Hampshire Services
HIAS SCHOOL IMPROVEMENT

SPRING 2024

Primary Update

Contents

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Foreword

Welcome to the spring 2024 edition of *Primary Update*. Once again, this edition contains a range of articles drawing together essential updates linked to both the core and foundation curriculum subjects as well as aspects of the wider school provision.

Building on the autumn edition, provision for individual pupils is once again a focus and, specifically, consideration for how schools can most effectively meet the needs of children in receipt of pupil premium is considered, as is how schools might further develop the support that they are able to provide to children with special educational needs and disabilities (SEND). Embedded within the articles are useful suggestions signposting both practical resources and online links.

In addition, articles within the publication once again focus on the development and delivery of the curriculum and encourage leaders to closely consider just what it is that is taught in the various foundation subjects, when it is taught and most importantly why it is taught. The place of *bought in* schemes is considered along with implications from recent Ofsted reviews.

Contributions within this edition come from across the HIAS team and through these articles the various inspectors and advisers share their professional insights, reflect on recent national publications and suggest practical strategies that can be used in classes.

If you have any comments on the publication, or wish to make any suggestions for future articles, please do not hesitate to get in touch.

Thank you to everyone who has contributed articles and updates.

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Tackling educational disadvantage (TED)

Primary TED networks, what have we learned?

The networks

With the recent addition of a new network group in the New Forest/Test Valley area, we now have four primary network groups across the county. Each group meets three times a year, and the growing number of delegates has provided a real opportunity to hear about challenges faced in many different contexts, building a community to share best practice and ideas to support schools moving forwards. These networks have provided opportunities to share common challenges, delve into research evidence, and to hear approaches used by other schools. Another key focus has been the effective implementation of the schools' pupil premium strategies, and we have learned a lot working through this process together.

If you wish to get involved, more information about the networks can be found on the TED HIAS Moodle page.

What we have learned

A common reflection from leaders across all groups has been that the pupil premium strategy has not always been effectively implemented, with the focus being on publishing a document on the website to meet statutory requirements, rather than ensuring all staff understand their role in driving the strategy forward to impact on the experience of pupils. Several schools have reported the positive impact of working with staff to collaboratively develop a strategy that has meaning for all, and many schools are exploring how to develop this process to ensure that the strategy is lived. We have used the *TED self-evaluation questions* from the TED HIAS Moodle page to explore strengths and areas that schools need to develop.

Robust implementation, monitoring and evaluation		Strength/ Priority?	Responses and reflections ➢ How do you know? ➢ What evidence do you have?
5a	To what extent do all staff and governors understand the school's strategy for tackling educational disadvantage and their role and accountability within it?		
5b	Are leaders focused on doing fewer things more effectively based on need, targeting strategies where the school can have most impact?		
5c	Is time invested in the exploration phase, identifying and prioritising challenges faced by pupils and how these might be addressed?		
5d	Have leaders created clear success criteria, based on learning outcomes (not activity), so that impact can be measured robustly enabling appropriate response?		
5e	To what extent is the process of implementation and evaluation ongoing? Are leaders quick to respond when it is clear that strategies are not having impact or need to be changed?		

Identifying the challenges: symptom or cause?

When sharing and reviewing pupil premium strategies, school leaders have reflected that some challenges identified are symptoms, rather than causes. For example, some strategies identify low attainment in maths as one challenge, low attainment in reading as another, and low attainment in writing as a third. These symptoms are unlikely to be subject related in this instance, but far more likely to be about aspects such as attendance (itself a symptom rather than a cause!) or foundation skills for learning such as oral language, literacy, executive functioning skills and emotional regulation. We should be looking to identify controllable challenges that are having the most significant adverse impact on disadvantaged pupils, but this involves getting under the skin of the issues if we are to be able to make a difference. The more precise we can be about the challenges we wish to tackle, the more likely we are to take appropriate action. This of course means assessing needs thoroughly and avoiding assumption.

We have schools from many different contexts attending the networks and schools with small numbers of pupils eligible for pupil premium are working on far more bespoke and individualised approaches. Although every child and family circumstance are different, those schools with higher levels of deprivation are seeking to find patterns to enable them to tackle whole school challenges that are likely to have the most impact on pupils. With this in mind, schools need to consider the core aspects of teaching and learning that are likely to have most impact. A focus on *high quality inclusive teaching* is of course key but can lack precise definition in terms of what we are prioritising and trying to achieve.

The importance of creating an evaluation framework from the outset

The pupil premium strategy template requires leaders to clearly outline intended outcomes and success criteria for each challenge identified, enabling leaders and governors to effectively evaluate the impact of their pupil premium strategy. In the autumn networks, we set aside time to work through some of this evaluation together. This highlighted the need to be clear from the outset how the impact will be measured, as many leaders reflected that they do not have all the information needed to robustly evaluate impact. It also highlighted the need to ensure that impact measures are not simply activities, as the focus must be on evaluating whether we have impacted on pupils, not checking that activities are underway.

Clearly, some impact is easier to measure. Attendance figures allow us to see if attendance is improving. However, it is far harder to establish if pupil well-being is improving. Both quantitative and qualitative data are useful here. Hearing from a wide range of pupils would be key in establishing whether the strategy has been successful. Surveys and numbers of referrals also provide useful information that builds a picture. The important thing is that the information is regularly sought and used to evaluate impact as a process rather than an annual event. This way, we can adapt and respond to ensure the best impact for pupils.

Evaluating the impact of the previous year: A process, not an event

When reviewing schools' pupil premium strategy statements, a common finding is that leaders have captured only headline data in order to summarise impact. Although strong attainment outcomes are the main goal, it is not always possible to establish what has had a causal impact on end of key stage outcomes. For example, if a key goal has been to develop pupils' vocabulary, measures of success might include pupils' increasing use of more complex vocabulary in speaking and in writing. Although far harder to establish, this qualitative information is key in understanding if strategies are working and why. This information should help when shaping the strategy moving forwards. The impact of each of the priority areas outlined in the strategy needs to be evaluated if leaders are to be truly reflective and meet the needs of pupils. Many schools have adopted the approach shown. The intended outcomes and success criteria provide a useful structure to evaluated impact on each of the key challenges outlined, with further information and attainment data being shared as an appendices.

Due to COVID-19, performance measures were not published for 2021 to 2022 or 2020 to 2021 and as a result will not be used to hold schools to account.

Intended outcomes
This explains the outcomes we are aiming for by the end of our current strategy plan (July 2024), and how we will measure whether they have been achieved.

Intended outcome	Success criteria	As of July 2022:
By Year 6, a large majority of pupils have sufficient reading fluency and stamina to comfortably access Year 6 SATs.	Accelerated Reader data shows an average increase in reading age of at least 14 months over the course of the year in each year group. KS2 reading outcomes for all pupils are at least in line with the national average. KS2 reading outcomes for disadvantaged pupils are broadly in line with the national average.	KS2 reading outcomes for all pupils are in line with the national average. KS2 reading outcomes for disadvantaged pupils has improved, narrowing the gap, but is not yet in line with the national average. See breakdown of outcomes below.
Basic gaps in maths knowledge are closed for a large majority of pupils, enabling them to access all aspects of the maths curriculum.	Number Sense assessments show that a large majority of pupils in Years 3 and 4 can use Stage 5 and 6 strategies confidently. Year 4 times tables screening outcomes are broadly in line with or better than the national average (average score and % scoring 25/25).	Number Sense assessments show that a large majority of pupils in Years 3 and 4 can use most Stage 5 and 6 strategies confidently but do not always chose the most efficient strategy. Year 4 times tables screening outcomes are not yet broadly in line with the national average (average score and % scoring 25/25).
School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity.*	Qualitative data from pupil voice, pupil and parent surveys and teacher observations.	Leaders have implemented a full curriculum review, post pandemic. As a result, reading has been placed at the centre of the curriculum offer and planning now ensures that wider experiences and a broad & balanced offer is in place.

Dispassionate impact evaluation

It has been really pleasing and powerful to have open and honest conversations about what is going well and what is not working as effectively. The concept of honesty and openness has underpinned much of the work of the network groups, as, to robustly evaluate the impact of our work, we must engage in dispassionate impact evaluation. This is fundamental to continuous improvement where we focus on accountability to pupils, rather than external accountability.
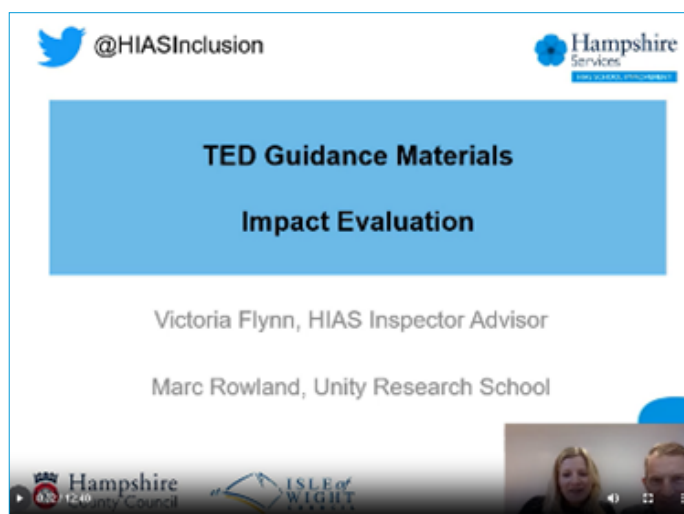

The key principles we have explored include:

- decoupling evaluation from accountability

- understanding, not proving

- objectivity (external views may be useful)

- understanding that activity does not equate to impact.

The *Impact evaluation video,* available on the Moodle, explores this further.

Beyond the paperwork …

Exploring the pupil premium strategies has provided a useful framework to explore processes and to unpick strengths and areas of need. However, a pupil premium strategy is only as good as the actual work that is going on in school. Exploring all aspects of school through the lens of more vulnerable pupils will enable school leaders to prioritise strategies that are likely to be beneficial to all.

Please join us in the primary networks as we further explore how to effectively implement research-informed approaches in school.

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Special educational needs and disabilities

Transforming SEND in Hampshire and the Isle of Wight

Launch of the *Transforming special educational needs and disabilities (SEND)* programme across Hampshire and the Isle of Wight

The *Transforming SEND* programme was launched to over 500 school leaders across Hampshire and the Isle of Wight during November, through three Government funded conferences.

The conferences provided an opportunity for school leaders to hear more about the programme, which responds to continuing growth in the number of children with education health and care plans (EHCPs). The programme team are working proactively with schools to ensure they have the right expertise, tools and training to best support children and young people with complex needs.

The new resources include:

- **SEN support line.** The launch of the SEN support line to Hampshire and Isle of Wight schools has been hugely successful. The SEN advisers have offered advice, support and signposting to 117 separate enquiries relating to a wide range of concerns. Feedback on the service is fantastic, with 100% of enquirers saying that they would recommend this service to other special educational needs co-ordinators (SENCOs) and school leaders. If you have queries or concerns relating to SEN provision in your school, particularly around SEN support, please do get in touch and see if the SEN support line can help you. Initial enquiries can be made using the Microsoft Form. An advisor will get back to you within 72 hours (term time only).

- **SEN support toolkit** was launched to Hampshire and Isle of Wight schools in September, offering online resources and signposting to advice, guidance and best practice information in supporting pupils with SEN needs. The focus is on the graduated approach, which underpins practice for all children with SEN. The toolkit is hosted on the HIAS SEN Moodle site and there are two versions tailored for Hampshire and the Isle of Wight. There has been an average of over 650 unique visits per month, across both toolkits since they launched, and feedback has been very positive.

- **New eLearning – *Supporting complex learners in mainstream schools*** is a fully funded eLearning package that will be available to Hampshire and Isle of Wight schools in a phased approach, during the autumn and spring terms. There was a very positive response to the demonstration of the training at the conferences and Module 1 was launched in December. Each school will have been sent a generic logon to access the training – please see School Communication SC000025464 for further information. Below is the release timeline to help you plan your continuing professional development (CPD).

  - **Module 1** – neurodevelopmental approach to learning (launched before the Christmas break).

  - **Module 2** – inclusive teaching (end of January).

  - **Module 3** – inclusive curriculum (after the spring half term).

  - **Module 4** – inclusive environments (after the spring half term).

- **Module 5** – inclusive behaviour and attendance – late March (before the Easter holiday).

- **SEN Matters** – a bumper edition of [SEN Matters](#) was published in the autumn term and made available to **all** schools. This special edition features a selection of articles on the following themes:

    - introducing the *Transforming SEND* programme

    - leadership and culture

    - relationships and behaviour

    - consideration of the learning environment

    - SEN support teaching strategies.

- **Parent guide to SEN**. A preview of *The parent guide to SEN* was given at the recent *Transforming SEND* conferences and it is now ready for schools to download and share with parents and carers. It has been developed in response to feedback from headteachers and we hope it helps schools with a common language and approach. This is the first version that we would like to test with schools, parents and carers and we welcome your feedback on it to tsend@hants.gov.uk. We will also seek feedback from other stakeholder groups, including parent groups, during 2024. The future ambition is to develop into an accessible online version. Visit the [SEN Moodle](#) to download.

All *Transforming SEND* resources (including slides from the conference) can be found on the [SEN Moodle](#) or by following the QR code

Please contact tsend@hants.gov.uk with any questions about the programme.

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Assessment

Life after Key Stage 1 statutory assessment

The transition from Key Stage 1 to Key Stage 2 is a crucial milestone in a child's developmental journey, as they move towards encountering more complex aspects of the primary curriculum. It is a time of challenge but also opportunity. With this in mind, accurate assessment and reporting to parents becomes increasingly important.

The removal of statutory assessments therefore provides an opportunity for assessment to be broader and more reflective of the progression across the infant stage from Early Years to Year 2, with assessment focusing on the whole curriculum, rather than solely on the statutory frameworks as in previous years. The most important consideration is to ensure that transition information is reliable and robust, in order to inform planning for the following academic year.

With this in mind, HIAS has provided CPD this academic year for teachers in Year 2, which has taken them beyond the teacher assessment frameworks (TAFs). The challenge, when designing this course, was to focus on the requirements of the National Curriculum but also to recognise that every pupil is unique and that our assessment of their strengths and talents should go far beyond a label or a standardised score. The importance of taking a more continuous approach to assessment, looking through a broader lens across a year, rather than specific task design at a particular moment in time, cannot be overstated. Supporting this approach, the inter-local authority document, ***The five principles of effective assessment*** (shared at primary assessment networks), clearly sets out effective approaches to assessment which schools can embed. These are:

- **establishing expectations**: ensuring this is linked to the demands of the National Curriculum

- **agreeing the language of assessment**: ensuring that there is a consistent vocabulary in relation to assessment across a school and when reporting to parents

- **ensuring independence**: making sure that work used for assessment purposes enable pupils to use the skills and the knowledge they have acquired independently

- **drawing on a wide range of evidence**: ensuring that evidence used for assessment draws on a wide range of both formative and summative evidence, remembering that not all evidence needs to be written

- **ensuring consistency**: putting children at the heart of the conversation, rather than using just test results and standardised scores. A consistent approach to this will ensure a sharp focus on current pupil strengths, as well as next steps.

The more detailed wording of this document can support schools in ensuring that all reporting, both to parents and the next key stage, is robust and reliable.

With this guidance in mind, it is likely that a balanced approach is prudent, developing the confidence of teachers to independently assess and report progress and attainment against the National Curriculum frameworks, whilst continuing to utilise the plethora of resources still available from the Standards and Testing Agency in the form of exemplification materials. Let us remember that these materials were originally designed to clearly model how a child could meet the requirements of the National Curriculum. Schools may also continue to use the TAFs to support discussions about pupil attainment and these may be particularly useful for moderation purposes. But we would also urge caution: the TAFs have always narrowed the curriculum and only provide examples of how children might demonstrate achievement in mathematics, writing and reading. This is particularly key for reading, where teachers and

schools should rightly continue to focus on developing fluent, confident readers who are reading to learn and accruing the knowledge required to tackle increasingly complex subject matter in Key Stage 2. This is unlikely to be solely demonstrated by completing a single task to meet a framework statement, such as we have historically seen with greater depth statements for reading in Year 2.

In the same way, if schools are using tests, they should consider carefully what they are using them for, and how they will use the results to improve learning and/or support transition conversations. They should only be a part of the overall assessment processes.

Finally, it is important to highlight that there is no requirement to report data to the local authority at the end of Key Stage 1 for 2023/24, nor any year moving forward. This data has traditionally been used to establish base starting points for Key Stage 2 progress and attainment scores. Without this data, it is even more important that effective and detailed transition conversations take place as pupils transition from Year 2 to Year 3. With this in mind, we are exploring settings which demonstrate effective practice in ensuring a strong transition to Key Stage 2, which facilitates rapid progress from starting points in Year 3. We are also continuing to review our CPD offer for 2024/25, which will focus on continuing to support Year 2 teachers in making accurate assessment judgements, whilst also focusing on effective progress in lower Key Stage 2. Details of these offerings will be available in the spring and summer terms.

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Modern Foreign Languages (MFL)

Changing times in MFL: how the new GCSE and its focus on inclusivity can support the planning of primary MFL

The MFL GCSE is changing from September 2024 and marks the most significant change in approach in recent years. In this article, Mark Kingswood, MFL Inspector/Adviser, describes the implications for Primary MFL subject leaders of the changes and offers advice on how this can help shape planning of curricula at Key Stage 2.

It seems like only a few short years since the MFL GCSE was last changed – and in fact it was – 2016 to be precise! However, at the same time as that change, the Teaching Schools Council was undertaking a pedagogy review, the outcome of which marked a departure from several long-held beliefs and established approaches in MFL teaching, and led to the new GCSE, which Year 10 students will be studying from September 2024.

The implications of this for primary school MFL teaching are significant, but not problematic, since they offer an opportunity for the development of a curriculum in Key Stage 2 which can be engaging and interactive and, consequently, accessible to everyone.

If I were a subject leader in Key Stage 2, these would be the things I would be focussing on and my actions.

Vocabulary choice

The new GCSE word lists are based on the 1,700 most frequently used words in the foreign language. Alongside this, there is a commitment from the exam boards to ditch the language most often associated with the more elitist aspects of French culture, accessible to only the most well-off.

So, students of the new GCSE will not be asked about skiing holidays in Val d'Isère or foie gras. More importantly for primary MFL teachers, it is not necessary for children to learn lists of 30 pets and animals, some of which have little relevance to them. It is much better to stick to a small number of relevant and high frequency items of vocab (I recommend 9-12 per unit), which are suitable to your context. For example, if none of your children own or ride a horse or own a guinea pig, then do not teach them the word. I have found that every class has at least one child who owns a corn snake (un serpent des blés) or a bearded dragon (un dragon barbu), so I would recommend a bit of pupil voice in advance when putting together your curriculum. I suggest 9-12 because these numbers make up an ideal bingo grid or *noughts and crosses* board.

Phonics

Year 7 French Phonics – NCELP Resource – nk322d35b.

The new GCSE is based on three *pillars*. These are vocabulary, grammar and phonics. MFL teachers have always taught vocabulary and grammar, but explicit phonics teaching is a new concept for most secondary MFL teachers. Primary practitioners are of course, well-versed in phonics teaching and many of the approaches to teaching phonics in the foreign language are the same as they are when teaching English. National Centre for Language Pedagogy (NCELP) still publishes its legacy resources. These are excellent as a visual stimulus and can be used via PowerPoint (or similar) on the whiteboard or can be fashioned as excellent flashcards. For the non-specialist, they are interactive and contain sound files too, as well as being accompanied by activities to

aid teaching. Links to the phonics collections are included at the end of the article, as are links to copies of the phonics posters, which are excellent for display purposes.

Alternatively, Sue Cave's excellent physical French Phonics collection is terrific as well and comes with a memory stick full of resources and YouTube links.

Sue is our guest speaker at the spring primary MFL subject leaders webinar on 24 January 2024 and we would love to see you there. Please book through The Learning Zone in the usual way.

Physical French Phonics, by Sue Cave and Jean Haig

Year 8 French Phonics – NCELP Resource.

Speaking activities

The National Curriculum for Key Stage 2 has a strong focus on speaking and listening. And whilst that is not to say that reading and writing should be marginalised, the focus in the formative stages of language learning should be on listening to the language (and this includes listening to their peers having a go) and on speaking it. Let's face it, the vast majority of our children will use the language for transactional purposes, while on holiday. Consequently, lots of short conversations in which they order ice creams, ask for basic directions, or tell someone they have a headache are a good staple of lessons, as opposed to getting too bogged down with those bullet points in the National Curriculum which refer to reading poems and stories. There is time for that later on.

Regular readers and attendees at network meetings will be bored with me going on about word mats to support speaking and basic writing, but those who use these regularly will attest to their effectiveness in supporting progress and the development of confidence. One such example of these is below and there are others on the primary area of the MFL Moodle. We add as we go and contributions from colleagues are always welcome!

Qu-est-ce que tu aimes manger et boire? – What do you like to eat and drink?

Reading from the left, using this handy step-by step guide to build exciting French sentences to impress your teacher and your friends! You don't have to use every box and if you miss one out the sentence still makes sense! 😊

Say when you do it....

lundi - Monday
mardi - Tuesday
mercredi - Wednesday
jeudi - Thursday
vendredi - Friday
samedi - Saturday
dimanche - Sunday

quelquefois - sometimes
le weekend - at the weekend
les soirs - in the evenings
pour mon anniversaire - for my birthday

Say what you eat/drink....

Je mange...
de la pizza - pizza
de la glace - ice cream
des churros - churros
des crêpes - pancakes
des hot-dogs - hot dogs

Je bois...
du coca-cola - Coke
de la limonade - lemonade
de l'eau minerale - mineral water
de l'Orangina - Orangina

Say who you eat/drink with....

seul - on my own

avec ma famille - with my family

avec mes amis - with my friends

Say where you eat/drink....

au parc - at the park
à la maison - at home
à l'école - at school
dans la rue - in the street
à la plage - at the beach
au restaurant - at the restaurant
au café - at the cafe

Say why you like it...

J'adore ça, parce-que c'est.... -
I like it because it is...

délicieux! - delicious
bon pour la santé - good for you

So here is an example:

Pour mon anniversaire, je mange de la pizza avec mes amis au restaurant. J'adore ça parce-que c'est délicieux!

Extend your sentences even further by adding these connectives:

aussi - also / et - and / mais - but / ensuite - then / d'abord - first of all

And these times of day:

matin - morning   après midi - afternoon   soir - evening

So... Samedi matin, je mange des crêpes et je bois du coca-cola aussi 😊

Target language use

Finally, it is important that the target language is used as often as possible as the transactional language of the classroom. For the non-specialist, this can be quite daunting, but rest assured, the expectation is not that teachers explain complex grammar points in a foreign language. The aim is to give simple instructions in the target language (close the window) and encourage pupils to ask simple questions (can I have a pencil?) as well. The following are a good starting point in French.

Excellent – Excellent.

Très bien – Very good.

Formidable – Great.

Fantastique – Fantastic.

Magnifique – Magnificent.

Bon travail – Good work.

Attention – Be careful.

Répétez s'il vous plait – Repeat that please.

Encore une fois – Say it again.

Silence s'il vous plait – Be quiet please.

Allez – Off you go!

Rangez vos affaires – Pack your things away.

Ecoutez – Listen.

Avez-vous un crayon/un stylo? – Do you have a pencil/pen?

Puis-je ouvrir la fenêtre ? – Can I open the window?

Puis-je aller à la toilette ? – Can I go to the toilet?

There are, of course, a good many other implications for teachers of the changing face of the curriculum, and it is not the intention to faze teachers by overloading them with everything here – but these four areas offer an excellent starting point for a Key Stage 2 MFL lead looking to evolve their curriculum. We are aware of the challenges which come with leading MFL, both in terms of time for planning and development and subject expertise. Consequently, we address all of the above areas, and more, in our termly primary MFL network meetings. These are interactive and well-attended and can be booked through the Learning Zone. We look forward to seeing you at one very soon!
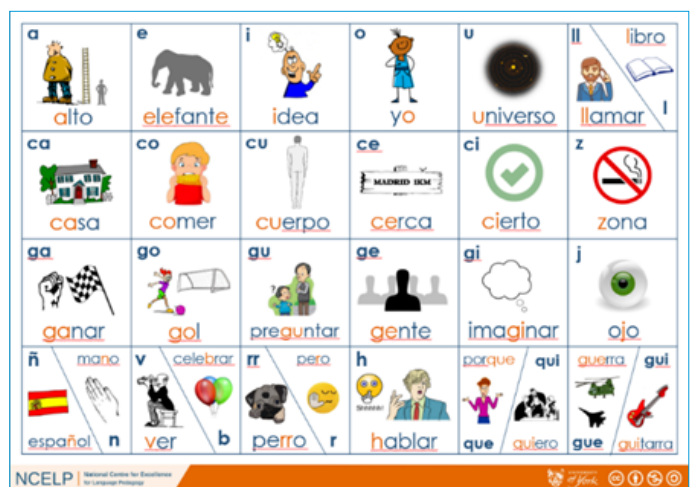
NCELP Resource (French).

NCELP Resource (Spanish phonics).

NCELP Resource (Spanish phonics posters).

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History

Slave to the scheme?

Will buying a scheme of work make history teaching better in my setting?

I am often asked on a school visit – would buying a scheme of work help my teachers teach history more effectively? There are many areas to consider here before making this decision and I hope the following thoughts will help.

- Firstly, you need to consider your intent for history in your school before you do anything else. What is it that you want to achieve with your history for your children? Think about this before doing anything further; are there any schemes of work that will match these intentions? Remember, this decision is for your school to make.

- Next consider your school's vision and values and its key priorities. Using these as a guide, consider the people, the stories and the experiences that you wish to teach in history with children and remember that you do have choices about this across Key Stage 1 and Key Stage 2.

- In the National Curriculum for Key Stage 1 history, you have four choices to make about which significant event you will focus on, which significant individuals you will teach, what your focus is for changes in living memory and which areas of local history will best suit your children. **No scheme of work will be able to make these choices for you** and this should not be a consideration in thinking about using a scheme of work. It is your decision about which areas to choose and why and it begins with who your children are and what your school's priorities are.

- In Key Stage 2, the National Curriculum can appear more prescriptive, because there are very specific requirements about which periods to study, from the Stone Age to the Iron Age and the earliest civilisations. However, it does **not** tell you which order you should teach these in or which area to highlight for each unit, or how to choose a unit when you do have a choice – that is entirely up to you, based on what is most suitable for your children. For example, when you are studying the Roman Empire and its impact on Britain, you cannot possibly study everything there is to know about the Empire and then every aspect of its impact on Britain. You will need to choose your focus and it is your choice which individuals or events to highlight here – **no scheme of work can do this for you.**

A selection of History Centre resources.

- It is also worth considering why you want a scheme of work at all – is it because you feel you do not know enough about your history? Is it because you feel you do not know where to start? If so, **remember that in Hampshire we have the only History Centre in England and it is here to help you**. We have a very knowledgeable History Centre Manager, Dawn, who will help you with suggestions for resources and can suggest many of the resources that we have on offer to fit your needs. However, she will always start with what your needs are in the first place. For example, if you want to increase your range of women's, children's, different communities or working-class voices in your history she can suggest which packs and which books might help you with this and again a scheme of work will not do that for you. I am also available, along with Sarah Herrity, to visit schools and work with you on your curriculum. Our networks and conferences will also give you information, help and support to choose the right curriculum for your children.

- It is also worth remembering that when you do purchase a scheme of work, it is **not** your National Curriculum – you do not have to use everything and anything in your scheme of work. It is up to you to select what suits your school and your children. Therefore, a scheme of work is a resource to be used, it is **not** your framework. A danger with any scheme of work is that many schools feel they have to do everything it contains and work really hard to fit everything in from it. However, the National Curriculum does **not** state how many hours of history is good history – it is up to you to determine that.

- A scheme of work can never take away your choice of topics, the order that you do them in, or what you focus on in history.

- You will still need to consider the substantive knowledge and the substantive concepts in your history curriculum as well as the way that you teach history (the disciplinary knowledge for history).

- Therefore, begin with considering what your intent is for history, what your topics are that you are going to teach and what your enquiry questions will be and why. Then, consider what the key concepts are that you will meet across your history curriculum. Once you have decided these, then look for where you will get the content. Do remember that the history centre with its range of books and its range of enquiry packs for teachers is there for you and if you feel it does not quite give you everything that you need, then consider a scheme of work or a unit that might help you.
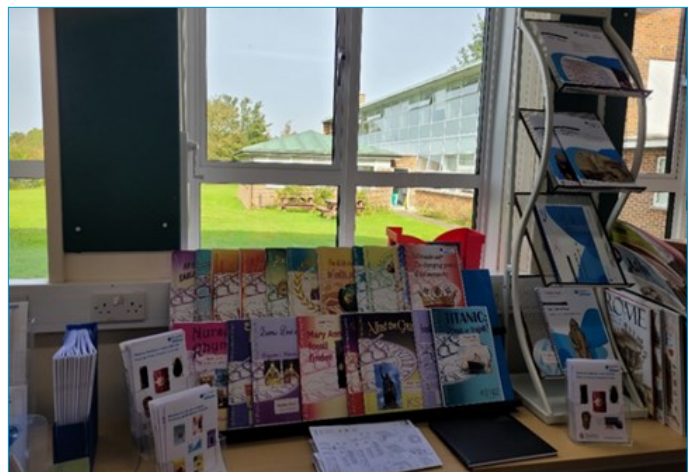
- Whatever the decision of your school, remember that we are here to help you and advise you and there is a wealth of support from two history advisers, a history steering group and a history centre manager. You are well placed to ask for advice so please contact us, keep in touch and enjoy your history!

Justine Ball

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Email: justine.ball@hants.gov.uk
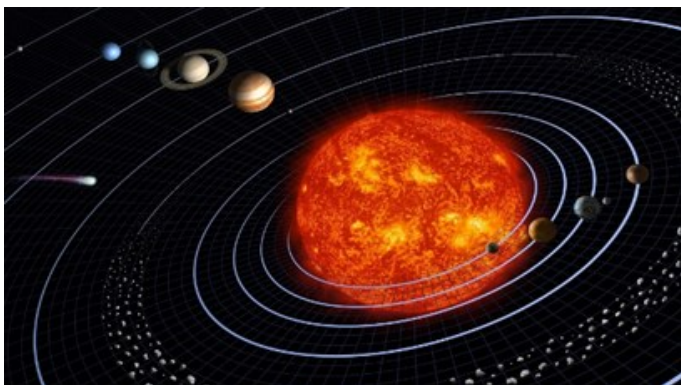
Science

Science in the primary curriculum

In this article Emma Cooper considers what an effective science curriculum should include and the importance of science within a primary setting.

"Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science".

National curriculum: Science programmes of study.

Science gives pupils the knowledge and skills to be responsible global citizens through exploring how the world works and understanding their place in it. In primary schools, pupils should learn about the nature and practice of science and how it is used and applied in everyday life, in and beyond their communities.

Within the National Curriculum for science, the disciplines of biology, chemistry, physics along with working scientifically to understand the nature, processes and methods of science, include a wide body of knowledge and concepts such as how we see, how plants get their food and the number of planets in our solar system to name a few.
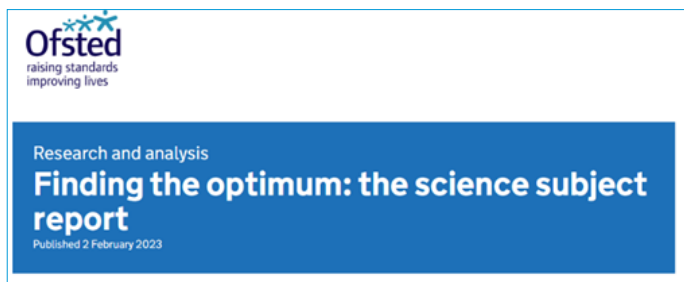

In April 2021, Ofsted released its first subject review which highlighted a few particularly concerning findings for science education in England. Evidence showed that since the removal of the Key Stage 2 science standardised assessment tests in 2009, performance has declined. This view was supported through the outcomes of biennial national sample tests in which just 21.2% of the 8,139 Year 6 pupils tested were estimated to have reached the expected standard in science. The reason for the removal of the end of key stage tests was to develop teaching of science and avoid teaching to the test, but in reality, for many schools, it led to reduced teaching time, limited resources and less practical exploration.

When the new curriculum was introduced in 2014, statutory requirements for maintained schools were introduced. Topics, knowledge and conceptual content are specified for each year group. The HIAS science team have provided guidance for schools on the precise knowledge pupils should know for each topic to meet the expectations within the National Curriculum.

Knowledge within science can be described as either substantive or disciplinary. Substantive knowledge is the sum total of everything that is known about the subject, developed by the scientists themselves over many years. It includes scientific concepts, theories and models. In the National Curriculum, it is defined as *scientific knowledge and conceptual understanding*. Disciplinary knowledge is defined as the processes and practices of science, how the scientific knowledge becomes established and how it gets revised. In the primary National Curriculum, this is referred to as *working scientifically*.

Further research was undertaken and published in February of this year, in which the concerns over the status of science in primary schools was still identified as an issue.


Without dedicated teaching time, and careful sequencing and planning, schools fall into the trap of an activity driven science curriculum rather than classroom activities and assessment that are purposeful and coherent, working together to help pupils to learn what the curriculum intended them to learn. Teachers should have clarity over the substantive concepts pupils should learn and the order in which pupils should learn the science content, understanding how substantive knowledge is developed over time.

Substantive knowledge progression documents from HIAS science Moodle+

Disciplinary knowledge the pupils need to learn should be identified, which deepens pupils' knowledge and develops their skills. And finally, links between current and prior learning should be carefully planned for, giving pupils sufficient time to learn and remember content.

Disciplinary knowledge trackers from HIAS science Moodle+
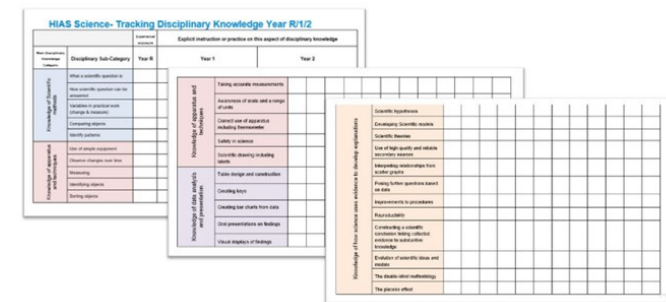
Much of the support work the HIAS science team does with science leaders in Hampshire is around developing clear, sequenced science curriculums which build on previous learning. This involves starting with what they want the pupils to know and then selecting the most appropriate ways to teach it. Developing evidence informed approaches to teaching science with an understanding of the effective use of explicit teaching of substantive knowledge, clear explanations and worked examples, along with extensive opportunities for pupils to practise disciplinary skills across a range of contexts with regular feedback has also been a key focus for training and support.

Primary core science co-ordinator network sessions are held termly across various locations within Hampshire. Please visit the Learning Zone to book onto these sessions or contact Emma Cooper if you require science curriculum/teaching support.
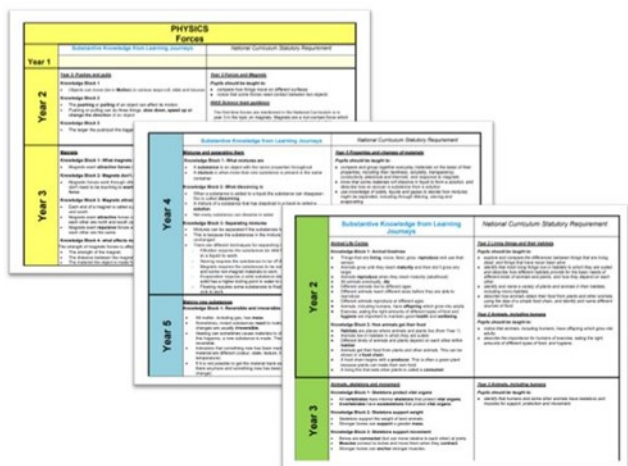
Emma Cooper

General Inspector/Adviser for Science, HIAS

Email: emma.cooper3@hants.gov.uk

References

- Department for Education (2015), Statutory guidance. National curriculum in England: science programmes of study.

Art

Climate unity project: one world for us all 2024

Following on from the successes of *our climate change forest project* 2020/21, *the climate unity project* 2021/22 and *climate unity project – one world for us all* 2022/23, we invite you to participate in the continuation *artivism climate unity project* 2023/24. This is to address a range of perspectives on the climate issue facing us all and to provide an opportunity for these perspectives.

This year you are invited to create headwear responding to your climate crisis conversations that will contribute to a digital exhibition. Some actual artworks will be needed for exhibition. The headwear can embody messages about climate concerns and the environment. You can use materials of your choice. You may seek inspiration from Google, Pinterest, etc, for headwear responding to climate concerns and using recycling.

The inspiration for this opportunity has come from an illustrated book by Emily Kapff, entitled *The crown*. It expresses our need to act now to save the environment, while weaving a positive message about protecting the world we live in.

Speaking from the future, a girl wears a crown made from the rubbish passed down to her by previous generations.

Her Earth is covered by waste, but beneath the landfill she discovers a book of pictures that show her the past – our world as it is now – and she is filled with joy by the beautiful sky, land, sea and creatures that she sees.

Alongside her companion horse, she experiences the beauty of our Earth and imagines a world where her crown is no longer made from rubbish, but from an abundance of life. We would like you to take photographs of your artwork and submit Jpegs to create a digital exhibition.

We would like you to take photographs of your artwork and submit jpegs to create a digital exhibition. Please take high-quality photos and send jpegs to jackie.gerry@hants.gov.uk by 22 March 2024. Any photos with identifiable children and young people will require a Hampshire County Council data protection consent form. The exhibition will be viewable from the summer term 2024.

How to participate

If you are interested in taking part in the project, please contact Jackie Gerry: jackie.gerry@hants.gov.uk. We will let you know more details as we plan this.

We are planning on a virtual pupil conference in September 2024. Please let us know if you would be interested in your pupils attending a conference: jackie.gerry@hants.gov.uk.

Workshops will be available to support this challenge if you would like support, details are available on the Learning Zone.

New HIAS art toolkit: expression of interest

The HIAS art team is working on the production of an exciting new electronic art toolkit. This toolkit will:

- support your needs to design and deliver your art curriculum in a primary school

- help you with practical skills to teach art, enabling you to deliver lessons with confidence.

- guide art co-ordinators to consider the needs of leadership and management for the subject.

It is intended that this resource will be available to purchase via a small annual subscription charge of £50, giving you access to a wealth of downloadable art resources, including:

- guidance for leading and managing art and design

- information about planning, content, learning journeys, sequencing and progression

- examples of schemes of work

- exemplar practical skills videos and top tips to go with some schemes of work

- considerations for assessment

- ideas of artists, craftsmakers and designers for themes and projects

- using sketchbooks.

Please indicate if you would be interested in subscribing to this product using the expression of interest form:

https://tinyurl.com/HIAS-art-toolkit.

We will then contact you once the toolkit is ready with further subscription information and access details.

Jayne Stillman

County Inspector/Adviser for Visual Arts, HIAS

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PSHE

Personal, social, health and economic (PSHE) education in the primary curriculum

Since taking up the role last September of Inspector/Adviser for PSHE/RHE across primary and secondary schools in Hampshire, I have been privileged to visit several primary settings and see the fantastic work that is happening in schools to deliver the statutory Relationships and Health Education (RHE) curriculum.

Whilst many schools are using packages such as safety, caring, achievement, resilience, friendship, (SCARF) to ensure that all statutory elements of the curriculum are delivered, it has been great to see how schools are adapting their curricula to the emerging needs of their individual contexts and the communities around them. This is an important aspect of the PSHE/RHE curriculum and schools are advised to review their curriculum on a termly basis to address any emerging needs.

In addition to adapting to the local community it is useful for schools to know the local health priorities within Hampshire. There is work being completed by the Hampshire public health team around smoking/vaping and reducing obesity. I am working with several public health groups to see how we can strengthen our teaching around these topics across Hampshire. In the spring PSHE/RHE network meetings we will be focusing on these areas to see how they are currently being taught and what we think we can do to improve our implementation.

I am also working in collaboration with PHE about potentially providing training to schools for the teaching of PSHE/RHE. We are in the process of finalising the arrangements for this initiative and more information will be available in the coming months about what we can provide for schools.

PSHE/RHE is currently in the national spotlight as we await the updated guidance from the Department for Education (DfE). Initially the new guidance was due to be with schools for the start of this academic year, however, this has been delayed and we await further information from the DfE about when this is likely to be released. As soon as we have this information, I will be disseminating the changes at the spring network meetings so leaders of PSHE/RHE should book on in advance to ensure a space. The updated guidance regarding transgender students is also due for release imminently and we again will ensure that schools are kept up to date.

All school should have their RHE policy available on their website. The first publication of these policies for most schools was either in September 2020 or September 2021. The initial deadline for the policy was September 2020 but due to the pandemic, schools were given an additional academic year to have the policy ready. This means that most schools should be due to review their policies now and schools should be checking their policy is up to date. As part of any review of the policy, parents need to be a part of the consultations. At our last network meeting we heard from colleagues about the different approaches schools have taken to the parental consultation from whole school online surveys to bespoke *coffee and cake* mornings to garner the views of parents. All of which help to ensure that parent voice has been considered before the policy is finalised.

Finally, PSHE/RHE comes under the spotlight from Ofsted when they are reviewing the quality of *personal development* at a school. It is important for schools to be able to show how PSHE/RHE is one of many facets that the school uses to develop children and to keep them healthy and safe. PSHE/RHE is not personal development in its own right but it is the curriculum vehicle that we have available to us to educate young people and improve the quality of their lives.

I look forward to working with many more schools during the spring and summer term.

Helen Dear

Secondary Inspector/Adviser RSHE and Pastoral Lead

Teaching and learning

Improving teaching and learning: providing the right support to teachers new to the profession

In this article Sarah Sedgwick, Teaching and Learning Adviser reflects on the practical steps that leaders can take to support those who are starting out in the world of teaching and help ensure that they are successfully supported to become effective practitioners.

In my role as Teaching and Learning Adviser for HIAS, I am fortunate to work with many new teachers in their first five years of teaching. As we all know, the last few years have been particularly challenging, making a complex and hard job, even more difficult. The job of a new teacher is a balancing act of teaching, building relationships with parents and children, and fitting in to life in a new school.

For both the mentor and the teacher the first few months are crucial. Here are some supportive pointers for both, focused on the key areas of teaching and learning that will make a significant difference to the progress of children.

Supporting teachers – more than just monitoring

The role of the mentor or adviser to a new teacher needs to involve both mentoring and confidence building. It is important that the role is not just monitoring. Teachers need to be shown how to teach by watching a range of other teachers and, if possible, by watching someone else teaching their own class. This process then needs to be reviewed and discussed as soon as possible after the lesson.

Clarity of targets

When observing a teacher, consider the areas that will make the biggest difference. Teaching is so complex and involves so many different areas that it is easy to *bombard* new teachers with many different targets. Targets also need to link in with their early career teacher (ECT) targets if appropriate.

Giving feedback

When giving feedback it is vital that teachers hear some *good* as well as the areas to improve. I always make the teachers write these *good* areas down so they can refer back to what went well.

Other areas to consider when giving feedback are:

- whenever possible give the feedback on the day that the work took place. This acknowledges that it is an important and respectful process, and also captures the moment, so that areas that need improvement are not *lost*

- do not give the feedback as a tick list. There needs to be a discussion about both the positive areas but also the areas to improve. Stop, wait and listen to what the new teacher has to say

- be very specific in your feedback and give clear examples of what you saw and heard

- get the teacher to write down both the positive areas and the areas for development. These can then be referred back to during all future conversations

- feedback needs to be given in a clear and logical way. Teachers need to come away knowing exactly where they did well and what they need to do to improve.

Supporting and sustaining impact

When teachers make progress, it is always important to sustain the impact that has been gained. One way to do this is to continue with targets and use *drop ins* to monitor and continue the coaching. Teachers need a warning that this *drop in* is going to happen. This will help them maintain confidence and an appropriate focus on developing key areas.

What to look for in lessons

There are many crucial areas that new teachers need to get right in their classrooms and there is much research around how to improve teaching and learning.

Here are some of the methods that my team and I cover most in our work across Hampshire.

Behaviour management and relationships

Creating good relationships with children is one of the most important areas to develop within our role. It is vital that this is established as soon as the teacher starts work with their class. This is also one of the most difficult areas for a mentor to support.

Teachers need to get to know their children, both personally and in relation to their learning. Mentors need to support teachers with this and encourage strategies such as *meet and greet* at the start and end of the school day and positive communication with parents.

Effective behaviour management forms the foundation for good learning. These are some *top tips* that help support new teachers with this:

- use of positive praise

- following the school behaviour system and being consistent with its application

- the use of *teacher voice*. Vary the tone and level of delivery to help keep children engaged

- slow transitions and train children to do this well

- the use of *setting time* to manage the transition from the input to independent work. This is giving *permission* for children to sort out their resources within a given time before the teacher gathers them to settle to work

- the use of an *object* that goes on the *best* table (Key Stage 1)

- giving expectations before a transition or learning. Use *I am expecting* language

- always having an awareness of all learners throughout the lesson. This is easier to do if the teacher is working in a position which allows them to face the class, maintaining an oversight of what is happening across the classroom, even when working with small groups or individuals

- making sure all children that you want to listen have stopped and focused on the teacher when they are giving instructions

- ensuring the key learning is taught quickly to keep pace

- starting lessons actively to engage children.

Clarity of learning/subject knowledge

- Keep lessons simple with a clear focus on the main objective.

- Ensure that the teacher has completed any necessary research or pre-reading to give them the necessary subject knowledge around the subject they are teaching and that models and tasks link to this knowledge.

- Check that teachers know the subject knowledge of the year group *steps* before the learning and after. This is more crucial now with the *gaps* that some children are showing since the pandemic.

Modelling

Good modelling underpins the lesson and new teachers need to have lots of opportunities to see other teachers model good practice across a range of subjects.

These areas are important to consider when modelling:

- plan models before the lesson and ensure they are the best example for the year group

- use *I do* to start the modelling process. This must just be teacher explanation. Save the questioning of the children for the *we do*

- make sure that teachers talk through the modelling process and identify any potential misconceptions

- model presentation expectations

- use *we do* to give children the opportunity to work with a partner or with the teacher, breaking down the process as necessary

- consider using a paper flipchart for the models so that these can be used for the working wall.

Deployment of adults

Finally, new teachers need to be trained to manage the adults within their classrooms. Some ways to improve this are:

- ensuring that the adult is allocated to work with children throughout the lesson. There must be no adults standing and watching the lesson

- use the adults to *live* mark with their group, if this is appropriate, and move around the group

- make sure that the adult does not do the work for the child

- encourage adults to check in with the teacher during the lesson to ensure that key information about pupil progress or need is communicated so that adults can have the greatest impact.

Assessment within the lesson

Assessment begins from the start of the lesson but the *you do* section of the input is vital to reshape teaching.

These areas are important when using assessment:

- ensure that the *you do* is part of the input and is not the task. This is the assessment opportunity before the task

- use the assessment opportunity to evaluate the need. Regroup and move children if needed

- ensure that there are enough resources for different children

- use logical *live* marking when children are working independently to assess and reteach if needed

Variation to meet the needs of all

There are many ways to vary learning to ensure that all children make the best progress. These are some of the ways to consider variation in classrooms:

- the use of questioning

- the variation of tasks (these can be different)

- the use of supports and scaffolding – prompts and adults

- the language that we use

- the level of cognitive load that we provide

- the use of adults

- the time that we give children to complete the tasks that they are set

- the resources that we provide or make accessible.

Sarah Sedgwick

Primary Teaching and Learning Adviser, HIAS

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EMTAS

Providing targeted support

Sarah Coles, Team Leader for Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) considers new approaches and resources that are available to assist schools to support pupils from ethnic minorities and traveller communities.

Study skills programme
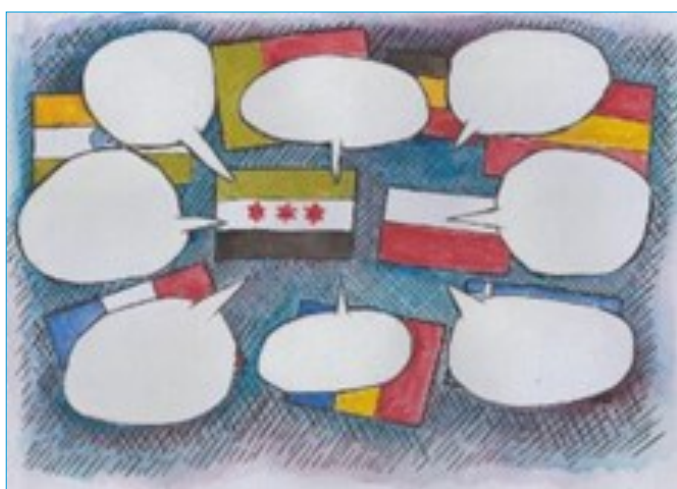
This academic year we are proud to be launching a new and innovative form of support for pupils in Years 5 and 6 and Key Stages 3 and 4. Following profiling by an EMTAS bilingual assistant, when pupil prerequisite first language literacy skills will be established, the EMTAS study skills programme can be delivered to pupils through withdrawal sessions. The programme aims to help pupils explore how they feel about their learning and their subjects and equips them with different tools and strategies they can apply in their lessons and home learning. For example, pupils will learn to use Google Lens to create a glossary, have a go at using Immersive Reader to access a text and much more. To learn more about the programme, visit our blog or sign up to a network meeting.

RSE books

Two new books, *How we keep ourselves safe (Jesse's story)* and *How we keep ourself safe (Mary-Kate's story)* were written in consultation with Irish Traveller, Romany Gypsy and Showmen parents.

The books cover the statutory Key Stage 2 relationship curriculum in a way that is mindful of the cultural beliefs and sensibilities of our Traveller families. The parents who collaborated on the books' development are comfortable with the content and say they would be happy for their children to be taught this statutory content in school.

The books follow Mary-Kate and Jesse as they find out how to keep themselves safe as they grow up within their community and online. Whilst the books are primarily aimed at children and families who belong to Hampshire's Traveller communities, they are suitable for children from all walks of life.

The relationships and sex education (RSE) books are now available for use in schools. If you are interested in buying copies for your school, contact Julie Yates: julie.yates@hants.gov.uk.

Persona doll pilot scheme

Our persona dolls have been enjoying a well-earned rest recently. They are now feeling refreshed and ready to support our schools and their learners to learn more about cultures, communities and traditions from across the globe in 2024. Our persona dolls are designed to help our youngest learners consider some of the big concepts in today's society such as gender stereotypes, racism and discrimination – big themes for our smallest learners! Children quickly bond with our dolls and are keen to help protect, care for and learn with them too. 14 schools have signed up to trial the new way our persona dolls will be working in Early Years Foundation Stage and Key Stage 1, with all resources now accessible online.

Sarah Coles

Team Leader, Hampshire Ethnic Minority and Traveller Achievement Service

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Safeguarding

Filtering and monitoring including an update on cyber security and AI documentation

A question you may ask is what is the difference between filtering and monitoring?

Filtering blocks access to harmful sites and content.

Monitoring identifies when a user searches or accesses harmful content. The school is then alerted to any concerning content so that staff can intervene and respond.

One of the main changes to Keeping children safe in education (KCSiE) 2023 was the increased expectation around filtering and monitoring.

Paragraph 14: relevant staff need to understand filtering and monitoring

Paragraph 124: staff training should include understanding roles and responsibilities in relation to filtering and monitoring.

This article is reflecting on the DfE standards around digital and technology and what it means to schools and colleges.

Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk).

Standard 1: You should identify and assign roles and responsibilities to manage your filtering and monitoring systems

Governing bodies and proprietors have strategic responsibility for filtering and monitoring and should seek assurance that all the standards are met.

The senior leadership team (SLT) should oversee the procurement of filtering and monitoring. They should produce documentation which identifies what is to be filtered and monitored as well as reviewing the effectiveness and overseeing reports. They also need to ensure that all staff understand their role, follow policies and procedures and act on reports. KCSiE identifies that online safety is the responsibility of the designated safeguarding lead (DSL). They have an obligation to check the filtering and monitoring is working.

The responsibility of the IT service provider is to maintain and monitor filtering and monitoring as well as providing reports on how it is working and responding to actions.

Governors, SLT, the DSL and the IT service provider should work together to procure a solution, identify risk and carry out reviews and checks.

Standard 2: You should review your filtering and monitoring provision at least annually

Governing bodies and proprietors have a major role in overseeing filtering and monitoring. This should be reviewed at least annually, or more frequently if a safeguarding risk has been identified, or there has been a change in working practice. This could include the introduction of new devices into the school.

Within the review there should be a clear outline of roles. The review should be led by the SLT and carried out by the DSL or IT service team. The process, what is checked, and outcomes of the review should be recorded and kept. There should be a review of different devices both when used in the school but also if they are used in the home environment.

The review should also focus on looking at the activity within different user groups like staff, guests and pupils. It is necessary to demonstrate awareness of the different vulnerabilities of different pupil groups, for example, SEND and English as an additional language (EAL). Questions should be asked about what is blocked and what is allowed; it is key that the system is especially understood in the context of local safeguarding concerns, like, for example, Prevent and County Lines. When

issues arise, staff should be aware of the expectations around reporting.

Standard 3: Your filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning

There needs to be an understanding of an effective filtering system. The ambition is that students should be equipped to manage the risk themselves. For this to happen, awareness needs to be built around inappropriate content and staff need to understand what is blocked. Preferably the IT provider should be a member of the Internet Watch Foundation (IWF) – Membership of the Internet Watch Foundation (iwf.org.uk). The filtering and monitoring system needs to track any indicators of child sexual abuse as well as being operational and up to date. It should also be capable of picking up concerns in a different language as well as the misspelling of a word. It needs to be able to monitor different mobile devices and applications.

Do not assume it applies to all internet content but ensure that it can identify individual devices and the date and time of the breach. It should be able to identify inappropriate images and work through a virtual private network (VPN).

Standard 4: You should have effective monitoring strategies that meet the safeguarding needs of your school or college

Filtering and monitoring contribute to ensuring that all children and staff stay safe in the school. Reflect on whether your organisation has the right processes in place, including the role of IT staff as well as the flexibility of the system to monitor different mobile and app technologies. The expectations of filtering and monitoring should be written into policies with a data protection risk assessment (DPIA).

Additional support and guidance

SWGfL webinars: Filtering and Monitoring | SWGfL.

SWGfL filtering and monitoring checklist: Filtering-and-monitoring-checklist.docx (live.com).

SWGfL testing filtering: Test Your Internet Filter | SWGfL Test Filtering.

SWGfL filtering and monitoring review: Filtering and Monitoring Service flyer (swgfl.org.uk).

DfE Broadband standards: www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges.

DfE Cyber Security Standards: www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges.

Useful cyber security links:

Cybersecurity Schools Audit | LGFL

Cyber Security for Schools - NCSC.GOV.UK

Introducing PDNS for Schools - NCSC.GOV.UK

Data security incident trends | ICO

The State of Ransomware in Education 2022 (sophos.com)

Elevate CyberSecurity Toolkit | LGFL

Online Safety Act 2023 (legislation.gov.uk)

Test Your Internet Filter | SWGfL Test Filtering

Artificial intelligence links:

NEN_AI

www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education

Guidance on AI and data protection | ICO

Sue Savory

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