

THE EXCHANGE
celebrates three years
of sharing Hertfordshire
education news

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THE EXCHANGE

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SHARING EDUCATION NEWS AND BEST PRACTICE FROM HERTFORDSHIRE SCHOOLS

The positive factors of teacher retention



BY JAN PAINE, FORMER MANAGING DIRECTOR AT HERTS FOR LEARNING

At the end of March 2017, Jan Paine retired as Managing Director at Herts for Learning. Having spent recent weeks reflecting on her teaching career, Jan writes about the importance of teacher retention, and the push and pull factors that she has witnessed in the teaching profession, in a personal and moving article for The Exchange ...

I was recently reading a news story about the essential ingredients of teacher retention and, although it made some good points (five solutions clearly listed), I quickly realised that it

really skimmed the surface of what is quite a complex issue. Yes, having good CPD, and providing staff with a nice laptop and a good salary are all likely to contribute to retention rates, but as I come up to retirement, I have been doing a lot of reflecting on my career and the experiences I have had in many different settings. So, I decided to think more deeply about the places I was reluctant to leave, and those that pushed me away.

PUSH AND PULL FACTORS

Having taught geography for many years, the

push and pull factors of migration came strongly to mind. What, then, are the real push and pull factors in teacher retention?

There will always be people who move on because, although they love the place, at this point in their lives they want to earn more money / buy a house / have children, or they have other family reasons, and there appear to be no internal opportunities for promotion. If they remain within the profession but have moved geographically within the sector, then our investment in them has surely not been wasted.

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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

New regulations for compulsory SRE in all schools

The government is introducing compulsory Sex and Relationship Education (SRE) for all schools, including academies, in both primary and secondary phases.

The policy change has been added to the Children and Social Work Bill, which is currently making its way through parliament. The law will place a duty on the Education Secretary to bring forward "regulations", to make the changes to the curriculum and extend them to academies.

The amendment will also mean that, if in the future the Secretary of State wants to make the teaching of personal, social, health and economic (PSHE) education compulsory, it can be done without new legislation.

The policy paper states that the curriculum will be developed with the significant involvement of the teaching profession and other "experts". The government will then publish draft regulations, the new laws and a consultation. It will be at this point that the new legislation will be debated in Parliament. The intention is that the new laws will pass one full year before they come into effect, so the earliest that schools would need to start teaching the new curriculum is September 2019.

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HfL shareholder satisfaction survey 2017

Since launching in 2013, the Herts for Learning Board has provided strategic direction to the company and holds company leaders to account for the educational impact, standards achieved and quality of services provided.

To support the HfL Board with this, a short satisfaction survey has been developed, which

focuses on HfL as a company, the services it provides to schools and governing bodies, and its investment in the common good.

A link to the survey will be emailed directly to headteachers and chairs of governors of all shareholding schools when the survey opens. Headteachers and chairs of governors are



encouraged to complete the survey once they receive the link.

The survey will be open between Monday 8th May and Friday 26th May 2017. Please make sure your school contributes.

New regulations for compulsory SRE in all schools

(Continued from page 1)

But – as Ofsted has identified – trained, confident teachers are key to effective SRE. It can be tempting to bring in outside agencies to deliver it for you, an approach that is not without its benefits. Specialist educators can provide a more memorable learning experience and can link young people to community health services. This approach should be used to enhance provision rather than replace it.

At the Hertfordshire SRE Summit in March, participating schools were fully briefed on the implications of the changes, and were able to explore different mechanisms for the delivery of a quality curriculum under the new requirements.

Key to the changes is that the new SRE curriculum will be wider in its scope and inclusive of important interconnected issues, such as eSafety. Schools that were unable to attend the summit may wish to attend a briefing, which will outline key information shared about the anticipated range of the new curriculum.

Karin Hutchinson, Lead Adviser for Wellbeing, commented: "Our local health-related behaviour data, and everything we know about the vulnerability of young people in a digitally connected world, are just two of the reasons we should warmly welcome this new requirement. We have a responsibility to ensure our young people have the

knowledge, skills and behaviours to keep themselves safe. Relationship and sex education is also about safeguarding and pastoral care and it needs to be embedded within a whole-school approach that 'normalises' these vital aspects of our humanity. This is about empowering young people, encouraging their critical thinking, and building resilience."

Schools will need to ensure that they have staff who are trained and confident to deliver the new curriculum. Hfl's wellbeing advisers, who sit within the Disadvantaged and Vulnerable Pupils Team, have already developed a range of training sessions for primary and secondary

schools and academies, which will support the development of staff to meet the changes required. A core programme for 2017–2018 is already available and can be accessed here: <http://bit.ly/WVGprogramme>. Additional courses will be added in due course, in response to schools' stated needs.

We are keen to support schools to respond effectively to this transition and are happy to respond to individual schools' training and support needs, or to provide training that groups of schools will find useful – centrally or locally. In the first instance, please contact Karin.hutchinson@hertsforlearning.co.uk.

Delaying school start times is unlikely to help sleep-deprived teenagers

BY JASLEEN DHILLON, EXECUTIVE ASSISTANT – EDUCATION POLICY AND PRACTICE

Research from the University of Surrey and Harvard Medical School has found that delaying school start times is unlikely to reduce sleep deprivation for teenagers. The study dismisses previous research, which suggested that teenagers have a biological need for more sleep and that schools should start later to accommodate for their sleeping patterns. Instead, the study argued that turning off blue-light screens from devices and dimming other lights would be more beneficial.

The research, published in *Scientific Journal*, used mathematical modelling to predict the impact of delaying school start times. The main factors taken into account were whether the person is naturally a morning or evening person, the impact of natural and artificial light, their body clock and the typical time of their alarm clock.

Results showed that delaying school start times would not help reduce sleep deprivation, as the body clocks of most

teenagers would drift to even later, in response to the later start time, within a matter of weeks. Instead of early school start times, it is in fact the light-consumption behaviour of teenagers that interferes with their natural interaction with the environmental clock. Using devices until late at night delays the biological clock, making it even harder to get up in the morning. Teenagers, the research found, are especially sensitive to the effects of this light exposure.

Instead of moving school times forward, as previous studies have suggested, the new research suggests that teenagers should be exposed to bright light during the day, with lights – including those from phones and devices – turned down in the evening and off at night.

The full article, *The effects of self-selected light–dark cycles and social constraints on human sleep and circadian timing: a modeling approach*, can be found here: <http://bit.ly/TE-SchoolTime>

Teacher encouragement increases likelihood of attending university, says study

BY JASLEEN DHILLON, EXECUTIVE ASSISTANT – EDUCATION POLICY AND PRACTICE

Pupils who receive encouragement from teachers are significantly more likely to continue with post-16 education and university than those who do not, according to research by the University of Cambridge. The influence of teacher encouragement is much greater on pupils from disadvantaged backgrounds.

The study, published in the *Research in Higher Education* journal, uses mathematical modelling techniques to assess the long-term impact of student–teacher rapport in over 4,300 pupils, and is the first to analyse the role it plays in access to university. Pupils were tracked from the age of 13 onwards, completing a detailed questionnaire every year for seven years. The results show that teacher encouragement makes the most difference for pupils with average academic attainment, who are most likely to be on the margin for university attendance.

The effect of teacher encouragement on students varied, depending on their background. For students with parents that have no formal qualifications, post-16 education enrolment increased 12 percentage points amongst those who received teacher encouragement, compared with those who did not (64% compared with 52%). This effect appeared to last into higher education, with encouragement increasing the likelihood of university entry by 10 percentage points.

For those with parents who have university degrees, teacher encouragement made less of a difference,



increasing continued post-16 education by just six percentage points and making no difference at all to university attendance.

Ben Alcott, author of the study, commented that "teachers are often relegated to course deliverers and classroom managers in the policy discussions around further education. However, it's clear that teachers have more forms of influencing inequality than is currently appreciated.

"When people speak of a positive school experience, they frequently cite a personal relationship with a teacher and the encouragement they were given."

The full report *Does Teacher Encouragement Influence Students' Educational Progress? A Propensity-Score Matching Analysis*, can be found here: <http://bit.ly/TE-Encouragement>

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- Progression in Bar Modelling

English

- Progression in Spoken Language
- Spelling Support Materials

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Suite of documents to support the prediction of GLD in Reception (EYFSP)

- GLD prediction exemplar grid
- Blank GLD prediction grid
- Analysis framework

Science

- Types of Enquiry Wheel

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

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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 one 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 those schools.

Increasing attainment and fostering a positive approach towards mathematics for White British pupils

BY PETE MASON, DEPUTY HEADTEACHER AT HOWE DELL SCHOOL

Howe Dell Primary School in Hatfield has evolved and expanded into a two-form-entry primary school, which now has over 450 children from Nursery up to Year 6, after relocating to its new purpose-built eco-site in 2007. Upon intake, attainment is low, with a profile of children that means EYFS outcomes are below national averages. Progress is made in Key Stage 1, but outcomes are still below national average. However, by the end of Key Stage 2, children outperform national averages and there have now been strong improving trends over a number of years. Over 50% of the children at Howe Dell Primary School have English as an additional language; however, they usually exceed outcomes for progress, which also tend to be high over time in relation to the overall cohort.



From RAISEOnline and the Ofsted Dashboard, the current category of vulnerable children under-performing are White British children. Therefore, efforts have been made to boost and improve self-esteem, confidence and aspirations, in order to improve both progress and attainment within this group. Almost 50% of children in KS1 and KS2 fall into this category, with the highest numbers in Year 4, hence they became part of the focus group.

DESCRIPTION OF MY APPROACH

Six children were selected from a Year 4 class to form the focus group. They were a mixture of boys and girls, but all from the White British category.

Their abilities varied, but not significantly, and all had been noted as relatively static in terms of visible progress in the first half of the year. The group would meet once a week with me to undertake problem-solving activities; this was in addition to their normal maths lessons with their class teacher and teaching assistant. Assessment materials produced by HfL (Phase B) were used as the basis and stimulus for each session, with the emphasis being on discussion, trial and error, and recording. This was an attempt to engender a love and enjoyment of maths, to break down any perceived barriers and generally to develop a "Mathematical Mindset" of inquisitiveness and resilience. Throughout, children were encouraged to discuss their thinking and reasoning, and adopt trial-and-error methods if a methodical method was not readily evident. The intention was to build up their inquisitive nature in relation to maths, whilst also trying to develop resilience and persistence. Usually, there was more than one solution to find, thus trying to move away from the idea of right and wrong, and instead encourage exploration.

WIDENING THE APPROACH

Each session was written up afterwards and discussed with the class teacher, together with the contributions the children had made and the progress they appeared to have made with their learning. Subsequently, the class teacher has adopted the approach in class and has been observed delivering a "Maths Mastery" lesson, in the presence of the headteacher and the HIP, adopting principles similar to those used in the tasks.

Resources used by the project and developed by HfL have been made available to all class teachers, who have been positively encouraged to adopt them and apply them in lessons; this implementation has been successfully observed when looking at plans, which show evidence of tasks being used in lessons. Teachers have also approached me to discuss the ways in which they could incorporate the documents into lesson situations. Whilst referred to as HfL assessment documents, they have been used more as a tool to stimulate discussion in maths groups and to offer low-floor, high-ceiling activities to the children, thus again encouraging a growth mindset about maths.

IMPACT AND RECOMMENDATIONS

Exit questionnaires, completed by the children, show an increase in confidence of 0.83, on a sliding scale of 1 to 5, when comparing their feelings from the beginning to the end of the project, with an identical result in terms of how capable the children see themselves at explaining their ideas and answers. There was a range of responses in terms of which of the activities they had encountered that they had enjoyed the most, which is quite pleasing and suggests different learning styles being accommodated.

Of course, the project incorporated only one session per week. This was in addition to the regular five maths lessons being delivered in the classroom by an excellent class teacher and experienced teaching assistant. Therefore, it would be remiss to assume that any progress and improvements in the approach to maths by these targeted children are as a direct result of work involving the HfL materials. However, progress has been made by all of the children, and their approach in the sessions became very much more independent and experimental over time.

The conclusion is that these children can be stimulated by open-ended maths challenges and, therefore, encouraged to fulfil their potential. The opportunity to take risks and to explore different options and approaches – in small groups, with partners or individually – has allowed the children to develop. More exposure to low-floor, high-ceiling problem solving should enable a Mathematical Mindset to be developed.

Mathematical Mindsets

A total of 18 case studies have been written by Hertfordshire schools. To view some of these, please visit the following links:

- Do talking frames reduce girls' anxiety in maths?**
Abbots Langley Primary School
<http://bit.ly/TE-AbbotsMaths1>
- How do we use our resources to help us reason?**
Abbots Langley Primary School
<http://bit.ly/TE-AbbotsMaths2>
- Do Low Entry High Ceiling tasks reduce anxiety in mathematics?**
Aboyne Lodge School
<http://bit.ly/TE-AboyneMaths>
- Do Low Entry High Ceiling activities reduce maths anxiety and positively impact upon progress?**
Chater Junior School
<http://bit.ly/TE-ChaterMaths>
- Does mixed ability grouping and choice of tasks help to give children confidence when approaching new mathematical problems?**
Dundale Primary School and Nursery
<http://bit.ly/TE-DundaleMaths>
- Does a pictorial approach in mathematics help low attaining children to 'have a go' at it?**
Highwood Primary School
<http://bit.ly/TE-HighwoodMaths>
- Increasing attainment and fostering a positive approach towards mathematics for White British pupils**
Howe Dell Primary School
<http://bit.ly/TE-HoweDellMaths>
- How valuable is the Concrete-Pictorial-Abstract model of teaching mathematics concepts across the primary school phase for all children, not just the Lower-Ability or SEN pupils?**
Maple Primary School
<http://bit.ly/TE-MapleMaths>
- How can the use of language influence children's attitudes to maths?**
Nascot Wood Junior School
<http://bit.ly/TE-NascotWoodMaths>

Primary school achieves Autism Accreditation status

BY RYAN FISHER, JOURNALIST

Forres Primary School, Hoddesdon, has become the first mainstream school in Hertfordshire, and just the third nationally, to be accredited by the National Autistic Society as successfully achieving Autism Accreditation status.

The Autism Accreditation status is an internationally recognised process that looks at how a setting provides support and services to autistic people.

The primary school completed the accreditation in December 2016, after a rigorous application process and review. The review team spent 12 hours observing a total of 19 lessons and small-group activities, looking at how the school educates and provides pastoral support for pupils with autism.

The school currently has 24 autistic pupils on roll, some of which have transitioned from other local primary schools. Over recent years, the school has developed and transformed how the school manages and

educates young people with autism, including providing a specialist space called the "Lilac Room", which allows pupils to access transitional support in the mornings, lunch and home times, therefore relieving periods of high anxiety and stress. The Lilac Room also provides children with a safe and quiet space in which to learn and have frequent breaks.

"We are extremely proud to be recognised for our work with autistic pupils," said Sue Camp, Headteacher at Forres Primary School

"It is very important and reassuring for parents with autistic children that we provide a place that is caring, friendly and safe, as well as a school that helps all children achieve their full academic potential." - Sue Camp, Headteacher

Our staff have worked hard over a number of years to make sure they are able to manage every child with autism, using effective learning strategies, communication methods and behaviour management strategies. Combined with the use of AET materials, excellent staff knowledge and highly skilled practitioners, who have a can-do attitude, the school has ensured its provision is fully inclusive.

"By providing personalised care that is tailored to each pupil, we have seen better behaviour and an increase in progress from pupils with autism at our school. It is important that we continue to develop our practice to ensure that this group of pupils have the best possible education from the time they arrive to the time they leave the school."

For more information about the National Autistic Society, please visit:
<http://www.autism.org.uk/>

#ICYMI

IN CASE YOU MISSED IT

— our Twitter highlights

Stevenage special needs pupils' production of School of Rock gets West End approval

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

Primary school wins praise for its language skills from singer who overcame a stutter

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

Schoolboy recognised as one of the best young mathematicians in the UK

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

Caring primary school prepare to take part in The Big Hitchin Spring Clean

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

 @HertsLearning

Secondary school raises thousands for local charities as part of programme

Ashlyns School, Berkhamsted, has been working with First Give to help young people give back to their communities and speak out for causes they believe in.

The whole of Year 9 at the secondary school took part in the First Give Programme, where students investigated social issues, before meeting with local charities that address those issues in their community. The students then made professional presentations about their chosen charities, and competed with each other in a public-speaking competition to win grants for their charities.

Chris McDonald, who leads the delivery of the First Give Programme at Ashlyns School, said: "Working with First Give has given our students the resources, guidance and drive to help others – and that alone has been incredible.

"Our students have grown in their independence, resourcefulness and maturity towards caring for others and have achieved some fantastic outcomes along the way. The First Give project has been an uplifting experience for students and staff alike."

40 Year 9 finalists took part in the School Final event at the school on Thursday 23rd February, which saw students deliver presentations to parents, teachers and charities.

"It was a special night, where 10 teams delivered outstanding professional and emotive presentations to a chapel full of parents, teachers and charities. The night was marked by very personal stories being shared by courageous students, in



support of causes close to their hearts," added Chris.

Disability Recreation Unity Movement (DRUM) came away with £1,000, after Jasmine, Amelia and Martha (pictured above) wowed the audience with an incredible documentary-style video about the charity; their creative audience participation got everyone involved and laughing!

Safe Lives received £250, after a moving story from a student who had suffered personal loss from domestic violence. Hospice of St Francis also came away with £250, after another powerful personal story.

For more information about First Give, please visit <http://firstgive.co.uk/>, or email info@firstgive.co.uk if you are interested in signing your school up for the programme next year.

More schools keen to start The Daily Mile

BY RYAN FISHER, JOURNALIST

Over 40 Hertfordshire schools pledged to introduce The Daily Mile at this year's annual Physical Education in Primary Schools Conference last term, taking the total number of schools running the initiative in the county to 60.

Originally developed by Elaine Wyllie, a headteacher in Scotland, The Daily Mile is a simple and free way for schools to help their pupils to get more active, by encouraging them to run or walk for 15 minutes every day during the school day.

Elaine was a keynote speaker at the conference and expressed her delight to see the progress of the Daily Mile in Hertfordshire schools.

"Hertfordshire is showing real foresight and determination in their approach to improving health outcomes for children. I was delighted to be able to offer my support and I look forward to The Daily Mile starting up soon in many more Hertfordshire schools."

Recent research by the London Playing Fields Foundation found that within three months, the average fitness of Year 5 and 6 pupils increased from 37 to 64 per cent as a result of The Daily Mile. Improvements were also seen in classroom attentiveness and pupils' self-esteem.

Tannery Drift School, Royston, has successfully introduced The Daily Mile into everyday school life. Headteacher Anna Greetham said: "At Tannery Drift First School, implementing The Daily Mile has been brilliant for all of our children.

"We have seen significant improvements in the children's fitness and concentration levels. The



children always look forward to their daily mile and we get very positive feedback from parents too.

"I really believe that The Daily Mile can strengthen school communities and give children a healthier and happier lifestyle."

To find out more, visit www.thedailymile.co.uk

If your school is taking part in The Daily Mile, we would love to share your story about the impact it has had. Contact the team at The Exchange: theexchange@hertsforlearning.co.uk

Dragons' Apprentice Challenge: Everything you need to know

AS THE 2016/17 DRAGONS' APPRENTICE CHALLENGE DRAWS TO A CLOSE, THE SEARCH BEGINS FOR MORE SCHOOLS TO JOIN IN NEXT YEAR

The Dragons' Apprentice Challenge is an exciting annual programme, open to local schools, charities, community groups and businesses.

The challenge works by recruiting teams of lower sixth form students from local schools and colleges, who are then matched with a mentor (Dragon) from a local business, in their task to turn £100 into £1,000 for a local community group or charity, through a business venture. Each team is also required to produce a business plan, meeting log and final report.

Schools are assigned a project coordinator, who will be their main point of contact for information and resources. An essential toolkit is also provided to make schools aware of the challenge timeline and what is required.

Teams are given a £100 seed capital. £50 is provided by the charity/community group and £50 from the business. The seed capital is then counted towards the final amount of profit generated. Some school fees may apply, depending on the district.

The challenge runs annually, from September/October up until March/April. Schools will be invited to a launch event, where all participants will have a chance to meet, network and be assigned a charity partner and their Dragon.

The challenge concludes with a celebration event, where shortlisted teams are asked to present their ideas to a panel of Super Dragons, and a number of awards will be presented. After this, the winning teams from each district will go head to head for a master prize.

Why take part?

The challenge is open to Year 12 students from local schools and colleges. Businesses of all sizes can participate, from sole trader to global corporation. The challenge provides a great boost to the local community. For students, it is an opportunity to develop entrepreneurial skills, network with future employers, volunteer for a cause they care about and gain experience for their CV. Business people are able to demonstrate their CSR credentials in a tangible way, enhance the reputation of their company and provide mentoring opportunities for young people. Charities are given the opportunity to raise their profile and gain funding to support their core aims.

Junior Dragons' Apprentice Challenge

The junior challenge is an extension of the challenge, aimed at pupils in Years 5 and 6. Pupils will take part over a six-week period, aiming to turn £50 into as much profit as possible for their charity partner. The teams are mentored by young Dragons under the age of 25. This has been so successful that it is rapidly expanding.



"We have been so impressed with the business ideas from our youngest apprentices. We believe that building their confidence and their financial awareness will have a lasting positive impact for the year ahead," said Emma Gamble, Business Development Manager for the Dragons' Apprentice Challenge.

For more information, contact Emma Gamble, Business Development Manager for the challenge, at emma@cvsstalbans.org.uk or visit the website at <http://www.dragonsapprenticechallenge.com>

Hertfordshire schools meet over 560 job hunters at the award-winning Teach in Herts Teacher Recruitment Fair

Over 560 people visited this year's Teach in Herts Teacher Recruitment Fair on Saturday 4th March, to talk face to face with representatives from over 300 Hertfordshire schools looking to recruit for their job vacancies.

Now in its third year, the award-winning Teach in Herts Teacher Recruitment Fair, hosted by Herts for Learning, continues to grow in popularity for both Hertfordshire schools and job hunters alike, with visitor numbers increasing each year.

Once again, attendees had the chance to speak with staff from primary, secondary, middle and special schools and academies, with many registering their interest or applying for jobs on the spot as well as attending some of the workshops on offer.

Speaking after the fair, Anne Taylor, Head of School Recruitment Services at Teach in Herts, said:

"With the teacher shortage crisis dominating national news in recent weeks, this event is more important and relevant than ever for Hertfordshire schools.

"It has once again provided schools and academies with a fantastic opportunity to recruit the very best teachers and also to showcase the support that is available to teachers in Hertfordshire. We were incredibly pleased with the turnout and saw many schools leave with a list of potential candidates.

"Although it took months of planning, the positive feedback that we received from attendees and Hertfordshire schools makes it all worthwhile. Everyone at Herts for Learning and Teach in Herts would like to thank all the schools who gave up their time, and the workshop speakers, who added to the overall success of the event!"

Many of the schools attending the event left with long lists of potential candidates for their job vacancies, and commenting on

"With the teacher shortage crisis dominating national news in recent weeks, this event is more important and relevant than ever for Hertfordshire schools"

Anne Taylor, Head of School Recruitment Services, Teach in Herts

the increase in number of qualified teachers attending, which this year was over 50%.

"This has been a fantastic event for us. We are looking to recruit from the fair, so this is a great opportunity to meet potential candidates," said Yvette Page, Headteacher at Harwood Hill JMI & Nursery School in Welwyn Garden City.

Seventeen different workshops were available throughout the day, for new, returning and overseas-trained teachers, as well as those looking to get into teaching or progress their teaching career. The workshops included insights into what it is like working in a variety of Hertfordshire schools including Catholic, Church of England and special needs schools, and an informative talk about multi-academy trusts.

Support, and guidance on living and working as a teacher in Hertfordshire, was provided by a range of educational experts. These included representatives from the University of Hertfordshire; the University of Cambridge; the National College for Teaching and Leadership; seven of Hertfordshire's nine

Teaching School Alliances; and UK NARIC, who provide certification to allow overseas qualifications to be matched to UK-recognised qualifications.

Please visit the Teach in Herts website www.teachinherts.com for all the latest job vacancies in Hertfordshire, for new, current, returning and overseas-trained teachers.



Letter from HfL's new Managing Director, Andrew de Csilléry



I am delighted to write my first article for *The Exchange*, following my appointment as Managing Director of Herts for Learning, a role I assumed on 1st April from Jan Paine. Jan will remain as Chair of the Trustees of the Herts for Learning MAT, so Hertfordshire will continue to benefit from her experience and passion. I would like to thank her for all she has done for Herts for Learning over the past four years.

My handover and induction period has been a tremendous opportunity for me to listen and learn. I have met with stakeholders in Herts for Learning – with my staff, with key people at the County Council and, most importantly, with many schools. I have seen first-hand how united and supportive Hertfordshire schools are, and how special and unique the education in this county truly is. The impact that this is having on the children in all schools is incredible, and something that is very encouraging to see.

Over the last 25 years, I have worked in leadership roles in international business, particularly in companies where great customer service really matters. I have been lucky enough to work for Disney and InterContinental Hotels – organisations who understand what it takes to put the customer at the heart of everything they do, and to enable their staff to deliver the service that their customers expect. I have developed a personal leadership style based on learning and development, on collaboration and on great teamwork. It is this experience that I bring to Herts for Learning and that the Board believes is what is needed to take the company forward at this stage in its development.

I also bring a passion for education and, I hope, some understanding of the challenges you face. Eighteen months ago, I was selected as a founding trustee of the Chartered College of Teaching. Whether we believe in the direction that the country is now heading or not, continuing to improve the education that our children receive is the only way to give them the life chances that they all deserve. When I left my last major corporate role, I decided that I wanted to use my skills and experience in education.

Since starting my new role at Herts for Learning, I have been impressed by how highly respected and appreciated the company is. HfL has passionate and committed staff, who are dedicated to making a real difference to children across Hertfordshire. This is a tremendous base on which to build. We will continue to develop and improve our products and services, ensuring the right quality and value for money, and also our delivery and our ways of working for you, our customers. I have been warned that some of you may not like me referring to you as customers but, in doing so, I am acknowledging that you have a choice about whether or not to use our services.

I have also realised that we cannot stand still. Schools are facing unprecedented issues – budgetary pressures, continuing recruitment and retention challenges, and more demanding behavioural and special needs requirements – to name but a few.

This means that Herts for Learning has to become even more customer-centric, listening more closely to your needs and anticipating the changes in the environment. We must challenge

constantly what we do and how we do it. We must work more collaboratively, both internally and with our external partners, breaking down barriers and finding new and better ways to meet the needs of children across the county.

Working in education can be tough at times, but the achievements we continuously see in Hertfordshire are great to see. We should be very proud of everything that we do for young people living in the county. HfL is committed to working with all schools and settings, whether Early Years, primary, middle, special or secondary. The company will continue to work to form close partnerships with all key external organisations, to ensure that we understand your needs, and that we can deliver the educational and business services that meet those needs and continue to improve results for all children.

I have a tremendous Senior Leadership Team around me, who are all committed to this journey. Our role is to support all of our colleagues across HfL to deliver the results you all deserve. I look forward to working with you.

Best wishes,

Andrew de Csilléry

HfL employees awarded Google for Education Certified Trainer status

BY RYAN FISHER, JOURNALIST

Two Herts for Learning employees have officially become certified trainers with Google for Education, after successfully completing the certification earlier this year.

Chris Carter, eDevelopments Adviser, and James Cook, Technical Architect, were selected as Google for Education Certified Trainers last term, after completing a path of exams and assessments.

The two started their journey back in the summer, by passing the Google Certified Educator Level 1 exam, before shortly completing Level 2 in the autumn. They then went on to apply to become trainers, which involved a written statement and case study, a further exam and making a short video to prove that they could effectively demonstrate how to use a particular Google tool. The two finally received confirmation of their success at the end of January.

"It has been quite an intense journey because we completed it in a relatively short period of time, but it is one that has been very beneficial. With Google G-Suite for Education constantly developing and many schools in Hertfordshire realising the potential benefits it has, it was important to me to complete

this, so I can support and train our schools," explained Chris. "It has helped me a lot and I am pleased to have completed this. I am keen to work with many schools in the future to highlight the many uses it has in everyday teaching, in both primary and secondary schools."

Talking about the achievement, James said: "Being accredited Google for Education Certified Trainer is a great accomplishment for myself and the ICT Services team, who have been offering Google services to education institutes for two years.

"When offering technical services, it is important for us to understand both the technical capabilities and how the delivery of new technologies can be achieved by teachers in the classroom."

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



Chris Carter
eDevelopments Adviser

James Cook
Technical Architect

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

Chris will be delivering a training session on 12th June, for those who are new to Google's G-Suite for Education services and wish to have hands-on experience of using the tools for teaching and learning:

Getting started with G-Suite for Education – a teacher's guide
17COM/006A

To book a place on this or any other computing course, please visit:
<http://www.hertsforlearning.co.uk/booking>

HfL's ICT Services reaccredited by Capita SIMS

BY RYAN FISHER, JOURNALIST

The ICT Services team at Herts for Learning has been recognised as an accredited SIMS support team since 2008 and, following a successful reaccreditation process, were recently presented with the accreditation award by Phil Neal, Capita SIMS Director.

The SIMS accreditation service recognises the quality of support provided by SIMS support teams, by evaluating the current provision and recommending a development path for further service improvement.

The assessment process took 12–15 weeks. It started with the team completing a self-evaluation document, providing evidence to back up answers and statements. As part of the assessment process, a survey was sent out to all schools supported by the team, requesting feedback on the quality of their service. The school survey ran for three weeks and, once responses had been collected and the results collated, a Capita consultant conducted two school visits (one primary school and one secondary school), in order to gain more in-depth feedback to inform the final report. One school, picked at random, was chosen to receive the prize of a tablet. The lucky school this time was Redbourn Junior School, and Sarah Lowther was presented with the tablet at the recent SIMS User Group, at Greenwood Park.

Speaking about the importance of being accredited, HfL's Sally Cort, Acting Head of Information Services, said: "We believe that being recognised as an accredited team demonstrates the quality of our service and provides schools with

confidence in the advice and support that we give. The process also provides schools with an opportunity to give comprehensive feedback on every aspect of our support.

"The results of the school survey enable us to examine schools' perceptions of what we are doing well or what may need to be improved, allowing us to respond to customer needs and further enhance and extend our services."

The ICT Services team received incredibly positive results from the survey, scoring 5.54 out of 6 for overall quality of their helpdesk services, and 5.42 out of 6 for overall level of customer service in terms of politeness, helpfulness and approachability.

"We believe that being recognised as an accredited team demonstrates the quality of our service and provides schools with confidence in the advice and support that we give."

Sally Cort, Herts for Learning,
Acting Head of Information Services

"It is great to have the support of such a professional and knowledgeable team at the end of the phone. They are always so



patient and understanding and if they cannot sort the problem out there and then, they will investigate and get back to you promptly. I would be lost without them!" explained one Hertfordshire admin officer.

"It's always a pleasure dealing with the helpdesk. The team are extremely knowledgeable and understanding and always go the extra mile to ensure a speedy solution," said one Hertfordshire Senior Manager.

As well as training the full range of SIMS courses at Hertfordshire Development Centre, the Information Services team can now also provide SIMS training around the county, using a virtual training environment.

To see all the SIMS courses running throughout the summer term, visit:

<http://www.hertsforlearning.co.uk/booking>

Primary Science Package and separate resources are now available to purchase through online shop

Schools across Hertfordshire and beyond are using the Primary Science Package for support with planning for progression and assessment of scientific understanding and working scientifically skills.

The whole package is now available as a digital download through the HfL online shop, for £165*. This price represents great value for money as it includes working scientifically tracking sheets, 29 working scientifically assessment tasks and associated resources, a detailed progression in scientific knowledge booklet, and age related expectation tracking sheets for scientific knowledge.

"I have found the primary science package to be an extremely helpful tool for assessment. As a class teacher, it has enabled me to make secure and accurate judgements of my pupils' abilities, both in terms of scientific knowledge and their scientific skills," explained the science subject leader at Manor Fields Primary School and Nursery, Bishops Stortford.

"The assessment tasks are especially useful and ensure that all of the working scientifically criteria have been assessed rigorously in the course of a school year. As a subject leader, these resources ensure that there is a continuity of assessment across the school, which is important when evaluating standards."

For schools who do not need the entire package, it is now also possible to purchase the resources separately.

A full description of all the products and a free download is available on the website:

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

The science team would also like to continue the special offer whereby schools who purchase the package can also purchase a twilight staff meeting on science assessment and use the resources for the reduced price of **£265*** (normal price £315*). For more information about this, please contact Charlotte Jackson, Science Adviser, at charlotte.jackson@hertsforlearning.co.uk

*Prices exclude VAT

Working up a STEAM

Genuine cross-curricular links can help to raise the profile of the subjects involved and give pupils a real sense of purpose. How genuine links can be made between science, technology, engineering, art and maths will be explored in this new conference.

Friday 23rd June – 17CON/001P

To book a place or see what other science courses are available, please visit www.hertsforlearning.co.uk/booking

HfL's Early Years team see one of their resources shortlisted for national award

The Places to Play Every Day resource, which helps Early Years settings create an environment that inspires, challenges and motivates children, has been recognised by the 2017 Early Years Excellence Awards.

For more information about the resource, please visit: <https://shop.hertsforlearning.co.uk/early-years/> or follow HfL's Early Years team on Twitter @hertsearlyyears



HfL PRODUCT OF THE MONTH



The Early Years Outcomes Toolkit is an essential tool that enables practitioners, leaders and managers in PVI settings, and any schools not using SIMS, to track and analyse the progress of individuals and groups of children in the Early Years Foundation Stage.

The toolkit

- demonstrates progress across the prime and specific areas of learning
- tracks individuals and cohorts from entry across the Foundation Stage, building up a history of development and progress
- identifies which 'typical development band' children are working within
- shows whether cohort or individual achievement is below, within or beyond age-related expectation
- calculates cohort attainment (%) and measures steps of progress

Settings and schools can also benefit from a **28-day free trial** of the Toolkit. More information about these products can be found on the Early Years section on the shop:

<https://shop.hertsforlearning.co.uk/early-years>

If your school is using SIMS, we have an alternative version of the toolkit, which operates via Assessment Manager 7, providing the same rich analysis reports. For more information on the AM7 Toolkit, please contact the ICT Service Desk at:

help@sd.hertsforlearning.co.uk

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

**08
MAY**

Using Assessment Manager 7 in the Early Years Foundation Stage
17SIT/018P MORNING

Using PE and physical activity to boost outcomes for PPG pupils
17PSE/020P MORNING

**09
MAY**

Budget preparation workshop
17FSS/003A ALL DAY

Teaching computing at Key Stage 1
17COM/002P ALL DAY

Wood machine safety course: S1HS, S7HS, S8HS
17DET/001S ALL DAY

**10
MAY**

Becoming a coach - ILM level 3
17COA/001A ALL DAY

Finalising and maintaining timetables in Nova-T6
17SIT/019S MORNING

Inclusion Matters
17NQT/002P ALL DAY

Wood machine safety course: S1HS, S7HS, S8HS
17DET/001S ALL DAY

**11
MAY**

Becoming a coach - ILM level 3
17COA/001A ALL DAY

Maximising progress in Nursery and Reception classes
17EAY/001P ALL DAY

SIMS Census preparation using school data
17SIT/020A MORNING

SIMS Census preparation using school data
17SIT/021A AFTERNOON

Wood machine safety course: S1HS, S7HS, S8HS
17DET/001S ALL DAY

**15
MAY**

Excelling in the workplace (Microsoft Excel - developing your skills)
17SBM/013A AFTERNOON

Excelling in the workplace (Microsoft Excel - introductory course)
17SBM/012A MORNING

Teaching assistants: spotlight on phonics and spelling
17ENG/001P ALL DAY

**16
MAY**

Induction for new SENCOs
17SEN/001A ALL DAY

**16
MAY**

Effective approaches to teaching English and mathematics in Key Stage 1
17NQT/006P ALL DAY

Teaching computing at lower Key Stage 2
17COM/003P ALL DAY

**17
MAY**

An introduction to HCSS Budgeting for academies
17FSS/010A MORNING

Appraisal and capability workshop
17SHR/003A MORNING

Implementing the new Hertfordshire Agreed Syllabus of Religious Education - Key Stage 1
17RED/005P ALL DAY

**18
MAY**

Developing enquiry skills in primary science
17SCI/002P ALL DAY

SIMS Discover
17SIT/022P MORNING

Teaching and assessing reading comprehension
17ENG/003P ALL DAY

**19
MAY**

School business manager professional development programme (SBM PDP) module 4: working with difficult and/or challenging people
17SBM/008A MORNING

**22
MAY**

Inter-school moderation of final teacher assessment of Key Stage 2 writing
17ASS/005P MORNING

Inter-school moderation of final teacher assessment of Key Stage 2 writing
17ASS/006P AFTERNOON

SIMS Personnel
17SIT/023A MORNING

SIMS Personnel Reporting
17SIT/024A AFTERNOON

**23
MAY**

Academy trusts – preparing for your interim and year-end audit
17FSS/013A MORNING

Assessment without tears, for Key Stage 2 languages
17MFL/003P AFTERNOON

Conducting support staff appraisals – preparing for an end-of-year review
17SBM/001A MORNING

Having it all - simple yet effective planning journeys in lower Key Stage 2 mathematics
17MAT/014P ALL DAY

**23
MAY**

Primary headteachers' seminar: summer 2017
17MAN/012P MORNING

Teaching assistants: fun approaches to teaching grammar
17ENG/002P MORNING

Teaching computing at upper Key Stage 2
17COM/004P AFTERNOON

**24
MAY**

Inter-school moderation of final teacher assessment of Key Stage 2 writing
17ASS/003P MORNING

Inter-school moderation of final teacher assessment of Key Stage 2 writing
17ASS/004P AFTERNOON

Primary headteachers' seminar: summer 2017
17MAN/013P MORNING

SIMS Reporting (advanced)
17SIT/025A ALL DAY

**25
MAY**

Primary headteachers' seminar: summer 2017
17MAN/009P MORNING

SIMS Student List Reporting
17SIT/026A MORNING

**26
MAY**

The sky's the limit - making the best of an outdoor area to engage all learners
17EAY/009P ALL DAY

**05
JUN**

Converting to academy - what finance teams need to know
17FSS/012A EVENING

SIMS Staff Performance
17SIT/027A ALL DAY

**06
JUN**

Go for bronze, silver or gold! The Primary Languages Quality Mark
17MFL/004P AFTERNOON

Primary headteachers' seminar: summer 2017
17MAN/010P MORNING

Year 2 phonics and spelling: planning and assessment
17ENG/018P ALL DAY

Years 3 and 4 spelling: the fine detail and application
17ENG/019P ALL DAY

**07
JUN**

Effectively supporting pupils in mathematics - local training for teaching assistants
17MAT/021P MORNING

**07
JUN**

Effectively supporting pupils in mathematics - local training for teaching assistants
17MAT/022P AFTERNOON

Effectively supporting pupils in mathematics - local training for teaching assistants
17MAT/023P MORNING

**08
JUN**

Effectively supporting pupils in mathematics - local training for teaching assistants
17MAT/024P AFTERNOON

Engaging parents in mathematics
17MAT/018P ALL DAY

Exploring technology in the EYFS
17COM/005P ALL DAY

Primary headteachers' seminar: summer 2017
17MAN/011P MORNING

Writing with children: making writing meaningful in the Early Years Foundation Stage
17EAY/002P MORNING

**08
JUN**

Academies budget forecast return preparation workshop
17FSS/011A MORNING

Avoiding grievances – managing staff conflict
17SHR/005A MORNING

**09
JUN**

Secondary SIMS user group - Cottedred
17SIT/045S MORNING

SIMS End of Year
17SIT/028P MORNING

SIMS End of Year using school data
17SIT/029P AFTERNOON

Small schools training - school development planning
17SUP/002P MORNING

**12
JUN**

Assessment and progression in primary history and geography
17HUM/001P MORNING

Getting started with G-Suite for Education - a teachers' guide
17COM/006A ALL DAY

Secondary SIMS User Group - Wheathampstead
17SIT/046S AFTERNOON

Take one book: enriching reading and writing in Years 3 and 4
17ENG/020P MORNING

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

<p>13 JUN</p>	<p>Financial management for the senior leadership team of academy trusts 17FSS/016A AFTERNOON</p> <p>Key stage 1 grammar: the fine detail and application 17ENG/006P ALL DAY</p> <p>School Business Management Conference 17SBM/011A ALL DAY</p> <p>Secondary SIMS user group - Nobel School 17SIT/047S AFTERNOON</p> <p>SIMS for new users 17SIT/030A ALL DAY</p>	<p>19 JUN</p> <p>Financial management for the senior leadership team in Hertfordshire County Council maintained schools 17FSS/015A MORNING</p>	<p>26 JUN</p> <p>SEND briefing 17SEN/002A AFTERNOON</p> <p>Take one book: enriching reading and writing at Key Stage 1 17ENG/010P MORNING</p> <p>Using SIMS to manage SEN 17SIT/034A ALL DAY</p>	<p>28 JUN</p> <p>Metal machine safety course: S2HS and S6HS 17DET/002S ALL DAY</p> <p>National Rescue Award for swimming teachers and coaches 17PED/001A ALL DAY</p> <p>National Rescue Award for swimming teachers and coaches update 17PED/002A ALL DAY</p> <p>Reciprocal reading 17ENG/004P MORNING</p> <p>The primary computing curriculum: a balanced approach 17COM/009P AFTERNOON</p>
<p>14 JUN</p>	<p>Curriculum beyond the classroom: using the great outdoors 17SCI/003P ALL DAY</p> <p>Financial procedures for school finance staff 17FSS/014A ALL DAY</p> <p>Making maths meaningful: using children's books to enhance teaching and learning in mathematics 17MAT/017P ALL DAY</p> <p>Primary computing subject leaders' update 17COM/007P AFTERNOON</p> <p>SIMS End of Year using school data 17SIT/031P MORNING</p>	<p>20 JUN</p> <p>Foundation Stage Essentials 17EAY/003P MORNING</p> <p>Mental mathematics: the secret to success of a whole-school approach 17MAT/015P ALL DAY</p> <p>Primary SIMS user group - Potten End 17SIT/007P AFTERNOON</p> <p>Single Central Record training 17SBM/010A MORNING</p> <p>Year 1 phonics and spelling: planning and assessment 17ENG/017P ALL DAY</p>	<p>27 JUN</p> <p>Foundation Stage Essentials 17EAY/003P MORNING</p> <p>Metal machine safety course: S2HS and S6HS 17DET/002S ALL DAY</p> <p>National Rescue Award for swimming teachers and coaches 17PED/001A ALL DAY</p> <p>SEND briefing 17SEN/003A AFTERNOON</p> <p>Small schools workshop 17EAY/012P EVENING</p> <p>Supporting the SEND learner with apps, iPads and other technologies 17COM/008P AFTERNOON</p> <p>National Rescue Award for swimming teachers and coaches 17PED/001A ALL DAY</p>	<p>29 JUN</p> <p>Conducting support staff appraisals – preparing for an end-of-year review 17SBM/002A MORNING</p> <p>Implementing the new Hertfordshire Agreed Syllabus of Religious Education - Key Stage 2 17RED/006P ALL DAY</p> <p>Metal machine safety course: S2HS and S6HS 17DET/002S ALL DAY</p> <p>SEND briefing 17SEN/004A AFTERNOON</p> <p>SIMS FMS - using the Financial Reporting Suite 17FSS/009A AFTERNOON</p>
<p>15 JUN</p>	<p>Primary SIMS user group - Little Hadham 17SIT/005P AFTERNOON</p> <p>SIMS FMS – Accounts Payable for new users 17FSS/005A AFTERNOON</p> <p>SIMS FMS – uploading the budget and understanding your chart of accounts 17FSS/004A MORNING</p> <p>Take one book: enriching reading and writing in Years 5 and 6 17ENG/011P MORNING</p>	<p>21 JUN</p> <p>Financial procedures for school finance staff 17FSS/014A ALL DAY</p> <p>Primary SIMS user group - Bricket Wood 17SIT/009P AFTERNOON</p> <p>SIMS End of Year for secondary schools 17SIT/032S MORNING</p> <p>Write Away Together 17ENG/012P ALL DAY</p> <p>Writing with children: making writing meaningful in the Early Years Foundation Stage 17EAY/002P MORNING</p>	<p>28 JUN</p> <p>Delivering outstanding PSHE to pupils with SEND in mainstream and special schools 17PSE/004P ALL DAY</p>	
<p>16 JUN</p>	<p>eSafety training for primary school support staff 17PSE/015P MORNING</p>	<p>22 JUN</p> <p>Effective and efficient observation, assessment and planning in the EYFS 17EAY/004P ALL DAY</p> <p>Primary SIMS user group - Baldock 17SIT/008P AFTERNOON</p> <p>SIMS FMS - Accounts Receivable for new users 17FSS/007A AFTERNOON</p> <p>SIMS FMS - the General Ledger and Month-End Procedures 17FSS/006A MORNING</p>		
<p>19 JUN</p>	<p>Developing vocabulary 17ENG/014P ALL DAY</p> <p>Independent schools forum 17EAY/011P AFTERNOON</p> <p>Primary SIMS user group - Wheathampstead 17SIT/006P AFTERNOON</p>	<p>23 JUN</p> <p>Survive, Revive, Thrive - National Conference for Primary Deputy and Assistant Headteachers 17MAN/027P ALL DAY</p> <p>Working up a STEAM conference 17CON/001P ALL DAY</p>		

A little more detail ...

eSafety training for primary school support staff

Friday 16 June 2017 **17PSE/015P**

Being online is an integral part of most young people's lives. eSafety is a constantly evolving area, and this course will raise awareness of the vital role schools play in keeping children safe from harm online, including the risks of radicalisation and cyberbullying. This course will assist schools to fulfil Ofsted's requirement for all staff to receive regular eSafety training.

Write Away Together

Wednesday 21 June 2017 **17ENG/012P**

Looking for an effective intervention to improve writing that relies upon a more robust partnership approach between teacher and TA and between TA and pupils? **Write away together** is a Fischer Family Trust guided writing and/or an intervention programme, focused on feedback and improvement. It can be applicable to all pupils, or used as a one-to-one intervention, targeting pupils who need more intense, structured support.

One of the top seven strategies identified by the Sutton Trust to raise attainment of disadvantaged and vulnerable learners includes a focus on the pupil's ability to self-manage their own learning. A key feature of the intervention focuses on how to change pupils' writing behaviour so that the skills of proof-reading and editing become increasingly embedded. The course is intended for a TA to attend along with their SENCO or lead teacher. A range of practical activities will be explored that can be used with pupils across the primary phase.

KEY TO HFL TRAINING COURSES

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

From 'technophobe' to 'digital pioneer' ...

BY RACHAEL COULTART, COMPUTING SUBJECT LEADER AT ST. NICHOLAS CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY, STEVENAGE



Technology has never been my best friend; indeed, it has been the source of much frustration and anxiety in my life. And yet, somehow I've gone from being a technophobe to someone who wins an all-expenses-paid trip to Chicago for my "innovative use of technology in the classroom", and being called a "digital pioneer" for Discovery Education.

Throughout my 25 years of teaching, computers have made my work life both more streamlined and more stressful. I recall going home in tears in my second year of teaching, after my headteacher put a new Apple Mac Performa 6200 in my classroom and expected me to use it with my pupils. I could not even turn the thing off. Years later, the arrival of an interactive whiteboard in my classroom, courtesy of the Tesco Computers for Schools scheme, had me wanting to throw my laptop out of the window as I couldn't get it "orientated", and I cursed the "Easiteach" software, which seemed very inappropriately named.

So what happened to change things? How did I find myself being called a "digital pioneer" in 2016? Well, nothing has really changed. Technology is still the source of much frustration and anxiety in my life, but this is tempered by my determination to be the best teacher I can be and by my resilience to cope with failure. When my Head bought that Apple Mac, I went out

and bought exactly the same model so I could learn to use it in the comfort of my own home. I went on interactive-whiteboard training and began to see how it could be used, first as a projector of interesting things and then as a tool for captivating and engaging in a way I'd never seen before – and I wouldn't be without it now!

In 2011, I was asked to take on the role of Computing Subject Leader. Talk about a "steep learning curve" and a "journey of discovery". In my quest to improve my subject knowledge, I started seeking free professional development wherever it was available, which is when I found out about Discovery Education's "Days of Discovery". I attended such a day at Thinktank in Birmingham, and this is where I heard about the Discovery Education Network Summer Institute (DENSI) 2016. There was an opportunity to win an all-expenses-paid trip to Chicago – all I had to do was complete an application form and upload a video to YouTube, talking about myself and my use of technology in the classroom, to be in with a chance of winning.

"Elated and nervous" sums up how I felt when I discovered I was going to Chicago to attend DENSI 2016. I knew it would be good – discovery stuff always is – but I did not know just how awesome it would be. I was travelling with eight other teachers from the UK, and we started sharing stories and expertise immediately. After

only two days it felt like we'd known each other for months.

At times, I did feel a bit daunted because there were people there who were so much more capable than me, so much more enthusiastic than me and so much more "into tech" than me. However, it was inspiring and invigorating to be surrounded by them and I came away more determined than ever to embrace the "digital age" that I find myself teaching in. I also came away with a much better understanding of why it is important to encourage our children to think about the problems they can solve through their use of technology, because this will drive them towards being creative users rather than passive consumers.

My motivations are the same as before: I still want to be the best teacher I can be and so I want to understand as best I can the world I am educating children in. I still find technology frustrating, but looking back over the years, I can see how with one baby step at a time I've gone from being a technophobe to a digital pioneer.

This article has been taken from the HfL Blog. To read the full version of this or any other blog post, please visit: blogs.hertsforlearning.co.uk

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

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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

eSafety

This issue includes:

- Relationships and sex education
- Moderate screen time can boost mental wellbeing for teenagers
- Fitbit in schools
- Latest research
- Cyberbullying guidance and online safety toolkit for use in PSHE lessons
- 'Trust Me' – encouraging critical thinking online

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

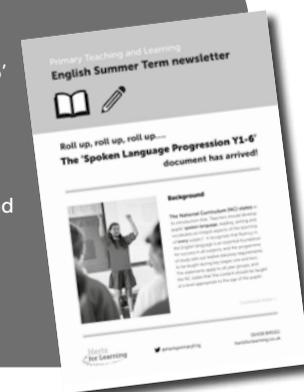


English

This issue includes:

- The 'Spoken Language Progression Y1-6' document has arrived
- The art of classroom speaking
- Undead Poets' Society: giving words life through poetry recital
- From story telling into story writing – and how pictures can help

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





Helping disadvantaged and vulnerable pupils in Hertfordshire is incredibly important to Herts for Learning. Led by Helen Jones, Director for Disadvantaged and Vulnerable Pupils, the team is working hard to diminish the difference in outcomes for these pupils. HfL is passionate about helping these pupils and has been producing new ideas, projects and advice, which they hope schools will find beneficial. This page includes some of the plans that the team has in store to help disadvantaged and vulnerable pupils across the county and beyond including an exciting conference taking place in July 2017.

The team has several strands of work. The strands interweave and all contribute to the equalities agenda.

Diminishing the difference	Health and wellbeing	Special educational needs and/or disabilities	Special education
This strand focuses on making sure that pupils who attract additional funding make gains in their learning, which is at least in line with that of their peers.	This strand includes the work on mental health, eSafety, anti-bullying and behaviour. The Parent2Parent® project sits in this strand.	Our SEND advisers work with senior leadership teams, including SENCOs. Their aim is to develop strategic thinking followed by practical actions leading to improved outcomes and progress for pupils with SEND. The Eastern Partnership UK (SEND) sits within this strand.	We are proud to work with colleagues in our special schools. Most of the special schools have an allocated adviser to provide an external eye. Some of the special school heads work as HfL improvement partners. We support schools going into inspection and attend the feedback.

The four education directorates are working closely together to maximise our impact for these pupils. Herts for Learning fully supports this work because it represents our moral purpose as a company.

We are the champions

Helen and her team now have a team of disadvantaged pupil champions from across the company, who are all passionate about improving outcomes for disadvantaged pupils. They are: Theresa Clements, Nicola Randall, Claire Edwards, Cathy Irons, Hayley Yendell, Julie Grimwade, Tracey Dawson and Helen Waites. All of our champions ask this question in their team discussions: *What difference will this make to disadvantaged pupils?* The champions are coming up with all sorts of good ideas to support the work.

Partnership working with Hertfordshire County Council

We are establishing even stronger links with the Education Department and we are strengthening links with Integrated Services for Learning. This work will provide us with an opportunity to share successes, to make each other aware of forthcoming possible areas of concern and to share intelligence about schools. We are also working closely and learning from the Delivering Special Provision Locally (DSPL) arrangements. DSPL is a Hertfordshire-wide partnership approach, where parents, staff in Early Years settings, schools, further education colleges, local authority officers and representatives from other agencies work together as part of an Area Group, reviewing and developing the



Helen Jones

Education Services
Director for Disadvantaged Pupils

range of provision and support services available to their local community. The Area Groups across the county meet regularly to discuss and review what services are available, and to influence how services are shaped and developed, to ensure the children and young people with SEND in their area receive the right support in their educational activities.

Coming soon

The team is working hard on a new behaviour offer for schools and settings and is looking forward to working alongside schools to share best practice. This traded offer is likely to include: support for gathering the views of pupils in the most effective way; reviews of recent exclusions; a review of the impact of behaviour policies; mindfulness; reviewing and re-establishing schools' culture and ethos; mental health support, especially for primary schools that will not receive DfE funding; and benefitting from the very specific and exceptional expertise of our special schools in dealing with a raft of challenges. This work is at an early stage and more information will be available soon.

Conference
Be All You Can Be

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

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 those pupils who need us most, by hearing from keynote speakers, sharing experiences and participating in a series of workshops. These workshops include how to track pupil premium grant spend with the business manager team; how best to 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 and another adviser from the Hertfordshire Virtual School for Children Looked After.

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, which is brought to you by Herts for Learning Limited.

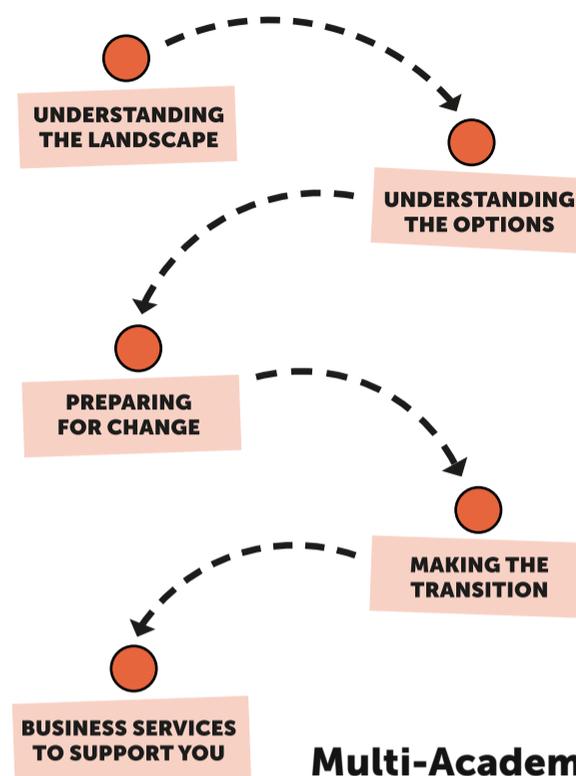
Preparing for change: the key considerations

The conversion of a school to an academy, or the establishment of a MAT, is complicated and can often be a time-consuming process. Taking the opportunity to understand the tasks that will need to be completed, as well as the new legislative requirements that a setting will face, will ensure that the endeavour will be successful.

Herts for Learning has produced a range of key consideration guides, focusing on all aspects of the business of educational settings. These guides are a great starting point to begin to understand the transition process to becoming an academy or multi-academy trust. They may also highlight any skills gap there may be within a setting, and the requirements of any assistance that could be needed.

Available via the Herts for Learning website, these key considerations are split into six areas:

- Financial Services
- HR Services
- ICT Services
- Business Management Services (Conversion process)
- Business Management Services (Property)
- Business Management Services (Business Management professionals)



For more information about MATs and how Herts for Learning can help your setting, please visit:

<http://www.hertsforlearning.co.uk/mats>
or email business.matters@hertsforlearning.co.uk

Multi-Academy Trust
Transition and support services

www.hertsforlearning.co.uk/mats

Running throughout the summer term are a selection of courses ideal for academies and those who are starting their academisation journey. Below are some of the courses available.

**17
MAY**

Budgeting for academies
17FSS/010A

**23
MAY**

Academy trusts – preparing for your interim and year-end audit
17FSS/013A

**05
JUN**

Converting to academy - what finance teams need to know
17FSS/012A

**08
JUN**

Academies budget forecast return preparation workshop
17FSS/011A

**13
JUN**

Financial management for the senior leadership team of academy trusts
17FSS/016A

Multi-Academy Trust – packages of support

Bundled packages of consultancy support are available to multi-academy trusts (MATs), enabling them to benefit from consistent provision across all academies in the trust and realise cost savings.

Bundles of support can be tailored to the requirements of the individual MAT and includes: classroom support, middle leadership support and leadership support.

Consultancy support bundles can be purchased at the start of the academic year and drawn down throughout the year, to meet the needs of the academies within the MAT.

Classroom support

Mentoring
Paired planning
Evaluating outcomes
Supporting vulnerable learners

Middle leadership support

Subject leadership support
Supported observations
Assessment and moderation
Action planning

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!

We also want to hear how academisation is affecting your school – maybe you are able to provide some useful advice to share with other schools.

Email: theexchange@hertsforlearning.co.uk

Leadership support

Staff selection
Health checks
Reviews
Performance management
Action planning

Consultancy support also includes SIP, maths, English, science and IT support in all phases, including Early Years. Support can be offered in other subject areas. Please contact us for more details on

01438 845111

To understand more about pricing and how HfL can help MATs, visit the Herts for Learning website, below



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

Whether enhancing IT systems and making the most of existing technology, reviewing processes for financial management and reporting, or employing a school business manager to save time and resource, HfL offers a complete solution for schools' business needs. On this page, we will be keeping you up to date with our business services, including recent news, developments, and new products and services.



THE BUSINESS OF EDUCATION

HICS: it's more than just broadband

Hertfordshire Internet Connectivity Services (HICS) provides a safe and secure network, designed to enable schools and academies to access the internet and other education services in a supported environment.

Over the last term, Hertfordshire based schools and academies have been renewing their subscription to HICS, allowing them to have access to the many new and existing benefits the service has.

HfL is proud to offer more than just a broadband service, working with Hertfordshire based schools and academies to develop a high-quality communication solution tailored to their specific needs.

As the service is being run by a not-for-profit provider, it means that any service savings and efficiencies are kept, and released within the school community for the good of children in Hertfordshire.

Features and benefits of the new HICS include:

- **A continued proactive service with Hertfordshire County Council** - systems such as SAP, Solero, SEAM and other local authority systems
- **A proven web-filtering service** - going beyond the latest DfE and Ofsted guidance and duties for online safety

- **Improved performance and results** - a 'market leading' SLA guaranteeing reliable connectivity for staff. The service will be designed and implemented to provide 99.99% availability 24 hours a day, 7 days a week
- **Greater security and safeguarding** - improved measures to ensure business continuity and protection against the latest online threats, like Malware and DDoS attacks
- **More flexibility and choice** - the opportunity, as the need for bandwidth increases, to scale up the service. Also, the option to take greater control of a wider range of service elements, e.g. filter policies, DNS settings and firewall configuration
- **Greater confidence** - more feedback for designated safeguarding leads, who will receive scheduled reports to show when attempts have been made to access inappropriate online content

To view the other benefits or how the service can help please visit:

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

For more information, please contact the Herts for Learning service desk on 01438 844777, who will respond to enquiries or email kevin.crawley@hertsforlearning.co.uk

Key contacts

Financial Services

fss.admin@hertsforlearning.co.uk

Governance Services

governance@hertsforlearning.co.uk

Hertfordshire Internet and Connectivity Service (HICS)

kevin.crawley@hertsforlearning.co.uk

HR Services

hrservices@hertsforlearning.co.uk

Business Management Services

businessmanagementservices@hertsforlearning.co.uk

ICT Services

ictservices@hertsforlearning.co.uk

School Website Support Service

alison.bellerby@hertsforlearning.co.uk

Recruitment Services

hfl.recruitment@hertsforlearning.co.uk

Procurement Services

procurement@hertsforlearning.co.uk

01438 845111

Hertfordshire Internet Connectivity Service (HICS)

The next generation connectivity service for Hertfordshire schools



Apprenticeship Levy – a reminder

What is the levy?

The Apprenticeship Levy will start on 6th April 2017 and will be applied at a rate of 0.5% of the pay bill, to be paid via PAYE.

Who does it affect?

The following schools are in scope of the levy:

- All community and voluntary controlled schools (as the levy is applied at the local authority level, and Hertfordshire County Council has chosen to pass on the levy to maintained schools)
- All other schools, academies and multi-academy trusts with a pay bill of over £3 million

Out of scope are all academies, foundation schools, free schools and multi-academy trusts with a pay bill of under £3 million.

Employers in scope of the levy will receive a £15,000 rebate (this is not a cash payment but reduces the amount of levy an employer has to pay). For community and voluntary controlled

schools, this rebate will be applied at Hertfordshire County Council level and will not be passed onto schools.

How can I use the levy?

The levy funds will be taken monthly from a school's budget and placed into a digital account, which will show the balance of funds available for a school to spend. The levy can only be spent on apprenticeship training.

Schools have 24 months during which to use the levy funding accrued during the first year. This means schools have plenty of time to consider potential, high-quality options for apprenticeship training. Herts for Learning are currently planning to become a training provider and/or assessor. We will provide more information about this as soon as possible.

Who can I train as an apprentice?

Apprenticeships are open to anyone over 16. You can choose to recruit new apprentices to your school, or you can also use the levy for existing staff to gain a new skill through an apprenticeship.

What types of apprenticeships are available?

There is a range of different apprenticeship levels. The levels are linked to recognised national definitions and define a desired academic level for each post:

- 2: Intermediate – 5 GCSE passes at grades A* to C
- 3: Advanced – 2 A-Level passes
- 4 and 5: Higher – Foundation degree and above
- 6: Higher / Degree – Foundation degree and above / Bachelor's or Master's degree

A number of apprenticeship standards have been developed by employer groups, and a small number of these are applicable to schools:

<https://www.gov.uk/government/collections/apprenticeship-standards>

Where can I find out more? For more information, you can visit <https://www.gov.uk/topic/further-education-skills/apprenticeships>

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

www.hertsforlearning.co.uk/content/business-support-services

The importance of teacher retention

Continued from page 1

Where we need to focus our attention is on the weak pull factors and strong push factors that trigger teachers to move on, because they just do not feel sufficiently connected to the culture or the profession. Two negative experiences are probably sufficient to push people towards other professions, so career coaching is likely to be critical for teachers in their first few years in the job.

Let's start with the pull. What attracts people to a place of work in the first place, and what keeps them magnetically there for longer?

I stayed only two years in my first school but seven in the second. Both were in equally disadvantaged areas, with their share of challenges in terms of pupil behaviour and engagement and pressurised budgets, but I found it harder and harder to leave the second. So much so that, after three internal promotions, the headteacher actually said to me, "Jan, you have great potential in this profession but you need to widen your experience of other schools; do not stay too long in one place or you will never fulfil your true potential!" It was good advice and I have since passed it on to others, but it was hard to do at the time.

I was ambitious for myself and for the children I taught, but I loved that school! The staffroom

camaraderie was compelling; it was such that to leave would surely create a massive gap in my life. Was it just the coming together of likeminded individuals at a moment in time, or was there something deeper about the culture in that school?

HAVING THE RIGHT LEADERSHIP

I realise now, in retrospect, that the headteacher was a coach – not by training but by instinct. As a new and young teacher, I remember him asking me personally what I thought about a range of issues and policies. He was present around the school and engaged with every member of staff on a very individual basis. He was a humble man, once asking me to observe his history lesson and give him some pointers because he thought my geography lessons were much more exciting. I realise now that we felt valued and engaged in the national agendas in a positive way, which helped to shape the culture of the school. We were all, without realising it, involved in strategy, not just in day-to-day operations. That openness of approach meant we were confident to raise concerns, suggest improvements and be given responsibility to bring about those improvements.

POSITIVE SCHOOL CULTURE

There was a strong sense of team, planning and delivering lessons together, openly sharing ideas and practice and, as a result, it spilled

over into social activities. The staff organised numerous team events and competitions, coach trips and treasure hunts, outings after school and even at weekends. The range of extra-curricular activities on offer for children at the school was also phenomenal – lots of activities run by teams of staff working together. The social life of the school then added to the magnetism that kept us there for longer. I realise now that the school was an incubator for leaders. I am still in touch with a significant number of colleagues and friends made at that school and the majority have gone on to become great and successful leaders across the sector and, importantly, we are all still in touch with each other and with the headteacher, now long into his retirement.

GOOD VS BAD

What of the push factors? The shortest time I stayed in any post was just over a year. It wasn't in a school, but I think that is irrelevant. We are concerned that teachers are leaving the profession to go to work in other sectors, but it isn't all rosy there, either. There are good and bad places to work in all sectors. As you would expect, the push factors in this case are the direct opposite of those that pulled me in, in my previous example. There was a culture of disengagement and lack of visibility from the leadership. Information was given on a need-to-know basis, but no one was quite sure who knew what and why they needed



to know something that others did not. Opinions were never sought, and if they were voiced, they were quickly quashed. Human value was cheap and many people moved on constantly after very short periods of time; many just disappeared. Large numbers of the staff were "home workers", connected electronically but not physically. Only some people were invited to the Christmas party ... but not everyone ... the criteria were never explained.

MY FINAL MESSAGE ...

It is important that we remember just how good and rewarding this profession is. Changes are always happening and we do not know what is around the corner, but Hertfordshire has some of the best, most hard-working and supportive network of teachers, of all abilities. It has been great to be part of this and see the outstanding achievements that we have witnessed within the county since Herts for Learning started. Long may this continue!

Cost Vs Value – navigate the right way through the teacher shortage

ANNE TAYLOR, HEAD OF SCHOOL RECRUITMENT, ASKED RANDSTAD WHAT IS IMPORTANT TO ENSURE HERTFORDSHIRE SCHOOLS STAY COMPLIANT WHEN USING AGENCIES FOR SHORT-TERM SUPPLY OR LONGER-TERM PLACEMENT ...

With an excess of 500 education recruitment agencies located in England – making the assumption that half of these will look for business in Hertfordshire and assuming that each of these agencies has one recruitment consultant working in the Hertfordshire territory – meaning that frontline staff are potentially fielding calls from 250 recruiters weekly.

The recruitment crisis is no secret; the DfE has not met its own targets for recruitment for the last four years, so there is no denying that recruitment agencies can add value.

Approximately 33,200 individuals commenced teacher training in 2015/16 and 42,500 left education employment in 2014. The government model shows a forecast of 29,200 new or returning teachers in 2016/17, working on the government estimate that 12% will leave education within the first 12 months; this leaves a not very reassuring number of 29,216. These numbers clearly demonstrate why schools should be able to look to education recruitment agencies for a more advanced talent attraction strategy.

It is not feasible to sense and/or quality check 250 recruitment agencies – so what can schools be looking for as minimum requirements, to ensure that they can quickly exclude agencies that will not add value to schools?

There are seven questions to ask recruitment agencies, in order to ascer-

tain the overall safety of any recruitment decision:

Do they hold audited status for the education sector?

This goes far beyond compliance with vetting of candidates. It requires agencies to demonstrate that they operate best practice in customer service, equality and diversity, and upholds a professional consultative culture and ethos. This means that the agency has subjected their policies, processes and recruitment files for actual teachers to audit, to the external body that regulates all recruitment businesses in England – The Recruitment & Employment Confederation (REC).

Can they demonstrate their adherence to safeguarding, disqualification by association and prohibition from teaching checks?

A reputable and audited agency will be able to easily produce their policies in these areas and, in the case of bookings for either short- or long-term bookings, these checks and the results should be readily available, with photographic confirmation by an agency worker.

Are they transparent with regards to regulation changes for IR35 and umbrella workers?

Changes coming into effect as of April 6th 2017 mean that this tax loophole has been firmly closed, all the way back to end hirer, meaning your school could end up liable for any unpaid tax as a result of an agency working

outside of the PAYE model. Your agency should be able to demonstrate that they have a strong PAYE model that removes all risk from you as a client.

What is their stance on Agency Workers Regulations (AWR)?

This is a contentious area for most – it does tie in very directly with the cost and value analysis, as it can often appear that an agency is 'expensive', whereas if AWR is broken, then it could be the agency, and you as the end hirer, at risk of litigation.

The Agency Workers Regulations, "AWR", came into force on 1 October 2011. The legislation gives temporary agency workers the same basic rights, after 12 weeks in the same assignment, as those on permanent contracts of employment in a comparable role.

How does the agency attract talent and how do they retain them?

Your decision to work with an agency is to facilitate a solution to a problem. They should be able to clearly show that they have a varied strategy for attracting talent, which can consist of NQTs, established educators and even talent from commonwealth countries with a comparable curriculum. They should be able to evidence all advertising campaigns to justify recruitment (which in turn demonstrates strong financial management on your part, by not paying expensive advertising fees in addition to any agency fees).

Can they demonstrate commercial security?

An agency being on a framework of any kind is a good barometer for commercial compliance and security, because of the amount of evidence and investment required to get onto a framework, a large part of which is being open to external scrutiny. This framework may well not be in your authority, but does offer some peace of mind.

Will they make it easy for you to see your investment so you can measure against it?

The agency worker fee structure is as follows:

Salary + National Insurance (13.8%) + Pension (1%) + Agency Fee = Total Charge

A scrupulous agency will have no issue in detailing the components of their formula for a placement.

The overarching theme is that your agency should be attracting good-quality talent, thoroughly vetting those candidates, and respecting them and you by paying them in accordance with AWR and having a transparent fee structure that can easily be broken down, with no smoke and mirrors. Each of these elements will mean that your learners are safe and there is no legislative or financial risk to you.

For more information, please visit the Teach in Herts website here:
<https://www.teachinherts.com/career-development/supply-teaching.htm>

National Diabetes Week

BY RYAN FISHER, JOURNALIST

According to a recent study by Diabetes UK, there are approximately 31,500 children, and young people, under the age of 19, in the UK with Type 1 diabetes.

Diabetes can affect many aspects of a child's learning, including difficulties with attention, memory, processing speed, planning and organising, and perceptual skills. It is, therefore, important to understand and know how to help those suffering from diabetes, and how to help young people who suffer from it.

There are four key signs and symptoms to look out for, known as "the 4 Ts of diabetes". These are:

- **toilet** (going to the toilet a lot)
- **thirsty** (being really thirsty and not being able to quench thirst)
- **tired** (feeling excessively tired)
- **thinner** (losing weight or looking thinner than usual)

This year's National Diabetes Week will take place between Sunday 11 June and Saturday 17 June, and Diabetes UK is using the week to raise awareness of the illness.



Their website contains a huge amount of information, including many free resources for schools. This vital information has been tailored for staff members, school pupils and parents. There is also a useful guide for exams and school trips.

To download a schools' pack, which provides information on the best care possible for children with Type 1 diabetes, visit:
<http://bit.ly/DiabetesPackSch>

Alternatively, parents can download their own information pack, to help them ensure that their children get the care they need at school:
<http://bit.ly/DiabetesPackParents>

For more information, please visit:
<https://www.diabetes.org.uk/>

Get active with Walk to School and Bike to School Week

BY RYAN FISHER, JOURNALIST

With summer fast approaching and days getting brighter and warmer, there is no better time to encourage children to walk or bike to school.

This year, Walk to School Week is celebrated during 15–19th May 2017, and Bike to School Week will run 5–9th of June. Both have a similar aim: to get children active and to limit the number of cars near school premises.

Sustrans, a charity that enables people to travel by foot, bike or public transport, has created a week of activities, aimed at teachers and young people of all ages, to encourage them to take part in the annual events. Their free guide includes fun activities and lesson plans for the following aims:

Day 1: My journey

Pupils think about their journey to school and discuss their experiences

Day 2: Human map

Pupils learn about mapping, where they live in relation to classmates, how far they travel and who they could travel with

Day 3: Calories, carbon and calculators

Pupils investigate how their travel choices can affect their health and environment, calculating calories burned and carbon released

Day 4: We could be heroes

Pupils think about how they can be role models for active travel and persuade or inspire others, creating posters or writing letters

Day 5: Get going

Pupils develop practical skills and learn how to make cycling and scooting safer with our advice and information, which includes videos for simple checks and practices

"Children are increasingly spending their leisure time being sedentary," explained Karin Hutchinson, Lead Adviser for Wellbeing.

"We need to take every opportunity to encourage them to be active and this programme really goes well beyond that. It is important that we help them to explore all the positive impacts that walking or cycling will have on them and on the environment."

To download the full activity pack, please visit:
<http://bit.ly/TE-BiketoSchool>

For more information about Sustrans, please visit:
<http://www.sustrans.org.uk/>

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



Dates to remember

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

May

Local and Community History Month

1st May

National Share a Story Month

1st May

Mental Health Awareness Week

8th May

Bike to School Day

10th May

National Children's Day

14th May

Walk to School Week

15th May

Museums at Night

17th May

June

International Children's Day

1st June

Child Safety Week

5th June

World Environment Day

5th June

General Election 2017

8th June

Bike Week 2017

10th June

Diabetes Awareness Week

12th June

National School Sport Week

26th June

Be sure to be following us on Facebook and Twitter

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

Annual Conference for Primary Deputy Headteachers and Assistant Headteachers

Survive, Revive, Thrive

Friday 23rd June, 2017
17MAN/027P
Auction House, Luton

The ever-changing educational landscape continues to present challenge and opportunity to school leaders, but when the concept of 'Survive, Revive, Thrive' is embraced, the light at the end of the tunnel burns bright and fuels school leaders' passion and enthusiasm for ensuring every single child achieves their best. Countless stories exist about how to survive change, but how do we ensure our school leaders revive and thrive in the face of adversity? This national conference will explore the leadership role of deputy and assistant headteachers, in the context of current educational change and challenge.

This annual event is extremely popular with both new and experienced deputy and assistant headteachers. As well as providing the opportunity to learn from the keynote speakers, it offers delegates a forum for developing additional support and liaison networks with colleagues in similar leadership roles.

Prerequisites

Through this conference, delegates will develop an

understanding of what resilience looks like in reality at a professional level, the role of resilience in managing expectations, and the link between resilience and the development of a highly effective workforce and better outcomes for pupils.

By attending, participants will:

- have an opportunity to network with deputy and assistant headteacher colleagues from across Hertfordshire and beyond, to learn with and from each other
- develop their understanding of the leadership role in the current climate and enhance their capacity to be a realistic leader of learning
- be able to think creatively about pupils' learning and bring the fun back into it for pupils and teachers
- be inspired to develop their role, embrace change and challenge, and see their future through and beyond deputy/assistant headship

School Business Manager Conference

A New World of Opportunities for Business Leaders

Tuesday 13th June 2017
17SBM/011A
Fielder Centre, Hatfield

Education, and the world in which the business manager operates, are constantly evolving. We are working in an environment where we are being asked to do more with less and drive efficiencies, but we are also in a world where there is no ceiling for a business manager and there is the opportunity to become a CFO, COO or even a CEO of a large academy trust! So, we need to challenge ourselves to embrace the opportunities and find the right path to be able to achieve the ambitions for ourselves and for our pupils. The conference will provide guidance for business management colleagues on how to navigate through these challenges and be ready to support their schools through this transition. The conference will offer learning from peers, workshops and discussion with an expert panel. It will provide the opportunity to focus on challenges faced in school, for aspiring established business managers and those aiming even higher. There will also be a motivational speaker, Nigel Risner, to inspire us to be even more effective in the role by adapting our preferred style for communicating with others.

By attending the participants will:

- be given the opportunity to focus on challenges faced in school for aspiring and established business managers and those aiming even higher
- participate in 'hot topic' workshops, learning from colleagues and facilitators

Working up a STEAM conference

Friday 23rd Jun 2017
17CON/001P
HDC, Stevenage

Our one-day summer conference celebrates cross-curricular learning by looking at how science, technology, engineering, the arts, maths and languages can be brought together in a broad and balanced curriculum. Our keynote speaker will discuss the benefits of genuine link learning, with an exciting example of using drama and play scripts to inspire scientific enquiry. This will be followed by sessions on the work of strategic learning networks in Hertfordshire, case-studies from some of our schools, and a range of hands-on workshops.

The aims of the conference are to:

- promote spontaneity in speaking and writing, through the use of high-frequency transferable structures across a range of subjects, to develop student repertoire
- explore the value of languages, as a medium for academic and professional learning
- explore the use of games to support scientific understanding and the use of language
- consider how to use science as a context for engaging art, extended writing and mathematical investigations
- review how drama can be used to promote science enquiry

One-Day Conference

Embedding Formative Assessment with Dylan Wiliam

Thursday 7th September 2017
17ASS/002A
HDC, Stevenage

We are 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

Secondary Headteachers' Summer Conference
3–4th July 2017 17MAN/019S

SAVE THE DATE

Primary Headteachers' Conference
5–6th October 2017

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