EYFS, Key Stage 1, lower Key Stage 2, upper Key Stage 2 and Key Stage 3.

Pupils from Hertfordshire schools created the vibrant and striking artwork for both of the documents, and more competition entries were on display at the event.

Over 300 delegates from Hertfordshire schools attended the launch event for the new RE syllabus at the Hertfordshire Development Centre on Thursday 27th April.

Delegates heard a keynote speech from Dame Helen Hyde, and Lisa Kassapian, the Servicing Officer to Hertfordshire SACRE, who reinforced the new RE Syllabus' pre-eminence and crucial place within the school curriculum, whilst addressing the requirements, revisions and key changes.

"The launch was a real celebration of what Hertfordshire can produce locally. We are presenting our schools with an RE



syllabus that is proud of its capacity to support a rigorous and academic subject, unique in its ability to enable personal development and shared human understanding," explained Lisa.

"The syllabus and supporting guidance reflects the make-up of Hertfordshire, a richly diverse community. Schools should now familiarise themselves with the new requirements and begin the gradual process of implementation from September 2017."

More information about the new documents is available on the Herts for Learning online shop.

Herts for Learning is offering a range of key stage-specific implementation courses at the start of the academic year, to ensure that schools and academies understand and are fully prepared to use the new syllabus.

Implementing the new Hertfordshire Agreed Syllabus of Religious Education – EYFS

5 Oct 2017
17RED/007P

Implementing the new Hertfordshire Agreed Syllabus of Religious Education – Key Stage 1

12 Oct 2017 (Re run due to high demand)
17RED/010P

Implementing the new Hertfordshire Agreed Syllabus of Religious Education – Key Stage 2

19 Oct 2017 (Re run due to high demand)
17RED/011P

Implementing the new Hertfordshire Agreed Syllabus of Religious Education – Key Stage 3

9 Nov 2017
17RED/008S

To book a place, please visit: <http://bit.ly/TE-booking>

HertsCam Network is welcoming applications for the MEd Leading Teaching and Learning

SUPPORTING PRACTICE DEVELOPMENT IN SCHOOLS AND EDUCATIONAL SETTINGS

The HertsCam MEd in Leading Teaching and Learning is a two-year, part-time Masters programme for teachers, senior leaders and other educators. The programme is both practical and critical. It is designed to lead to tangible improvements in educational practice and to advancements in professional knowledge.

This programme enables participants to become effective leaders of change. They are supported as they identify their own priorities for change, and in designing and leading their own development projects, aimed at improving the quality of teaching and learning in their schools and educational settings.

Experienced teachers, belonging to the HertsCam Network, have designed and taught the entire programme, making it the only MEd degree in the UK to be led by teachers for teachers. The degree is awarded by the HertsCam Network's academic partner, the University of Hertfordshire.

The MEd programme is part of the HertsCam Network, dedicated to building professional knowledge through dissemination, critical discussion and collaboration. This has an international dimension, through sister networks in more than 15 countries.



More information about the network can be found at
www.hertscam.org.uk

For further information about the programme or to express your interest in applying for a place, please contact Jasleen Dhillon, the HertsCam Administrator at
jdhillon@hertscamnetwork.org.uk

Places to Play Every Day: 2017 Early Years Excellence award finalist



Herts for Learning's Places to Play Every Day resource, which helps practitioners working with children in Early Years settings, has been shortlisted for the annual Teach Early Years magazine's Early Years Excellence Award.

Places to Play Every Day was devised and written by Lucky Khera, Lead Early Years Adviser at Herts for Learning (HfL), and the HfL Early Years team, to help practitioners create learning spaces that inspire, challenge and motivate children aged 3–5 in their pre-school and Early Years settings. The publication is based on research that found that a rich, varied and well-organised Early Years environment has a significant impact on children's learning and development. Research has shown that, when this is in place, children are encouraged to develop their confidence to independently explore, learn and foster a curiosity that will maximise progress.

Places to Play Every Day was shortlisted from over 300 products, services, resources and publications entered in the *Teach Early Years* magazine's Early Years Excellence award scheme's 12 categories. The five finalists shortlisted for the CPD Resource award will be assessed by an expert panel of early years authors, leaders, consultants and educators, amongst them LEYF CEO June O'Sullivan MBE, Busy Bees' Early Years Director Lisa Snell, and award-winning children's author/illustrator Steve Antony.

On hearing that Places to Play Every Day had been shortlisted for this award, Mireille MacRaid, Education Services Director – Early Years, at Herts for Learning said: "We are delighted that the Places to Play Every Day for 3- to 5- year-olds publication has been recognised as a high-quality resource for practitioners working with children of this age in whatever kind of setting.

"The guidance and audit tools have been produced taking into account the needs of practitioners and teachers. I hope this shows that we try to listen and respond to the needs of the Early Years workforce we support. The aim is that the content is clear and easy to digest, so that staff working with young children are able to have something to hand that will inspire and enable them to create an effective learning environment that supports development for children across the Early Years Foundation Stage curriculum."

To order a copy of or to find out more, please visit:
<http://bit.ly/TE-HfLShop>

The awards will be announced on Monday 12th June, after this edition has gone to print. Please check our website and social media for the results

Tips for diminishing the difference

BY RYAN FISHER, JOURNALIST



The school has recently opened a farm to benefit all pupils and the wider community

As Herts for Learning continues to look at how to diminish the difference and help disadvantaged and vulnerable pupils, *The Exchange* speaks to one school in Watford, which has been highly praised by Ofsted for its incredible progress and work for these pupils ...

Alban Wood Primary School and Nursery, has been focusing for the last few years on how they help disadvantaged and vulnerable pupils. A recent Ofsted inspection, held in March, rated the school Outstanding in all five categories.

In the report, the inspection team said "Disadvantaged pupils make outstanding progress. As a result, by the time they leave Alban Wood, their achievement in reading, writing and mathematics is above that of other pupils nationally. Disadvantaged pupils in all year groups make similar rapid progress. The difference between themselves and other pupils in the school is diminishing.

"Pupils who have special educational needs and/or disabilities make rapid gains in learning from their different starting points. This is largely because the highly effective use of extra help in mathematics has been mirrored successfully in writing. As with all pupils in the school, fundamental to the school's success is the very precise and accurate assessment of what each pupil needs to learn next, and the provision of extra help very closely tailored to meet it."

The school's headteacher, Rachel Kirk, believes that their progress can be attributed to three key areas:

Core-subject provision

"We have staff of the highest quality, who are always aware of the importance of sharply focused planning to support disadvantaged and vulnerable pupils, especially within their core and key skills in reading, writing and mathematics," explained Rachel.

"Our staff need to show flexibility and awareness of every child's needs, so our support is effective and has a positive impact. We need to be able to provide additional guidance, where appropriate, for example through interventions run on the same day, and we are continuously looking at ways of improving pupil outcomes."

Non-academic enrichment

In July 2015, the school opened Alban Wood Community Farm to benefit the pupils and families, and to reach the local community. Disadvantaged and vulnerable pupils, as well as all other pupils, have been inspired to take up pupil responsibilities, to learn and to write in connection with the farm, and particular pupils have benefitted significantly therapeutically.

"We knew that we needed to engage our parental community in order to provide the best support for disadvantaged pupils. This is vital right from the start. By making sure parents understand the learning needs of their child, it will have a big impact outside of learning too – for example, their ambition for the future.

"We engage parents in many ways, including a poetry performance evening, 'stay and play' workshops, and family learning projects. These

are fun, enjoyable and engaging ways for parents to be part of their children's education and we are slowly seeing increasing numbers of parents of our disadvantaged pupils taking part, which is great to see.

"Our analysis of disadvantaged pupils' access to all of school life is key – for example, we use some of our sports premium money to provide extra-curricular activities for all pupils, and we ensure that every child attends our outdoor learning residential trip in Year 6."

Monitoring and analysing

"We have shifted the focus of our monitoring schedule to how our disadvantaged pupils learn as opposed to how we teach. Whatever we teach, whatever subject it is, we need to make sure we are mindful of the engagement and progress of disadvantaged or vulnerable pupils. In all areas of the curriculum, we try to ask:

- How well are our disadvantaged pupils engaging across the whole lesson?
- Which differentiated challenge are our disadvantaged pupils choosing? Is this sufficiently ambitious?
- To what extent is adult support timely and effective?

"Analysing and reviewing is key and schools shouldn't just rely on data provided to them by Assessment Manager 7, although that forms an important base of course. Information for each individual needs to be up to date and specific. Targets should be aspirational and carefully matched to current learning."

Overall

"Staff culture needs to be striving for disadvantaged pupils to make at least equal progress in all aspects of school life as their non-disadvantaged peers. Everybody needs to know that everyone is making a positive difference. Monitoring and reflecting is crucial in order to adapt teaching and learning.

"It has taken a lot of time and dedication to get where we are today. However, we still need to develop and innovate further! Every pupil has different needs and learning abilities so we need to make sure our teaching reflects this. All staff need to be on the same page for this ongoing journey," concluded Rachel.

For more information about how HfL can support your setting, please contact: helen.jones@hertsforlearning.co.uk

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

Early Years @hertsearlyyears

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Assessment @hertsassessment

Computing @hertscomputing

English @HertsEnglish

Teach in Herts @Teachinherts

Business Management Service @HfL_BMS

SUMMER NEWSLETTER now available to download

Mathematics

This issue includes:

- Greater Depth at KS1 is Elementary My Dear Teacher
- Year 5: Making the Last Term Count
- Guest Article: Times Tables – A little bit of history repeating
- What is challenge in mathematics?
- Keeping up to date: Materials, courses and clusters

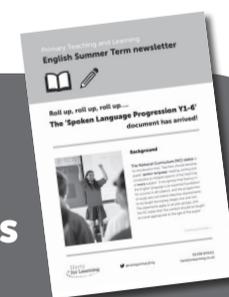
<http://bit.ly/TE-MathsSummer17>



View our other summer newsletters here:

eSafety <http://bit.ly/TE-eSafetySummer17>

English <http://bit.ly/TE-EnglishSummer17>



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 has been appointed as MAT services lead at 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 at 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 is 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.

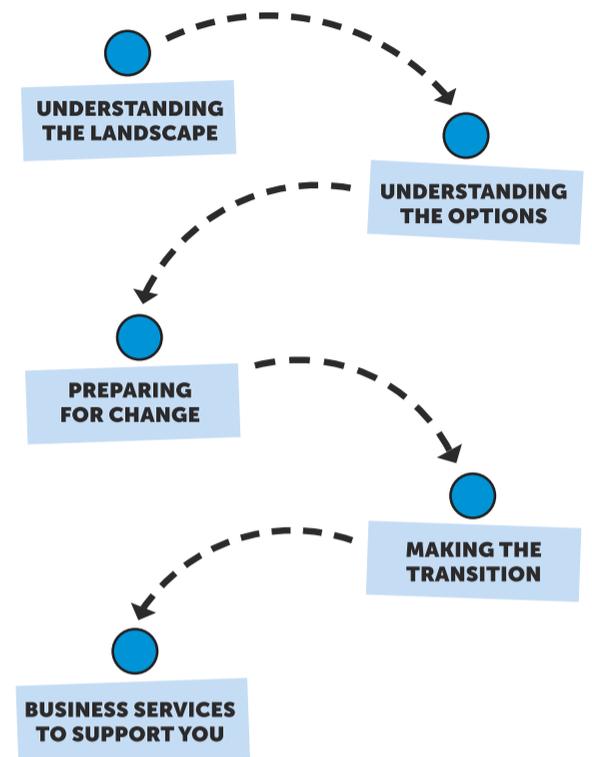
MAKING THE TRANSITION

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

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 call away from professional advice and support for all their business needs.

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



Multi-Academy Trust
Transition and support services

www.hertsforlearning.co.uk/mats

Key academy courses starting next term:

Converting to academy – what finance teams need to know

22nd September
17FSS/049A

This course is for maintained schools who are considering converting to academy, and will focus on the changes that will impact the schools' finance teams and how to begin to plan for the change.

Financial management for the senior leadership team of academy trusts

18th October
17FSS/037A

This course is for members of the senior leadership team in academy trusts and will cover monthly monitoring and budgeting, benchmarking and the importance of financial planning.

Academy trusts – understanding your financial statements

20th November
17FSS/050A

Academy trusts are required to produce charity financial statements, which differ vastly from accounts produced as a maintained school. This course will talk through a generic set of financial statements, focusing on the key information being provided and how school staff can share this with trustees.

Want to feature your academisation journey in *The Exchange*?

With most Hertfordshire schools now converting into academies, we want to hear about your journey? Our editorial team are keen to hear how it is affecting your setting so we can help other schools in the area. This can include:

- What initial research did your school do?
- What is changing within the school? What are you prioritising?
- What important advice would you share with other schools?
- Would you do anything differently?
- Are you already in a MAT? What should schools be prepared for when they first join?

Email: theexchange@hertsforlearning.co.uk



Tragic events, such as the attacks in Manchester and London, can have a huge effect on the emotional wellbeing of pupils. Although these attacks are rare, school staff should feel comfortable talking to any pupils who want to discuss any concerns they may have. In this digital age, news of these events circulates quicker and information can be miscommunicated to young people. There are many resources, from respected organisations, to help pupils come to terms with what has happened and to help them speak out. This page also features useful advice for schools when planning school trips to ensure that pupils are safe.

Safeguarding advice for school trips after recent attacks

Following the recent tragic attacks in Manchester and London, the level of threat of international terrorism published by British security services was raised to 'Critical' for a period of time. It is important that schools reassure staff, to ensure they are alert but not alarmed.

Schools should take this opportunity to review their safeguarding and security arrangements, and be extra vigilant during the school day, when there is a high volume of visitors to sites.

Off-site visits

When an off-site school visit is planned, any decision as to whether this should go ahead or not lies with the school, based on appropriate risk assessments being undertaken. At the current time it is recommended that headteachers inform the chair of governors and governing body of the decision to either proceed or to cancel a planned off-site visit. It is acknowledged that parents may take a personal view on whether their child should attend, and they are of course entitled to withdraw consent if they feel it necessary.

If appropriate, schools should reflect upon their current risk assessments and make any necessary adjustments, based upon the considerations below.

Please be aware that heightened security arrangements in central London and other major city centres, travel hubs and airports may result in additional delays, and that extra time should be allowed for this eventuality. This may also be the case if travelling overseas.

When planning trips, please ensure you consider areas such as (this is not an exhaustive list):

- Understanding coach operators' emergency protocols (one of the learning points from the 7/7 incident was that coaches dropped off and then left London with the intention of driving back in later to pick up, only this wasn't possible)
- Ensuring all group leaders are aware of actions to be taken in the event of an incident, e.g getting to a place of safety and following the directions of the emergency services
- Ensuring the designated emergency contact "back at base" is contactable for the entire duration of the visit, to ensure support can be provided
- Ensuring all members of staff on the visit have:
fully charged mobiles (and chargers available if necessary) with sufficient credit available for the duration of the visit relevant contact details pre-programmed into the phones before the visit commences

All staff must be in a position to answer their mobile phone at all times, should contact need to be made.

This guidance has been provided by Hertfordshire County Council. Read more on The Grid here:

<http://bit.ly/TE-SchoolTripsSafety>



Important resources for children

Many young people across the UK were affected by the devastating news in Manchester and London and are likely to be unsettled for some time. Adults and teachers can find it difficult communicating the event and to help children, as it affects everyone differently. Following these the event, several organisations have created resources, videos and advice to help children understand what has happened and make sure that they speak out if they are stressed or anxious. There is also some advice for teachers.

You can access these via the following links:

First News

First News is a newspaper especially for young people. The publication has listed seven ways to help explain events like the Manchester Arena attack.

<http://bit.ly/TE-FirstNewsManchester>

NSPCC

The NSPCC has resources produced by child psychologists to help answer some of the anxieties and questions that children are likely to have.

<http://bit.ly/TE-NSPCCManchester>

Newsround

The children's news service has created a video saying how it is alright to ask questions and be open about events like this. There is also some written advice, for children and adults.

<http://bit.ly/TE-NewsroundManchester>

TES

Working with the NSPCC and PSHE association, *TES* have created a useful list of advice to help adults talk to pupils and student who want to discuss this event.

<http://bit.ly/TE-TESSManchester>

Want to feature in The Exchange

We are always keen to share positive stories in *The Exchange*. Is there an event that you want our journalist to attend? Has a pupil won an award or received special recognition for something? Let us know!

Email: theexchange@hertsforlearning.co.uk



Herts for Learning's Assessment team, led by Ben Fuller, provides expert training and advice in all aspects of assessment, both formative and summative. They have worked with nationally renowned assessment experts, including Shirley Clarke, James Nottingham and Chris Watkins, to develop excellence in formative assessment, developing growth mindsets and effective learning cultures in schools. In September, the team are fortunate to have Dylan Wiliam, as the keynote speaker at HfL's assessment conference. More information can be found below, along with information about the DfE's Primary Assessment Consultation and the new grading system for Key Stage 4 pupils.



Eight key facts about the new grading system for Key Stage 4

This summer will see the new 9–1 grading system come into effect for Key Stage 4 students in England.

The Office of Qualifications and Examinations Regulation (Ofqual) has written a set of facts to ensure that all teachers understand how the new grading system will work and what impact it will have on students taking exams over the next few years.

The system, in which students will be awarded a grade between 9 and 1, with 9 as the top grade and 1 as the lowest, has been criticised by some for being too confusing, especially for students and parents.

Ofqual chief regulator Sally Collier explained how it is important people are aware of the changes, saying: "It is really important that we spread the word that GCSE grades are changing from letters to numbers and explain why".

In March Justine Greening, the Education Secretary, announced that those receiving the benchmark "pass" grade for tougher, newly reformed GCSEs is being lowered from a grade 5 to 4.

In a letter to the Commons Education Select Committee, Ms Greening wrote: "I want to provide certainty about how this new grading will work and, in particular, the consequences for individual pupils of achieving a grade 4 or grade 5.

"Rather than reporting on the 'good pass', we will instead distinguish between a grade 4 as a 'standard pass' and a grade 5 as a 'strong pass' and report on both."

She went on to add: "Where employers, FE providers and universities currently accept a grade C we would expect them to continue recognising a grade 4."

"It is really important that we spread the word that GCSE grades are changing from letters to numbers and explain why."

Sally Collier
Ofqual

- 1 GCSEs in England are being reformed and will be graded with a new scale from 9 to 1, with 9 being the highest grade.
- 2 New GCSE content will be more challenging.
- 3 Fewer grade 9s will be awarded than A*s.
- 4 English language, English literature and maths will be the first to be graded from 9 to 1 in 2017.
- 5 Another 20 subjects will have 9 to 1 grading in 2018, with most others following in 2019. During this transition, students will receive a mixture of letter and number grades.
- 6 The new grades are being brought in to signal that GCSEs have been reformed and to better differentiate between students of different abilities.
- 7 In the first year each new GCSE subject is introduced, broadly the same proportion of students will get a grade 4 or above as would have got a grade C or above in the old system.
- 8 These changes are only happening in England. Wales and Northern Ireland are not introducing the new 9 to 1 grading scale as part of their changes to GCSEs.

For further information, including a useful video, please visit:
<http://bit.ly/TE-Grading2017>

Not many places left at

Assessment Conference

Thursday 7th Sept 2017
Hertfordshire Development
Centre, Stevenage
17ASS/002A

Herts for Learning is delighted to welcome education expert Dylan Wiliam to Hertfordshire to lead this one-day conference, in which he will share his expertise in developing outstanding formative assessment practice. Dylan Wiliam has been one of the leading figures in developing formative assessment since the 1990s, when he co-authored *Inside the Black Box*. He is now Emeritus Professor of Educational Assessment at University College London.

The aims of the conference are to:

- explore the latest findings from research into assessment practices that have greatest impact on learning
- explore practical classroom strategies
- explore ideas for sustaining professional learning through establishing teacher learning communities

LAST CHANCE TO HAVE YOUR SAY Primary Assessment Consultation closes on 22nd June

Teachers in primary schools are reminded to have their say about how they see primary assessment evolving in schools, before the Government's consultation ends on 22nd June.

The Primary Assessment Consultation aims to ensure that the government establishes a stable, trusted assessment system that supports all children to fulfil their potential, whatever their background.

It sets out wide-ranging proposals for improving the primary assessment system. These include consideration of the best starting point from which to measure pupils' progress, how to ensure the assessment system is proportionate, and how to improve statutory end of key stage teacher assessments.

Speaking at the launch, Justine Greening, the Education Secretary said: "I recognise that we must move to a settled system which is ambitious, supports teachers to help every child to reach their potential, allows schools to benchmark their own performance, and enables them to be held to account in a way that is fair and accurate.

"I want as many people as possible with an interest in the future of primary education to participate in these consultation exercises and to share their thoughts. In particular, I want to hear the views of teachers and headteachers and to draw on their expertise and experience to continue to improve the way that we assess the attainment and progress of children during their time at primary school."

To find out more, please visit:
<http://bit.ly/TE-AssessmentConsultation>

For any assessment queries, please contact Herts for Learning's Assessment team at:
hfl.assessment@hertsforlearning.co.uk

Hertfordshire Secondary Headteachers' Summer Conference

Monday 3rd and Tuesday 4th July, 2017
17MAN/027P

Hanbury Manor Hotel and Country House, Ware

In a context of further turbulence and external influences, how do headteachers drive their vision and do the right thing? How do you create effective, vibrant partnerships with a range of stakeholders, to achieve a common goal? This annual residential conference for secondary headteachers is a must. Planned by headteachers, for headteachers, it is an ideal opportunity to hear leading experts, pick up new ideas and network with other headteachers. Keynote speakers already confirmed include Dr Aric Sigman and Dr Andrew Curran.

By attending the conference participants will:

- hear from expert and inspirational speakers
- develop all-important networking contacts with headteacher colleagues
- challenge thinking around teaching and learning
- keep up to date with the latest issues affecting headteachers in Hertfordshire and nationally

Primary Heads Seminars - Autumn 2017

17th October – 17MAN/016P
Hilton Hotel, Watford

18th October – 17MAN/017P
Aubrey Park Hotel, Redbourn

19th October – 17MAN/018P
Fanhams Hall, Ware

20th October – 17MAN/048P
Putteridge Bury Conference Centre

1st November – 17MAN/015P
Fielder Centre, Hatfield

2nd November – 17MAN/014P
HDC, Stevenage

Be All You Can Be – most able disadvantaged pupils in mainstream schools conference

Tuesday 11th July 2017
17CON/002A
Fielder Centre, Hatfield

On Tuesday 11th July at the Fielder Centre, we are delighted to be holding a conference which focuses on disadvantaged pupils, especially those who are most able. The aim of the conference is to raise the profile of these pupils who need us most by hearing from keynote speakers, sharing experiences and participating in a series of workshops. These include how to track pupil premium grant spend with the business management team, how to best use a stretch and challenge toolkit with the teaching and learning advisers and the effective use of a self-evaluation toolkit with our Early Years colleagues. We are pleased to be able to offer a workshop with Martin Galway, Teaching and Learning Adviser for English. We will be adding further workshops in due course. Herts for Learning's Managing Director, Andrew de Csillery will be with us at the conference, as will Marcus Cooper, senior Education Manager for Hertfordshire.

We are grateful to Hertfordshire County Council for part-funding this event.

The aims of the conference are to:

- raise the profile of these pupils who need us most
- share experiences and participate in a series of workshops

LGBTQ+ inspire and include – a three counties education conference

Wednesday 5th July 2017
17PSE/012A
Saffron Walden County High School

This not-to-be-missed conference will be an opportunity for a maximum of 48 Hertfordshire school staff (from schools at any stage in their development of anti-homophobia, -biphobia and -transphobia and LGB&T equality) to recognise and benefit from best practice across Hertfordshire, Cambridgeshire and Essex. The conference will also present short dramatic works, exploring different aspects of LGBT experience, and will benefit from LGBT young people's voices

By attending the conference participants will:

- hear best-practice case studies from across the three counties
- hear directly from Allan Torr about Ofsted expectations of anti-hbt for all schools
- identify next steps for the development of anti-hbt and LGB&T equality

Primary Science Conference

Friday 20th October
17SCI/005P
Hertfordshire, UH
Bayfordbury Campus,
Science Building

This is the major science event of the year. Delegates can listen to key speakers, participate in workshops, review the resources exhibition and, as always, have some time to network and share ideas with colleagues from other schools and the Local Authority. The final programme for the conference will be sent out early in the autumn term.

By attending the course participants will:

- have up-to-date knowledge of the science curriculum
- explore the current issues facing primary science
- consider new innovations and resources for science teaching

A Secondary Science Conference is also taking place on Thursday 9th November.

17SCI/006S

Book Now

Hertfordshire Special School Headteachers' Conference
21–22nd September 2017
17CON/004A

Book Now

Primary Headteachers' Conference: Thriving under pressure!
5–6th October 2017
17CON/003P

To book a place on any of the above conferences, visit: www.hertsforlearning.co.uk/booking