



# Primary Update



## Autumn 2024 – Contents

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# Foreword

Welcome to the autumn 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.



At this time of year teachers are often looking forward to delivering new units of work which have been adapted or completely re-written over the summer holidays, ready for the start of the autumn term. It is important for subject leaders to review any changes to planning and ensure that these updated plans continue to explore the identified objectives on long-term overviews and maintain the necessary focus on the school's curriculum aims.

Several of the submissions included in this update encourage subject leaders to reflect on both the content that is delivered and the pedagogical approaches that are used. Drawing where appropriate, on recommendations from Ofsted subject reviews, several articles are designed to encourage leaders to consider subject provision within their school context. These include the approach taken within their specific subject towards assessment and the importance of ensuring that it is both impactful and sustainable.

In addition, subject leaders are asked to reflect on whether *golden threads* which build progressively over time are effectively embedded through their curriculum offer and whether the substantive and disciplinary knowledge taught in each unit is carefully defined and progressively sequenced across the curriculum.

Also included in this edition, Sue Savory HIAS County Inspector/Adviser for ICT, working alongside staff from Cornerstone Church of England Primary School, considers how school staff can effectively make use of artificial intelligence (AI) in their roles as primary educators – an area which we will doubtless return to again in future issues as this area of education continues to expand and impact on everyday practice.

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.

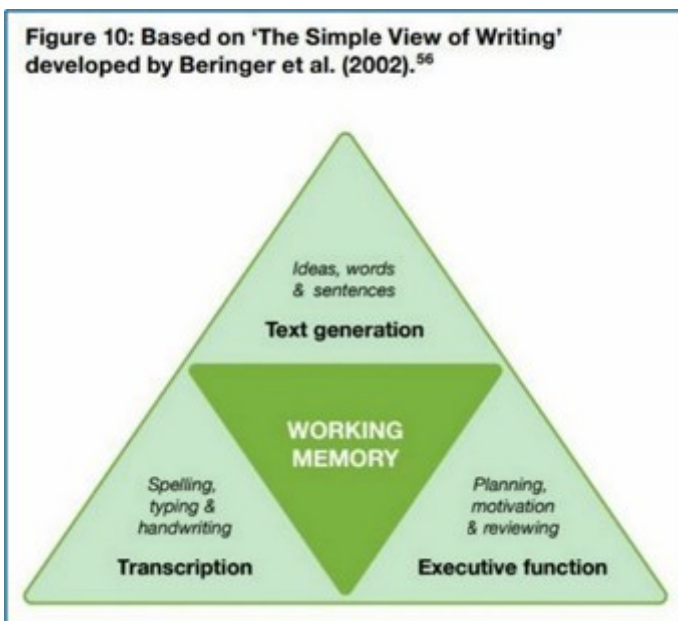
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## Effective spelling teaching in the primary school

Figure 10: Based on 'The Simple View of Writing' developed by Beringer et al. (2002).<sup>56</sup>



The simple view of writing, Education Endowment Foundation (EEF) (2021).

For several years, the HIAS English team have referred to ***The simple view of writing*** as a conceptual model to understand where pupils' barriers to progress might lie. It is interesting that, for many pupils, teachers will quickly identify transcription as an issue that is holding their writing back. As James Clements states:

*“Automatic spelling and effortless handwriting mean that children can write fluently, concentrating on their ideas and how they are going to express them... It can be difficult to create a sense of tension as your protagonist approaches the haunted house when you're worrying about whether to use to, two or too and how you form the letter f.”*

Increasing automaticity in transcription can allow space in the working memory for composition to exist.

In terms of spelling specifically, explicit teaching through a well-structured spelling curriculum will give pupils the best chance of successfully developing into thoughtful, and largely automatic, spellers.

There are several commercial spelling programmes available that provide schools with a robust, research-informed approach to spelling, but many will want to develop their own planning based on sound principles. It is these that we will explore in this article.

### What should we address in spelling lessons?

To organise spelling teaching successfully, four strands should be considered:

- phonology
- orthography
- morphology
- etymology.

We will look at each of these in turn.

### Phonology

The English language is an alphabetic system where letters directly represent spoken sounds. In even the most obscure spellings, such as *yacht*, we can discern this basic fact, even if we do not see *ach* representing the /o/ sound very often!

It is always worth remembering the phonological nature of our language when considering spelling programmes. Strong approaches will acknowledge the phonological core of English, while also bringing in other strands. Some validated phonics programmes have introduced a spelling teaching element for Year 2 (and sometimes above) with this in mind. However, even Year 6 pupils should draw upon their phonological knowledge when learning spellings. For example, regular links to phonology can be made through identifying sounds within spelling words after breaking them into syllables (syllabification).



## Orthography

Orthography concerns the conventions of our language and the way it is structured. Over time, we build up a knowledge of what works in English orthography: for example, we know that it is unlikely a word will end in *v*, that *q* is often followed by *u*, and that *ck* can not appear at the start of a word. We store knowledge of spellings and patterns in our long-term memory, and generally acquire a sense of what *looks right*. Pupils use their orthographic knowledge to read and spell in a process called orthographic mapping.

Successful orthographic mapping is supported by instruction in phonics and regular reading. Dictation, the teaching of spelling patterns, and exploring what is *possible and plausible* in English also play a key role here.

## Morphology

Morphology is the study of the internal structure of words. Morphemes are units of meaning, represented in the National Curriculum by root words, prefixes and suffixes. For example, in *rewrite* we have two morphemes: the prefix *re* (meaning *again*) and the root word *write*. Exploring the structure of words and word families can support both spelling and vocabulary development. There are many practical ways to teach morphology in the classroom, and approaches such as Pete Bowers' word matrices have been used successfully in schools for some time.

## Etymology

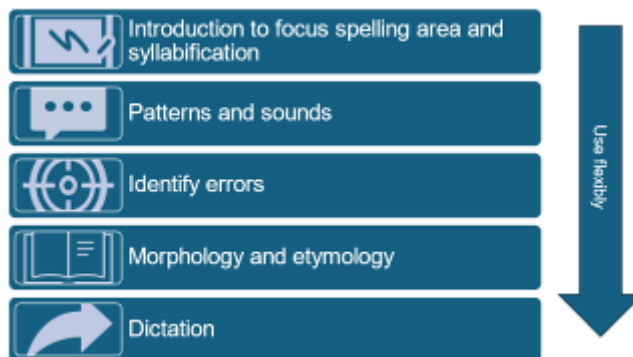
Etymology is the study of the origins of words and the evolution of their meanings over time. In his wonderful book, *Spell it out*, David Crystal states that “*if children were introduced to some basic etymology, many of the famous spelling errors would be avoided.*”

Pupils are often fascinated by word origins – for example, understanding that some silent letters, such as those in *knight* and *knock* were once pronounced, or that the French origins of *chef*, *charade* and *brochure* are the reason for the *ch* spelling of the /sh/ sound in these words.

There is a growing bank of resources available for the teaching of etymology at a primary level, and Jason Wade's weekly addition to his *Root repository* is a great place to start.

## How could spelling teaching be organised?

The HIAS English team were lucky enough to welcome Jason Wade to our annual conference in 2023. We, like many of the leaders who attended his presentations, were inspired by his thoughts on the best way to approach the teaching of spelling. The weekly teaching sequence below draws upon some of the approaches that Jason shared with us at conference and also the work of Otterbourne Church of England Primary School and Colden Common Primary School. The process incorporates the four spelling strands explored above and works alongside a long-term spelling overview. Our 2024/25 online course, *Improving Spelling in the Primary School*, explores this teaching sequence in detail, showing teachers how they can plan within the structure and share example units and long-term thinking.



## Ways forward

This article has only considered whole class spelling instruction, and there are many other questions that could be asked when we are exploring spelling in the primary school. For example, what does provision look like for pupils with a specific learning difficulty? How is the editing of written work taught? How should spelling be assessed?

Spelling can be a difficult area of English to get right, but beginning with a research-informed, whole-school teaching approach will provide pupils with solid foundations upon which to build.

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## References

- 1 Clements, J (2022). *On the write track*. London: Taylor and Francis.
- 2 LDAOeng (2023). *An introduction to orthographic mapping*. [online] LD@school. Available at: [www.ldatschool.ca/orthographic-mapping/](http://www.ldatschool.ca/orthographic-mapping/).
- 3 Quigley, A (2018). *Closing the vocabulary gap*. London: Routledge.
- 4 Crystal, D (2013). *Spell it out: the singular story of English spelling*. London: Profile Books.
- 5 <https://jwed.co.uk/2021/04/13/rootrepository/>.

# Mathematics

## Faded scaffolds and intelligent practice

As a mathematics team we have recently been inspired by an article written by the EEF called, *Supporting pupils with worked examples*: <https://educationendowmentfoundation.org.uk/news/supporting-pupils-with-worked-examples#:~:text=Research%20suggests%20it%20may%20be,practice%20isn%27t%20too%20great.>

Although the article focuses upon worked examples in science, we recognised that similar strategies could so easily be used in mathematics, especially the *fading* approach. The article highlights the importance of clear teacher modelling and the need to provide pupils with examples of what they are to do whilst working independently. It suggests the strategy of 'fading backwards' so that the jump from the worked example to independent practice is not so great that pupils feel overwhelmed by the task.

Inspired by the article, we have created some new resources which have been added to the mathematics pages of Moodle+. These resources include an example of a teacher model linked to a given objective. We have then provided examples of a faded scaffold to support the pupil to be able to undertake independent practice. The resources demonstrate how to *fade out* the support provided as pupils move between questions, so that each time there is just one part that is different. Pupils will need to think carefully about what is the same and what is different between each question so that they can decide what they need to add to the scaffold provided. The structure allows for scaffolds to be slowly removed and helps ensure the pupils are able to work independently by the end of the lesson.

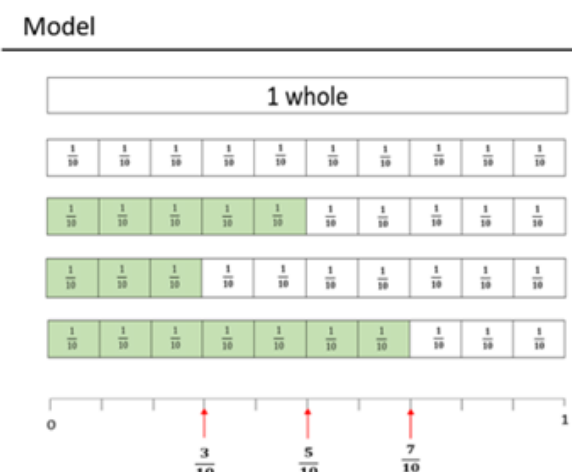
Below is an example of our new resource and how the faded scaffold looks. This example is taken from Unit 3.4.

HIAS MOODLE+ RESOURCE

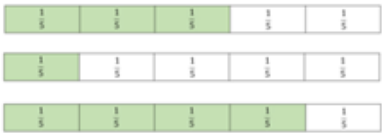
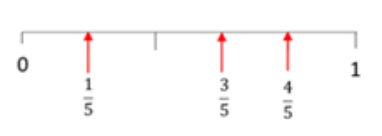
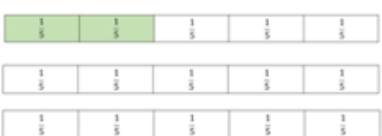
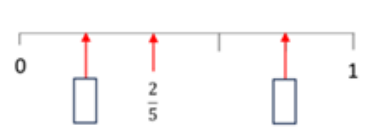
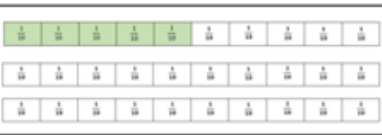
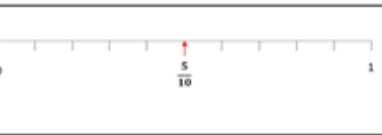


### Unit 3.4 Worked Example

**Objective:** Compare and order fractions with the same denominators (show on a bar-model).

**Key Question:** Put these fractions in order:  $\frac{5}{10}$ ,  $\frac{3}{10}$  and  $\frac{7}{10}$

| Model   | Calculations  |
|---|---|
|  | $1 \div 10 = \frac{1}{10}$ $5 \text{ lots of } \frac{1}{10} = \frac{5}{10}$ $3 \text{ lots of } \frac{1}{10} = \frac{3}{10}$ $7 \text{ lots of } \frac{1}{10} = \frac{7}{10}$ $\text{Order is } \frac{3}{10}, \frac{5}{10}, \frac{7}{10}$ |

This is an example of what the teacher may model to the pupils at the start of the lesson.

|   |   |   |  |   |
|---|---|---|--|---|
| 1 | Put these fractions in order:<br>$\frac{3}{5}$ , $\frac{1}{5}$ and $\frac{4}{5}$    |  |  | The order is:<br>$\frac{1}{5}$ , $\frac{3}{5}$ and $\frac{4}{5}$                      |
| 2 | Put these fractions in order:<br>$\frac{2}{5}$ , $\frac{4}{5}$ and $\frac{1}{5}$    |  |  | The order is:<br><input type="text"/> , $\frac{2}{5}$ and <input type="text"/>        |
| 3 | Put these fractions in order:<br>$\frac{5}{10}$ , $\frac{1}{10}$ and $\frac{3}{10}$ |  |  | The order is:<br><input type="text"/> , $\frac{5}{10}$ and <input type="text"/>       |
| 4 | Put these fractions in order:<br>$\frac{9}{10}$ , $\frac{2}{10}$ and $\frac{5}{10}$ |  |  | The order is:<br><input type="text"/> , <input type="text"/> and <input type="text"/> |

This an example of the faded scaffold approach with the pupils being required to complete more steps for each question.

Teachers should use assessment for learning at the start of the lesson to identify any pupils who do not require the faded scaffold and have the understanding to go straight to independence practice. Our new resource also provides questions that pupils can complete following the teacher modelling or after they have completed the faded scaffolds.

We have shared this new resource with our maths subject leaders during Core Provision and together we discussed the different ways in which scaffolds could be faded. There was a consensus that faded scaffolds do not always have to come in the form of a worksheet and pupils may well be better supported through the process by accessing concrete resources. Nonetheless, the key idea behind the resource is that when a scaffold is used to support pupils with their learning, we then need to consider the ways in which it can be removed.

We are excited to announce that we have created an example of faded scaffolds and intelligent practice resources linked to the HIAS unit plans with the autumn term examples available on Moodle+ from the start of the autumn term.

HIAS MOODLE+ RESOURCE

Unit 3.4 Intelligent Practice

1. Put these fractions in order:  $\frac{4}{10}$ ,  $\frac{5}{10}$  and  $\frac{1}{10}$
2. Put these fractions in order:  $\frac{8}{10}$ ,  $\frac{5}{10}$  and  $\frac{6}{10}$
3. Put these fractions in order:  $\frac{10}{10}$ ,  $\frac{7}{10}$  and  $\frac{2}{10}$
  
4. Put these fractions in order:  $\frac{4}{8}$ ,  $\frac{2}{8}$  and  $\frac{1}{8}$
5. Put these fractions in order:  $\frac{6}{8}$ ,  $\frac{4}{8}$  and  $\frac{1}{8}$
6. Put these fractions in order:  $\frac{8}{8}$ ,  $\frac{5}{8}$  and  $\frac{4}{8}$

The intelligent practice questions encourage pupils to look for similarities and differences between questions so that they can make appropriate connections.

## Maths Core Provision 2024/25

We enjoyed welcoming our mathematics leaders back to core provision in the summer term. If you have not yet signed up for Core Provision meetings, it is not too late. If you would like to attend, you can sign up via the Learning Zone. Alternatively, contact Margaret Wood (email: [margaret.wood@hants.gov.uk](mailto:margaret.wood@hants.gov.uk)) who would be happy to assist you.

We are always keen to hear from schools about the impact of the professional development we offer to ensure that we continue to offer relevant, high impact personal development. As always, we welcome your comments and feedback.

### **Kate Spencer**

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## Subscribing to Moodle+

Moodle+ is a cost effective solution to support school improvement.

Following a major redesign of our HIAS Moodle sites, we are launching a brand new annual subscription service for schools. Moodle+ offers access to a wide range of high quality resources for subject leads and teachers for all key stages in Primary and Secondary. Our Moodle+ resources will:

- help schools to continually improve outcomes for learners
- complement and challenge current practice
- provoke review of pedagogical thinking in the teaching of all subject fields
- provide aids that can be used directly in classroom practice.

To subscribe complete the following form:

<https://forms.office.com/Pages/ResponsePage.aspx?id=tdiBPwfuF0yGnB20OQGNm5nT0FRHW01NpUpCAqPYbDpUQIBSRDAyQTk2VU1FRkRPMjNaSVVSUDREOSQIQCN0PWcu>.



# Computing

## Using AI in primary education

AI is here to stay. It is a fast-moving subject nowhere more so than in education. By the time you read this article there will be many more tools available than there are now. I am going to use this article to discuss the positive influence of AI in education and provide you with some links for different AI tools that create lessons and assessments, analyse videos and convert text into images.

Ideas about the practical use of AI in primary education have been provided by Tim Clarke and Henry Penfold from Cornerstone CE Primary School who use CoPilot, the Microsoft solution that comes with Office. Other ideas of tools came from colleagues I have spoken to over the last few weeks. All these tools are free for schools.

So let me start off with outlining what information CoPilot provided when I typed in: *“what are the advantages of using AI in education”*.

The response was as follows:

The advantages of using AI in education are numerous and can significantly enhance both teaching and learning experiences. Here are some key benefits:

- **personalised learning:** AI can tailor educational content to the individual needs of each student, adapting to their learning pace, style, and preferences
- **efficiency:** AI can automate administrative tasks, grading, and data analysis, freeing educators from time-consuming duties and allowing them to focus more on teaching
- **access to resources:** Students can access a vast array of learning materials and resources, often in real-time, which can enhance their understanding and retention of information
- **immediate feedback:** AI systems can provide instant feedback to students, helping them understand their mistakes and learn more effectively
- **24/7 availability:** AI-powered tools and chatbots can offer assistance and answer questions at any time, making learning accessible around the clock
- **predictive analytics:** AI can analyse learning patterns and predict which students might need additional support, allowing for timely intervention.

These benefits show that AI has the potential to transform the educational landscape by providing more personalized, efficient, and accessible learning experiences.

CoPilot has the advantage of providing a link to all the sources of information so will provide greater insight into the reliability of the data provided.

Tim and Henry identified that when they introduced AI as a tool to staff, they asked them to think about *why are we using this tool?*. They wanted staff to use it responsibly to enhance teaching and learning not as a direct, less effective substitute. They also had an aspiration that it would reduce workload and for the first time in 2024 staff used AI to generate the end of year reports, linking CoPilot with the management information system: Arbor in this case.

They identified this as a good starting point which required additional personalisation before sending out to parents. From a management perspective Tim has used AI to create emails and letters around specific topics to key stakeholders. Again, he stressed that the user is still in charge and should check and amend these documents to ensure they are personalised and represent the context of the school.

A powerful teaching and learning example were provided by Tamara Goddard (upper Key Stage 2 Leader at Cornerstone CE Primary School) when Year 6 were studying an Edgar Allen Poe poem. CoPilot was asked to write the poem for a child whose reading age is much lower than their physical age. She then asked CoPilot to use *Widget* to provide a dual coded solution that could be accessed by this child.

Tim also thought about the requirement for an AI policy which provides guidance on using this technology and recognised this very much as a working document that is added to and amended to reflect the speed at which AI is developing.

Information on creating an AI policy can be found here: Information on creating an AI policy can be found here: [www.whiteboardblog.co.uk/2024/03/writing-an-ai-policy-for-your-school-a-guide-for-school-leaders/](http://www.whiteboardblog.co.uk/2024/03/writing-an-ai-policy-for-your-school-a-guide-for-school-leaders/).

The following ideas come from Magic school (<https://app.magicschool.ai/tool/>) which provide an example of different AI tools that could be used for different function.















## Planning

|   |   |  |
|---|---|--|
| <b>Lesson Plan</b><br>Generate a lesson plan for a topic or objective you're teaching.  | <b>Unit Plan Generator</b><br>Generate a draft of a unit plan based on topic, standards and objectives, and length of unit.                     | <b>Project Based Learning (PBL)</b><br>Based on the principles of Project Based Learning (PBL), create a full project plan.                    |
| <b>SE Model Lesson Plan</b><br>Generate a SE model lesson plan for your science class. Engage, Explore, Explain, Elaborate, Evaluate. | <b>Group Work Generator</b><br>Generate group work activity for students based on a topic, standard, or objective.                              | <b>MagicSchool for Students Ideas</b><br>Get ideas on how to use MagicStudent tools in your student activities and assignments.                |
| <b>Real World Connections</b><br>Generate real world examples to increase student investment.   | <b>SEL Lesson Plan</b><br>Generate a Social Emotional Learning (SEL) lesson plan for students in any grade level.                               | <b>Exemplar &amp; Non-Exemplar</b><br>Have AI write exemplar & non-exemplar responses to specific assignments to help "feel" what is expected. |
| <b>Dyables Generator</b><br>Generate a syllabus based on information provided about your class for the school year.                   | <b>Multi-Step Assignment</b><br>Generate a full assignment based on any topic, including a warmup, academic content, vocabulary, and questions. | <b>Science Labs</b><br>Generate an engaging science lab based on topics and standards of your choice.  |
| <b>Image Generator</b> <span>NEW!</span><br>Generate and edit images with AI from Adobe Express.                                      | <b>PD Planner</b> <span>NEW!</span><br>Generate a professional development plan for school staff on any topic.                                  | <b>Tool Recommendations</b> <span>NEW!</span><br>Get recommendations of MagicSchool tools to use based on your specific needs!                 |















## Content

|  |   |   |
|--|---|---|
| <b>Worksheet Generator</b><br>Generate a worksheet based on any topic or text.   | <b>Academic Content</b><br>Generate original academic content customized to the criteria of your choice.                | <b>Informational Texts</b><br>Generate original informational texts for your class, customized to the topic of your choice.         |
| <b>Rubric Generator</b><br>Have AI write a rubric for an assignment you are creating for your class in a table format.                   | <b>YouTube Video Summarizer</b><br>Get a summary of a YouTube video in whatever length you choose.                      | <b>Math Story Word Problems</b><br>Write a custom math word / story problem based on the concept you're teaching and a story topic. |
| <b>Vocabulary List Generator</b><br>Generate a list of vocabulary words based on a subject, topic, or text that are important for...     | <b>Choice Board (UDL)</b><br>Create a choice board for a student assignment based on the principles of UDL.             | <b>Math Spiral Review</b><br>Generate a spiral review problem set for any math standards or topics.                                 |
| <b>Vocabulary Based Texts</b><br>Generate original texts for your class that include a custom list of vocabulary to help practice wor... | <b>Multi-Step Assignment</b><br>Generate a full assignment based on any topic, including a warmup, academic content,... | <b>Decodable Texts</b><br>Generate a decodable text based on the Science of Reading to support early literacy.                      |
| <b>Text Scaffolder</b><br>Take any text and scaffold it for readers who are behind grade level or need extra support.                    | <b>Image Generator</b> <span>NEW!</span><br>Generate and edit images with AI from Adobe Express.                        |   |














## Questions

|  |   |   |
|--|---|---|
|  <b>Multiple Choice Quiz / Assessment</b><br>Create a multiple choice assessment, quiz, or test based on any topic, standard(s), or criteria! |  <b>Worksheet Generator</b><br>Generate a worksheet based on any topic or text.  |  <b>YouTube Video Questions</b><br>Generate guiding questions aligned to a YouTube video.  |
|  <b>Text Dependent Questions</b><br>Generate text-dependent questions for students based on any text that you input.                           |  <b>DOK Questions</b><br>Generate questions based on topic or standard for each of the 4 Depth of Knowledge (DOK)...     |  <b>Math Story Word Problems</b><br>Write a custom math word / story problem based on the concept you're teaching and a story topic.     |
|  <b>Jeopardy Review Game</b><br>Create a jeopardy review game for a fun way to review content with students!                                   |  <b>Math Spiral Review</b><br>Generate a spiral review problem set for any math standards or topics.                     |  <b>Data Table Analysis</b><br>Generate a table with data of your choice for your class with associated questions.                       |
|  <b>Text Analysis Assignment</b><br>Generate a text based analysis assignment that includes a writing prompt along with text...               |  <b>Three Dimensional (3D) Science Assessments</b><br>Write a three dimensional science assessment using NGSS standards. |  <b>SAT Reading Questions Custom</b><br>Generate practice questions in the style of the SAT reading section based on any text of your... |

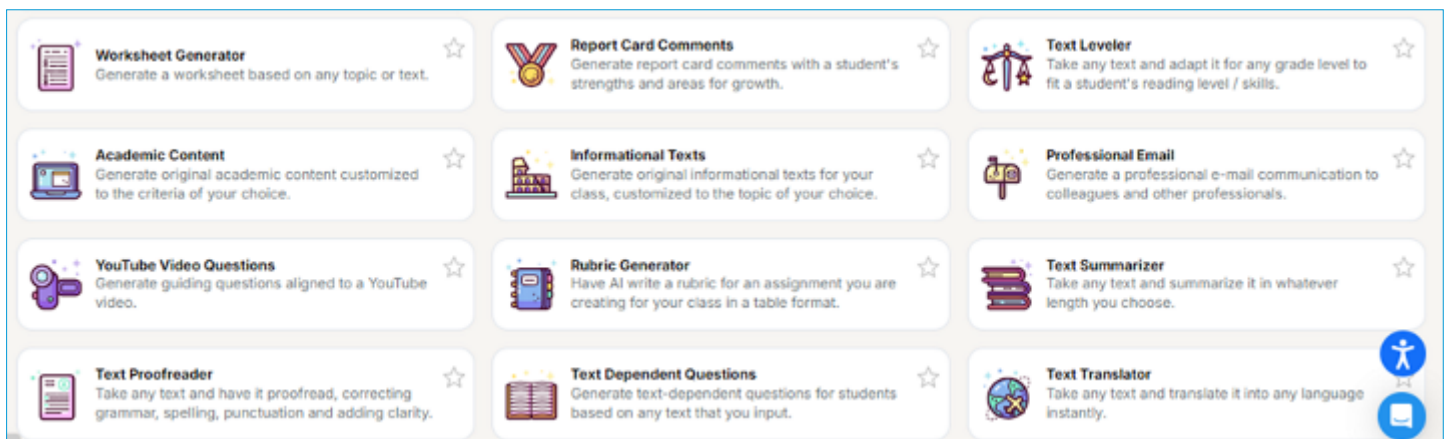
## Student support

|  |  |  |
|--|--|--|
|  <b>Text Leveler</b><br>Take any text and adapt it for any grade level to fit a student's reading level / skills.                |  <b>IEP Generator</b><br>Generate a draft of an individualized education program (IEP) customized to a students' needs.   |  <b>Student Work Feedback</b><br>Based on a custom criteria, have AI give areas of strength & areas for growth on student work.             |
|  <b>Social Stories</b><br>Generate a social story about a particular event to help a student understand what to expect in the... |  <b>SEL Lesson Plan</b><br>Generate a Social Emotional Learning (SEL) lesson plan for students in any grade level.  |  <b>Behavior Intervention Suggestions</b><br>Generate a list of suggestions for behavior intervention based on the behaviors of a studen... |
|  <b>Sentence Starters</b><br>Provide sentence starters for any topic, assignment, standard, or objective.                       |  <b>Assignment Scaffolder</b><br>Take any assignment and empower students by breaking it down into manageable steps, fosteri...  |  <b>Accommodation Suggestions</b><br>Generate a list of accommodations for a student who needs support.                                    |
|  <b>BIP Generator</b><br>Generate suggestions for a Behavior Intervention Plan (BIP).  |  <b>Text Scaffolder</b><br>Take any text and scaffold it for readers who are behind grade level or need extra support.  |  <b>Advanced Learning Plan (ALP)</b><br>Generate draft of an Advanced Learning Plan (ALP) for a student.                                  |
|  <b>504 Plan Generator</b><br>Generate draft of a 504 plan to support a student.   |  <b>Support Goals Creator</b> <span style="background-color: purple; color: white; padding: 2px;">NEW!</span><br>Create a SMART goals tracker for students aligned to their needs. (Tier 2/3, MTSS, IEPs, etc.) |  |

## Communication

|   |   |  |
|---|---|--|
|  <b>Text Rewriter</b><br>Take any text and rewrite it with custom criteria however you'd like!                                  |  <b>Report Card Comments</b><br>Generate report card comments with a student's strengths and areas for growth.                 |  <b>Professional Email</b><br>Generate a professional e-mail communication to colleagues and other professionals.             |
|  <b>Text Summarizer</b><br>Take any text and summarize it in whatever length you choose.  |  <b>Text Proofreader</b><br>Take any text and have it proofread, correcting grammar, spelling, punctuation and adding clarity. |  <b>Text Translator</b><br>Take any text and translate it into any language instantly.  |
|  <b>Student Work Feedback</b><br>Based on a custom criteria, have AI give areas of strength & areas for growth on student work. |  <b>E-mail Responder</b><br>Generate a customized professional e-mail communication in response to an email that you...        |  <b>E-mail Family</b><br>Generate a professional e-mail communication to families and translate into multiple languages.      |
|  <b>Teacher Observations</b><br>Generate areas of strength and suggestions for next steps for a teacher based on a classroom... |  <b>Thank You Note</b><br>Generate a customized thank you note to show your appreciation!                                      |  <b>Letter of Recommendation</b><br>Generate a letter of recommendation to a university or institution for a student using... |
|  <b>Class Newsletter</b><br>Generate a newsletter to send to families weekly.   |   |  |

## Other tools



## Other AI sites

### Canva

Canva uses AI to convert text into images. Canva can be used to create and personalise lesson plans, infographics, posters, video and more.



### Diffbot

Diffbot allows you to extract information from websites.



### Suno

Suno AI operates by producing songs based on text prompts provided by users. Suno does not disclose the dataset used to train its artificial intelligence but claims it has been safeguarded against plagiarism and copyright concerns.



## Sue Savory

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# Art

## Visual language, visual elements, formal elements

The National Curriculum for art (2014) is cumulative and it sets out the subject content for art from Key Stage 1 to 3. Critically the third bullet point in Key Stage 1 introduces the visual language. These are the seven words of colour, pattern, texture, line, shape, form and space:

*“to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.”*

Also called the visual elements and formal elements, this language is the key to a high-quality art education. We are asked to use these elements, as appropriate to the task, and this can be when we are making, talking and writing in art.

The same focus on this language continues to GCSE and beyond with assessment objectives explicitly seeking evidence from students to demonstrate their understanding of visual language in their work. Early years students will focus on colour, design, texture, form and function, this is found in the *creating with materials* learning goal.



The National Curriculum does not set out detail about the content and sequencing of what pupils must study in an art curriculum. We have the freedom to design our art offer and we can use the visual language as tools to help us develop the knowledge content and to help us with our teaching and learning. To do this, it may help to be clear and consistent across your school about what we mean by each element. Create definitions for each, look online, use examples available or create your own. You might have these available in sketchbook prompts, knowledge organisers, around the classroom in your displays or as laminated sheets/mats on desks to help children to include the language when they write about their work.

As teachers, aim to use the visual language when we are talking, modelling and guiding writing about the art we are doing in our classrooms. In an example from a Year 5 project about Greenpeace we can see that children have analysed the glasswork by artist Dale Chihuly. They have looked at his designs thinking about his use of colour and shape in two dimensional





designs and then they have translated this to three dimensional designs and further considered using lines, and form in their individual and collaborative plastic bottle sculpture. Enjoy and explore your use of colour, pattern, texture, line, shape, form and space further in your art curriculum. Join me on a course to explore this further.

## Climate Unity project



The Climate Unity project is a response to Hampshire councillors asking for there to be an initiative for schools to enable children and young people to address environmental and climate issues in Hampshire schools. This followed an inquiry looking to the future and 2050. This was influenced by the voice of children and young people who participated in the commission and whose views and ideas were presented to the council members in autumn 2019. As a result, a succession of Artivism projects have taken place since 2020.

The initiative has been to engage schools in developing climate change education and awareness through an art lens. Through workshops, a conference, exhibitions and installations children have communicated their concerns about Climate change. The most pressing issues they identified were pollution, changing weather patterns, ie rising temperatures, human interference and impact on the natural world, fossil fuels and energy use linked to greenhouse gases, plastics, industry and de-forestation.

This year schools were again invited to create artwork responding to their climate crisis conversations to provide a digital exhibition. The challenge was to create headwear embodying messages about climate concerns using whatever materials they chose, ideally using materials from recycling bins and sourced without cost.

Inspiration for this year's project was from the illustrated book, *The crown* (<https://justimagine.co.uk/childrens-books-review/the-crown-a-celebration-of-life-on-earth/>), by Emily Kapff. The story is based on a girl, speaking in the future, who wears a crown created using rubbish that has been created by her ancestors. She lives in a world covered in waste; she finds a book full of pictures in a landfill.

This shows a time when there were blue skies, verdant land and healthy seas and land full of life and surroundings. She has a horse who accompanies her experiencing the world and imagines what it used to be like for her ancestors and what a wondrous crown she could have had if not made of rubbish but beautiful natural resources.

A range of schools, infants, junior, primary, secondary and special schools rose to the challenge, to take part in the challenge. Adopting various issues and planning curriculum opportunities to timetable and focus on what climate issues concerned the schools yielded a fantastic sample of headwear to create a digital exhibition, some schools sealed an exhibition in their community to display their headwear. Various hats, masks, tiara, fascinators, crowns were made and are celebrated in a virtual exhibition to all Hampshire schools.

## Milford-on-Sea Church of England Primary School Academy Trust

Milford-on-Sea Church of England Primary School Academy Trust used the United Nations *sustainable development goals* as a basis for all that they do and are passionate about global learning and especially environmental issues locally, nationally and globally.



The school council chose to make headwear and voted for the whole school to raise money for Marwell Zoo. They had an *endangered animals week* between 8 – 12 January 2024.



They raised £271.72 for Marwell Zoo.”

*“Each day, the children learned a bit more about endangered animals and created their own masks and headwear so that on the Friday the whole school held a celebration endangered animals day where everyone dressed up as their chosen animal and wore their masks and headwear. They raised £271.72 for Marwell Zoo.”*

## Whitewater Church of England Primary School

The Year 1 and 2 children at Whitewater Church of England Primary School were set a challenge to design and make a hat out of recyclable materials.



*“We started our learning by looking at hat designs from Philip Treacy and then used these as a basis to design our own hats. We talked about the recyclable materials that were available to us and labelled our designs with what we were going to use. We finished off our hat project with a catwalk fashion show to the rest of the school.”*

Emily Norton, Year 1 and 2 Teacher.

## Alderwood Secondary School

*“Years 7 and 8 at Alderwood Secondary School in Aldershot worked together to focus on the peril of climate change and pollution for Coral Reefs around the world. Their work was also displayed in the local library.”*



Simon Davies, Head of Art.



## Saint James Church of England Primary School

Inspired by the story *The crown* by Emily Kapff, six Year 4 children from Saint James Church of England Primary School discussed the importance of acting now to save the environment and protect the world.

The children discussed the book and considered if they could hand down a crown to future generations, they would choose to protect nature and encourage more insects in our school. They learnt insects are in danger, and up to 41% of insects face extinction. The children decided to act by creating a hat that would raise awareness and encourage more insects in our school environment. Through discussions, the children realised that insects are vital for food crop pollination and are a food source for other creatures. Without them, we risk the collapse of our natural world.

*"The children collected rubbish from around the school. The hat was created using old newspaper, Modroc, plastic waste, old computer cables, scrap material, acrylic paint and PVA glue. The children were amazed at how much rubbish they could find, and discussions led to plastic waste and the importance of reusing materials rather than throwing them away into landfills."*

Sarah.

## The Mark Way School



This head dress is inspired by the climate change concern of plastic waste and pollution. Currently only 9% of all plastic produced is recycled and a whopping two million plastic bags are used every minute worldwide.

We chose this theme because humans need to reduce the amount of plastics made and find a way to recycle all plastics that are currently used. Single-use plastics are already illegal in some parts of the world and we would like that to happen in the UK. We used cardboard to make the frame of the head dress and then everything else is plastic; bubble wrap, plastic cups, plastic bottles, plastic table cloth and plastic carrier bags. We have written keywords on the cape. Our head dress and cape was inspired by a plastic waste super hero.



We are really pleased with the decoration on the head dress and how creative we were with the materials. It turned out really well and we think it conveys our message about reducing and reusing plastics.

These are just a few of the so many pieces of headwear that schools have created, they are now feature on a digital exhibition. Some pieces have also gone to make displays in local galleries and libraries.

Schools and children have responded well to continuing to raise the awareness and understanding about the climate issues. We are currently planning what next for keeping our thinking continuing. Please join in the conversations and climate activism. Watch this space!

Head dress designed and made by Tegan, Naas and Ollie. Art Teacher: Carly Jones.

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# Modern foreign languages (MFL)

## A guide to curriculum planning in primary modern foreign languages

### Why study languages in primary school?

According to the National Curriculum:

*“A high-quality languages education should foster pupils’ curiosity..., enable pupils to express their ideas and thoughts in another language... and encourage them to communicate for practical purposes”. So how do we define MFL curriculum content in primary schools? Although topics are not specified in the National Curriculum, it makes sense to teach those which are accessible and relevant to children and their own personal experience, allowing them to, “communicate ideas, facts and feelings ... on routine matters.”*

Department for education (DfE), 2013.

We need to remember that the skills used to learn a foreign language are transferrable and will lay the foundations for pupils to learn further languages either at secondary school or in later life. Impactful primary language teaching engages learners and develops a confidence which will continue to Key Stages 3 and 4 and beyond.

### Preparing pupils for future language learning

The 2021 DfE *Languages review* emphasised the decrease in MFL uptake at GCSE and A Level and the low proportion of boys, students with special educational needs and disabilities (SEND) and disadvantaged students studying languages. The three pillars of language learning were identified as being central to all children making progress in MFL: vocabulary, phonics and grammar. Indeed, these three aspects are at the heart of the new GCSE (first exams in summer 2026) with explicit phonics teaching

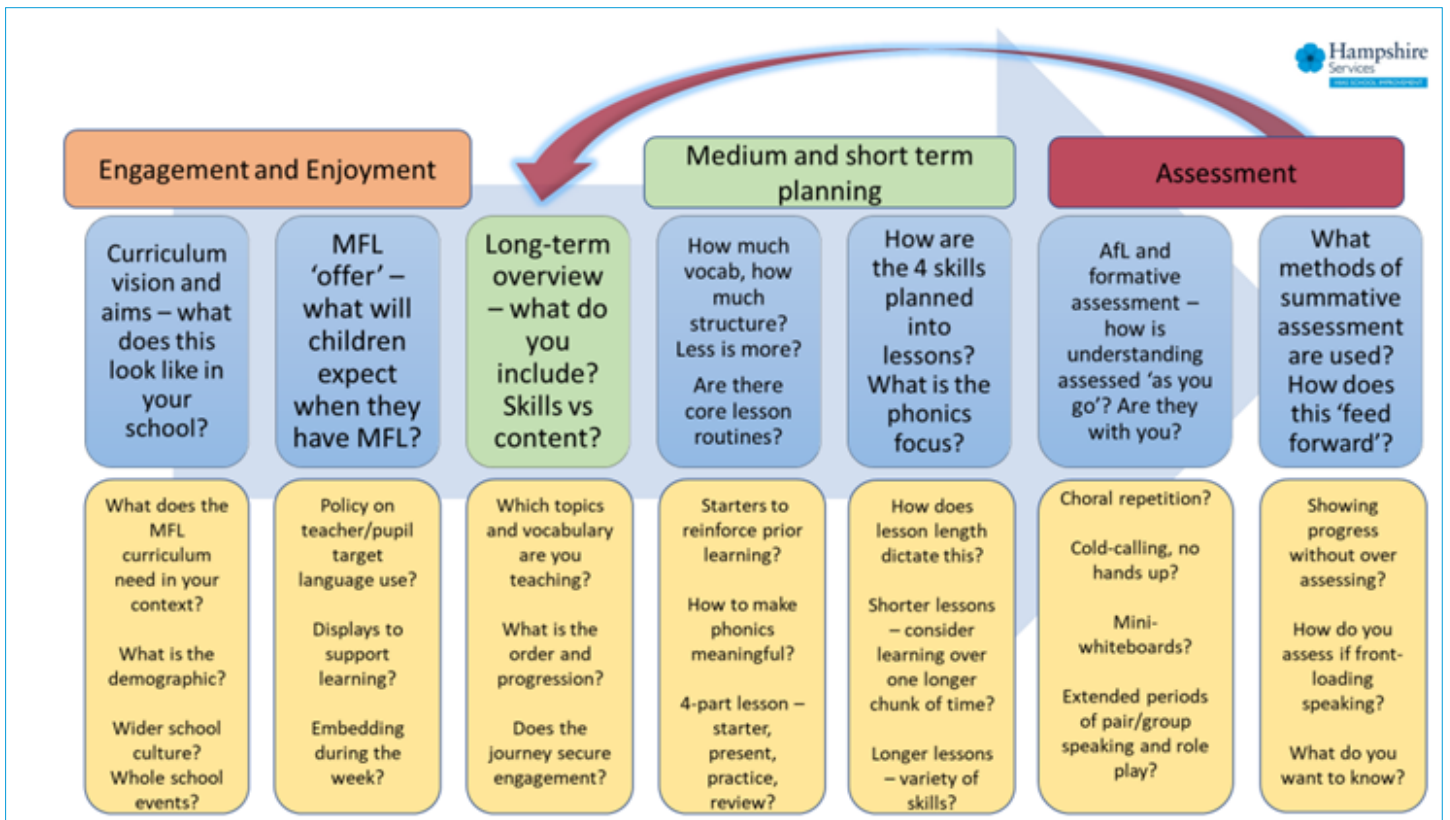
being a new emphasis, as pupils are required to complete simple dictations and read short texts aloud in their Year 11 exams. The required list of vocabulary has also been narrowed down from previous specifications following the mantra *less is more*. Finally, the understanding of grammar starts with embedding structures through regular practice in listening, speaking, reading and writing to achieve mastery. All four skills are equally weighted at GCSE and the primary classroom is the ideal place to build confidence in speaking and listening, before moving onto reading and writing tasks.

### Planning a long-term overview for MFL

The *Seven steps to planning* document guides MFL leaders through the curriculum planning process starting with the consideration of the vision and aims for each school. With these clearly defined, the long-term overview can be drafted. The languages offered, the frequency and method of delivery of MFL are the first things to consider. Are languages being delivered by subject specialists, eg planning, preparation and assessment (PPA) cover? Are class teachers, who may require more support responsible for teaching languages to their own children? How many language sessions do pupils have per week? All these aspects make each context unique and need to be carefully considered.

Many schools use ready-made language packages, which do contain some great resources and offer support for class teachers lacking confidence in their own linguistic ability. However, it is worth bearing in mind that they are usually content heavy, thus creating cognitive overload and offering limited time to retrieve knowledge and embed learning through practice. Whilst it may neatly complement the current science topic of space, is learning the names of planets in Spanish a priority in terms of vocabulary and structures? Carefully selecting and adapting the modules in the long-term plans is the first step to take. Establish the main topics, vocabulary and structures for each term (ensuring progression) and identify your





The seven steps to planning in MFL, HIAS

resources. The following example of a long-term plan includes cross references to some of the available packages and the HIAS word mats which are our own creation to develop children's confidence and mastery of structures and vocabulary.

Key structures, such as opinions, feature across the whole of Key Stage 2 with opportunities for spaced practice and retrieval. Sequencing and progression are everything.

### Long-term overview – French example

|               | Autumn   | Spring  | Summer  |
|---------------|--|---|---|
| <b>Year 3</b> | <p><b>Bonjour! Ca va?</b></p> <p>Greetings.<br/>Name and age.<br/>Numbers 1-12.<br/>Classroom language.<br/>Classroom objects.</p>   | <p><b>As-tu des frères ou des soeurs?</b></p> <p>Family.<br/>Brothers and sisters.<br/>Basic physical descriptions.<br/>Personality adjectives.<br/>Some colours (Hair, eyes)</p> | <p><b>Quelle est la date de ton anniversaire?</b></p> <p>Days of the week.<br/>Months.<br/>Numbers 1-31.<br/>Birthdays.<br/>Recap of greetings and families</p>   |
|               | <p><b>French word mat 1</b></p> <p>Kapow – <a href="#">Year 3 autumn</a>, <a href="#">Year 3 spring 2</a>.<br/><a href="#">Language angels – J'apprends le français</a>.<br/><a href="#">Je me présente, les instructions</a>.</p> | <p><b>French word mat 2</b></p> <p>Kapow – <a href="#">Year 4 autumn 1</a> and <a href="#">Year 5 summer</a>.<br/><a href="#">Language angels – Ma famille</a>.</p>               | <p><b>French word mat 3</b></p> <p>Kapow – <a href="#">Year 4 spring 1</a>.<br/><a href="#">Language angels – Les jours de la semaine, les mois, la date</a>.</p> |

|               | <b>Autumn</b>  | <b>Spring</b>  | <b>Summer</b>  |
|---------------|--|--|--|
| <b>Year 4</b> | <p><b>As-tu un animal?</b></p> <p>Pets (explain gender and plurals).</p> <p>Adjectives of size (agreements).</p> <p>Recap greetings including name, age and birthdays.</p> | <p><b>Quel est ton passe-temps préféré?</b></p> <p>Sports and hobbies.</p> <p>Opinions and reasons.</p> <p>Recap days of the week.</p> | <p><b>Qu'est-ce que tu aimes manger et boire?</b></p> <p>Food and drink.</p> <p>Supermarket.</p> <p>Shopping for food.</p> <p>At the café.</p>                     |
|               | <p><b>French word mat 4</b></p> <p>Kapow – <a href="#">Year 4 spring 2</a>.</p> <p>Language angels – Les couleurs, tu as un animal?</p>                                    | <p><b>French word mat 5</b></p> <p>Kapow – <a href="#">Year 6 autumn</a>.</p>  | <p><b>French word mat 6 and 7</b></p> <p>Kapow – <a href="#">Year 4 summer</a>.</p> <p>Language angels – Les fruits, les légumes, au salon de thé, les glaces.</p> |
| <b>Year 5</b> | <p><b>C'est comment ton école?</b></p> <p>School subjects.</p> <p>Opinions and reasons.</p>  | <p><b>Qu'est-ce que tu portes?</b></p> <p>Clothes and colours.</p> <p>Seasons.</p> <p>Opinions.</p> <p>Shopping for clothes.</p>       | <p><b>Où vas-tu en vacances?</b></p> <p>Countries.</p> <p>Basic holiday activities.</p> <p>Weather.</p> <p>Transport.</p> <p>Immediate future tense.</p>           |
|               | <p><b>French word mat 8</b></p> <p>Language angels – A l'école.</p>  | <p><b>French word mat 9</b></p> <p>Kapow – <a href="#">Year 4 spring</a>.</p> <p>Language angels – Les vêtements.</p>                  | <p><b>French word mat 10 and 11</b></p> <p>Kapow – <a href="#">Year 6 spring</a>.</p> <p>Language angels – Quel temps fait-il?</p>                                 |
| <b>Year 6</b> | <p><b>Qu'est-ce qu'il y a en ville?</b></p> <p>Places in a town.</p> <p>Directions.</p> <p>Descriptions of town.</p> <p>Prepositions (position)</p>                        | <p><b>C'est comment ta maison?</b></p> <p>Describing your house.</p> <p>Activities at home.</p>  | <p><b>As-tu mal?</b></p> <p>Body parts.</p> <p>Illnesses.</p> <p>Celebration/project.</p> <p>My French journey.</p>  |
|               | <p><b>French word mat 12 and 13</b></p> <p>Kapow – <a href="#">Year 6 summer</a>.</p>  | <p><b>French word mat 14</b></p> <p>Kapow – <a href="#">Year 6 spring</a>.</p> <p>Language angels – Chez moi.</p>                      | <p><b>French word mat 15</b></p>   |

## Developing medium-term plans

Once the long-term overview is in place, the medium-term plan should map out the success criteria and assessment opportunities in more detail. The inclusion of regular, explicit phonics teaching should also be a key part of each medium-term plan. As well as the focus on the vocabulary, grammar and phonics, pupils need to be given the chance to “*appreciate stories, songs, poems and rhymes in the chosen language*” (DfE, 2013). Thus, this would be the perfect time to plan in those creative opportunities in advance. Events such as European Languages Day, Bastille Day or even the Olympic Games can inspire children to get involved and widen their cultural capital.

The following example of a medium-term identifies not only the topics to be covered, but also identifies specific vocabulary (presented to pupils as word mats or sentence builders), high-frequency structures and sound spelling correspondences (SSCs) relating to the success criteria to be shared with pupils.

Formative assessments should be conducted regularly in lessons and should include all four skills over time. Pupils can peer and self-assess their progress regularly. Simple *can do* statements are easy to create (included in the medium-term plans) and could be highlighted or ticked following self or peer assessment.

## Medium-term plan – French example

### The planning process

We know that “*planning is critical and it is fundamental in providing the structure and architecture for pupils’ learning,*” (Mary Myatt, 2022). Even with commercial packages, selecting purposeful and meaningful language, which is suited to your individual context, is necessary. This takes time and collaboration. It is essential that all teachers are aware of the *what* and *why* of the curriculum plans and that they are able to take some ownership of the content and delivery.

| Year 4 Term 1 Topic (and cultural context)   | Skills Progression and Success Criteria   | Key Language and Structures   | SSCs (to include SSCs seen in Y3)   | Learning Journey Evidence of progress and assessment in books  |
|--|---|---|---|--|
| As-tu un animal?<br>Pets (Explain gender and plurals)<br>Adjectives of size (agreements)<br>Recap greetings including name, age and birthdays.<br>Enrichment and culture suggestions<br>Draw a poster of your ideal pets.<br>Song: “Tu as un animal?”<br>Make a French Christmas card. | <p>I can say what pets I have and which pets I would like.</p> <p>I can ask others if they have a pet and understand their replies.</p> <p>I can use plurals to say I have more than one pet.</p> <p>I can understand a short piece of writing in which someone describes their family and pets.</p> <p>I can produce a short piece of writing, describing my family and pets.</p> <p>I can pronounce words and sentences correctly, with a clear French accent.</p> <p>I can transcribe simple words using correct SSCs.</p> <p>I can translate simple sentences into English about families and pets.</p> | <p>Tu as un animal?<br/><i>Have you got a pet?.</i><br/><b>Oui, j’ai un animal.</b><br/><i>Yes, I have a pet.</i><br/><b>Non, je n’ai pas d’animal.</b><br/><i>No, I don’t have an animal.</i><br/><b>J’ai - I have, Nous avons - we have</b><br/><i>Je voudrais - I would like</i><br/>un chien - <i>I have a dog -</i><br/>un chat - <i>I have a cat</i><br/>un hamster - <i>a hamster</i><br/>une souris - <i>a mouse</i><br/>un poisson - <i>a fish</i><br/>un cochon-d’inde - <i>a guinea pig</i><br/>un lapin - <i>a rabbit</i><br/>un oiseau - <i>a bird</i><br/>deux chiens - <i>two dogs</i><br/>deux chats - <i>two cats</i><br/>deux hamsters - <i>two hamsters</i><br/>deux souris - <i>two mice</i><br/>deux poissons - <i>two fish</i><br/>deux cochons d’inde - <i>two guinea-pigs</i><br/>deux lapins - <i>two rabbits</i><br/>deux oiseaux - <i>two birds</i><br/>Il s’appelle... - <i>he is called...</i><br/>Elle s’appelle... - <i>she is called...</i><br/>Il est petit/grand- <i>he is small/big</i><br/>Elle est petite/grande - <i>she is small/big</i></p> | <p>Silent final S -<br/>poissons</p> <p>oi<br/>e.g. poisson</p> <p>ch<br/>e.g. chat</p> <p>in<br/>e.g. lapin</p> <p>eau<br/>e.g. oiseau</p> <p>on<br/>e.g. cochon</p> | <p>Unit overview, vocab and self-assessment sheet</p> <p>Word Mat 4 – mes animaux</p> <p>Evidence of conversation with others (tick grid)</p> <p>Reading comprehension with answers in English and some translation sentences</p> <p>Short piece of writing describe families and pets.</p> <p>Gapfill dictation with simple sentences.</p> <p>Self-assessment sheet at end of unit.</p> |

Medium-term plan – French example.

## Further support

Mark Kingswood (Lead MFL Inspector/Adviser and School Improvement Manager), Adam Clements and I are always here to support as the HIAS MFL team and have many years' experience between us, as MFL secondary subject leaders. Firstly, all our suggested long and medium-term plans, age-related expectations and word mats are now available on the HIAS Moodle to download and adapt. We have designed them as a starting point for MFL curriculum leads but are by no means finished schemes ready to deliver. Example resources and assessments are also available on the Moodle with more to follow in the future.

Secondly, our termly primary network meetings are the ideal forum for MFL lead teachers to share ideas and keep up to date with recent developments in language. These can be booked on the Hampshire Learning Zone and the feedback from last year's events was extremely positive. Finally, we are always happy to visit schools to advise on curriculum development, MFL teaching in the classroom and assessment. We can also deliver continuing professional development (CPD) for non-linguists who are new to delivering MFL lessons. Please get in touch if you would like to know more.

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# Religious education

## The Ofsted subject report and primary RE

### Context

The Ofsted Subject Report for RE was released in April 2024 ([www.gov.uk/government/publications/subject-report-series-religious-education/deep-and-meaningful-the-religious-education-subject-report](http://www.gov.uk/government/publications/subject-report-series-religious-education/deep-and-meaningful-the-religious-education-subject-report)). The last such report was in 2013 and so this is a significant document, potentially framing the focus and the impression of the subject for the next 10 years. The report highlights, that in the intervening time since the last report, little has changed. The report states *“The unrealised potential of the subject remains now, as it was then”*. While it highlights there are examples of good practice, *most* schools still do not live up to this potential saying that:

*“The legacy of poor subject and pedagogical knowledge, scant training and a lack of clarity about RE content is that, in too many schools, the RE curriculum is poorly constructed, poorly implemented and poorly learned. What pupils know and remember about the subject is noticeably patchy. Misconceptions abound. A superficial and limited approach to RE sometimes ends up normalising caricatures or the most extreme or ‘unusual’ religious traditions.”*

As a national picture, this is very worrying. However, it is important to emphasise that this is a national picture, *not* a Hampshire picture. While there is much for us to take from the report, there is also a lot we should be proud of in Hampshire. The locally agreed syllabus, *Living Difference IV* (<https://documents.hants.gov.uk/childrens-services/HIAS/living-difference-IV-2021.pdf>) has continued to be ahead of its time and anticipates many of the challenges raised in the report. Additionally, we can see through Hampshire Ofsted reports, that where RE is mentioned, this is often in positive terms.

As it records in the minutes of the Hampshire SACRE meeting of 27 February 2024 (<https://democracy.hants.gov.uk/documents/g10729/Public%20reports%20pack%20Tuesday%2027-Feb-2024%2014.00%20Standing%20Advisory%20Council%20for%20Religious%20Education.pdf?T=10>):

*“The advisors spoke about nine Hampshire Ofsted reports which reported favourably on RE in the school visited. These were discussed and found generally very positive, with only one school being asked to consider further the key content they wished children to learn in RE.”*

There are far more positive comments related to Hampshire RE than concerns. This is by a large margin, and so, while the report paints a negative national picture, there is also a positive story to be told in Hampshire.

Of course, there are challenges in Hampshire, and areas we need to focus on in our individual schools, but before delving into the concerns of the report, it is important to celebrate that Hampshire RE continues to be in a strong position. The report does also give us additional impetus and direction in continuing to drive this forward.

### The report

The report is lengthy at around 150 pages when printed. What is presented here are some of the key themes and areas to consider, a summary, but it is important to read the report in its entirety as well.

The report identifies four factors that contributed to high quality RE in schools. These were:

- 1 strong teacher subject knowledge
- 2 access to professional development
- 3 regular time for RE lessons
- 4 a well organised curriculum containing knowledge chosen by leaders to enable pupils to deepen their understanding term by term.



None of these are a surprise, and all are available in Hampshire. We know the importance of subject knowledge, and there are numerous national and local resources to support including ([www.reonline.org.uk/](http://www.reonline.org.uk/)) and the RE Hubs site ([www.re-hubs.uk/](http://www.re-hubs.uk/)). For Hampshire RE specifically, the Hampshire RE Moodle (<https://re.hias.hants.gov.uk/>) offers a wealth of resources for primary schools. This includes examples of long-term planning from schools along with a large number of medium-term plans and resources. The HIAS RE team has two Hampshire RE advisers, who are available to visit and support schools. Termly network meetings run to support points 1, 2 and 4. It is worth mentioning that Hampshire has one of only two RE Curriculum Centres in the country, and so there is a significant amount of support available for primary RE; we just need to make sure we access and take advantage of this. If you have concerns or questions around these four areas, please do get in contact for further support.

## The main findings for RE in England

Below are the main findings raised in the report relevant to the primary phase. All bullet points are taken directly from the wording of the report.

- *“The RE curriculum often lacked sufficient substance to prepare pupils to live in a complex world.*
- *A superficially broad curriculum does not always provide pupils with the depth of knowledge they require for future study ... in cases where the curriculum prioritised depth of study, pupils learnt much more.*
- *The RE curriculum rarely enabled pupils to systematically build disciplinary knowledge or personal knowledge.*
- *Where RE was weaker, the knowledge of traditions specified for pupils to learn was overly and uncritically compartmentalised.*
- *What schools taught was rarely enough for pupils to make sense of religious and non-religious traditions as they appear in the world.*

- *There was a profound misconception among some leaders and teachers that “teaching from a neutral stance” equates to teaching a non-religious worldview. This is simply not the case.*
- *In some schools, leaders were rightly focusing on developing the curriculum before considering assessment. However, even when leaders had systems of assessment in place, these rarely gave them the requisite assurance that pupils were learning and remembering more and increasingly complex content over time.*
- *Long gaps between lessons hindered pupils’ recall. When the timetable was organised so that pupils had regular RE lessons, they remembered more.*
- *Although a few teachers had received subject-based professional development in RE, the overwhelming majority had not.*
- *The report highlights that there are still no clear national expectations for RE which presents real challenges for schools.”*

## Recommendations of the report

The report discusses curriculum and teaching and assessment along with systems at subject and school level and recommendations for others. While it is important to be aware of all these comments and recommendations, this article will only focus on those directly within the control of RE teachers and leaders.

The key recommendations for those making curriculum include a call to:

- *“ensure that there is a distinct curriculum in place for teaching RE at all key stages. They should make sure that this is rigorous and challenging and that it demonstrably builds on what pupils already know*
- *carefully select the knowledge they expect pupils to gain to make sense of a complex and diverse world. They should make sure that important content and concepts are clearly identified and sequenced. They should also make sure that curriculums do not contain oversimplifications of traditions, including, where appropriate, non-religious traditions*

- *balance the breadth and depth of study of religious and non-religious traditions to ensure that these are collectively enough for pupils to make sense of a complex world*
- *ensure that all pupils have the opportunity to deepen their knowledge in RE over time*
- *make sure that curriculums clearly identify how pupils will develop disciplinary and personal knowledge through the chosen substantive content.”*
- *in schools where RE was strong, leaders had clearly identified what children in the early years needed to know to be ready for the RE curriculum in Year 1. In one school, for example, teachers read stories from religious traditions to children in the Year R. As pupils were familiar with these stories, in Key Stage 1 they were able to build on this knowledge and learn what they might mean to different people*

For teaching and assessment we should:

- *“be ambitious for pupils to develop all aspects of knowledge: substantive, ways of knowing and personal knowledge. They should make sure that teachers have high expectations of what pupils will know and remember*
- *provide opportunities for pupils to review and build on important knowledge over time. They should make sure that pupils use the knowledge that they gained in previous years as the curriculum becomes increasingly more complex and demanding*
- *ensure that teaching specifically develops pupils’ knowledge of the complexity of religious and non-religious traditions*
- *develop manageable assessment methods that move beyond the simple recall of factual information. They should check that pupils recall and understand the intended curriculum over time and that the domain of their knowledge is expanding*
- *ensure that all teachers have the subject and pedagogical knowledge that they need to teach RE well.”*

Additionally, in the report it adds that in primary schools where RE provision is strong, pupils could:

- *“explain the complexity within individual religious traditions as well as the diversity of religious and non-religious traditions*
- *pupils come to see the relationship between what they learn in the RE curriculum and their own lives as they build awareness of the assumptions that they bring to discussions concerning religious and non-religious traditions*

- *in these ways, the RE curriculum may build towards greater nuance over time. These all illustrate how the curriculum is the progression model*
- *for example, leaders might add simple detail to make the representations on the curriculum as precise as possible by using qualifying words such as some, many or European (instead of blanket phrases such as all Christians, Sikhs believe, Muslims practise) to add clarity. This can help avoid over-simplifying or stereotyping religion and prevent misconceptions about religion from developing.”*

## What does this mean for us?

The *primary* section of the report goes into a lot more detail about specific elements linked to the recommendations above. It is difficult to adequately summarise as there is so much information and detail in the report, but to pull out a few further points worth considering.

## Diversity and complexity

Curriculum sequencing needs to develop an awareness of the complexity and diversity between and within faith traditions in modern Britain. This is something that *Living Difference IV* emphasises. The contextualise and evaluate steps of the cycle are an ideal place for us to do this through introducing a range of specific examples of how a particular concept is deployed. Through looking at real examples of lived experience within a tradition it highlights that an understanding of the concept, and tradition more broadly, is not one thing, but nuanced and understood differently by individuals and groups.

To highlight one example, the medium-term plan freely available on the Hampshire RE Moodle shows how this can be done within the concept of *neighbour*, a Key Stage 2 plan for a unit on Christian faith traditions (<https://re.hias.hants.gov.uk/course/view.php?id=119>). The Parable of the Good Samaritan is explored to begin to build up and understanding of what the concept of neighbour might mean within Christian traditions. At the evaluate step the plan then identifies that local stories of different Christians demonstrating the qualities of being a good neighbour should be shared, highlighting some potential examples. The focus then, is on the lived experience of individual Christians within the local context of the school. By using a range of examples, diversity and complexity is introduced through showing that not all Christians live out the understanding of *neighbour* in the same way, and so what it means to be Christian in the local community is not one thing.

Generally, this also means using the language of *most*, some *few*, and making this habitual for pupils. In the primary phase it is about building up the awareness that what it means to be a religious believer is not one thing, and that there is a wide diversity and complexity in how individuals and groups express their faith through their lived experience. Sometimes, this might be through the use of a range of explicit examples, as in the plan mentioned above, but at others it will be through the language used and choices made by the teacher.

This also means thinking carefully about the images and resources we use. If showing an image of Jesus, how often is it a stereotypical western presentation? Justine Ball, the County Inspector/Adviser for RE and History, has carried out research in this area. As part of this, from speaking to primary children, she found that many identify Jesus as white with blond hair and blue eyes, largely because this is the only image they are presented with. She discusses the dangers of such representations, and to highlight just one point she makes:

*“What is shown to children therefore need careful selection because getting this wrong can lead to the stereotyping of others (such as seeing Christians as mainly European) and misconceptions about Jesus (for example,*

*not knowing that he was Jewish, or assuming that he was white). It may lead to intolerance of others if the misconceptions lead children to believe that Christianity is only for Europeans, and other cultures or traditions are not valued. Therefore, inaccurate representations of Jesus and a lack of diversity in the imagery and content about Jesus may result in RE indirectly contributing to ignorance and misrepresentations of religion to children.”*

A summary of Justine’s research can be found here: [www.reonline.org.uk/research/research-of-the-month/an-approach-to-decolonising-teaching-about-jesus-in-primary-schools/](http://www.reonline.org.uk/research/research-of-the-month/an-approach-to-decolonising-teaching-about-jesus-in-primary-schools/).

## Curriculum sequencing

The report has a lot to say on developing depth and nuance over time. It highlights that in primary schools, religious traditions are often not revisited and that subject leaders often could not provide a rationale for what was being taught and why:

*“In most cases, schools had little rationale for why content such as the Chinese New Year had been selected. The curriculum did not identify key concepts, such as ‘festival’ or ‘new beginnings’, that would help pupils at a later stage.”*

The report goes on to say, *“Beyond the top-level headings (such as ‘Judaism’ or ‘Christianity’), few schools had precisely identified the concepts and content they wanted pupils to learn.”* Essentially, the curriculum does not demonstrate a progression model and so learning is not revisited, and the curriculum becomes a series of disconnected units.

The focus on concepts within *Living Difference* allows us to tackle this challenge. While a particular faith tradition might not always be revisited, concepts are, and this allows more depth and nuance over time. For example, if teaching the concept of *love* in a unit on Christian faith traditions in Key Stage 1, this might involve looking at the Biblical birth narratives, this could be built on when revisiting the concept in Year 6 in the context of the crucifixion and so love as sacrifice.



Alternatively, love might be studied within a different tradition, for example as *Sewa* or service within the Sikhi faith and so allowing contrast and comparison. In both cases, the use of concepts allows pupils to develop more depth and nuance over time around core concepts important within religious traditions and to human beings in general.

This allows pupils to revisit core knowledge, but also gain a greater awareness of the similarities, differences and interconnectedness between concepts. It allows them to build up a complex, diverse and deep understanding of the role of important concepts in the lives of human beings.

While there are numerous ways this can be done, *Living Difference* highlights four *golden thread* concepts to support with this. These are *community*, *belonging*, *special* and *love*. It is a requirement that these four concepts are taught across all key stages and so this supports

the development of a spiral curriculum as well as aiding transition with a shared language and foundation. These concepts can be revisited in different contexts across the curriculum to develop a much deeper understanding of their significance and diversity. Support with this is available on the Moodle.

As can be seen in the example of the long-term plan below (available to view and download on the Moodle), concepts are clearly identified, including golden threads. This allows a rationale for how knowledge develops over time through the revisiting of these concepts.

When it comes to the precise core knowledge pupils need to encounter, it is the case here that plans on the Moodle already clearly identify this. There is therefore a strong resource base for creating curriculum in Hampshire from long-term planning to the more granular detail highlighted as often lacking by the subject report.

| Brighstone C.E. Primary School |   | RE Long Term Plan 2022-2023   |   |  |   |  |
|--------------------------------|---|---|---|--|---|--|
| Understanding Christianity     |   | Living Difference   | Jewish traditions                                       | Hindu traditions                                   | Muslim traditions   | Buddhist traditions  |
| Golden Threads:                |   | Special ☆   | Love ♥  | Belonging ☸  | Community 🧑🧑🧑   |  |
| Assessments                    | Autumn 1 Communicate                          | Autumn 2 Contextualise  | Spring 1 Apply  | Spring 2 Enquire                                   | Summer 1 Evaluate   | Summer 2 Contextualise   |
| EYFS                           | Thanking Harvest Sukkot (Creation/Fall UC)    | Special Special person (Incarnation UC/ Celebration) ☆                    | Special Jewish traditions - special times (Shabbat) ☆   | New life (Salvation UC)                            | Special Story telling Jewish traditions - Special books ☆ | Looking forward  |
| Year 1/2 Year A                | Bread as a symbol Creation / Fall (UC)        | Love A special baby Incarnation (UC) ♥                                    | Change Gospel - People Jesus met (UC)                   | Belonging Remembering Jewish traditions Passover ☸ | Special Special person (Buddha) Buddhist traditions ☆     | Special Special books Jewish traditions - Torah ☆                      |
| Year 1/2 Year B                | Celebrating harvest Creation/ Fall (UC)       | Light as a symbol - advent Jewish traditions Hanukkah                     | Community Kindness Buddhist traditions 🧑🧑🧑              | Love Sad and Happy Salvation (UC) ♥                | Authority in Jesus life God (UC)                          | Special Special clothing Jewish traditions ☆                           |
| Year 3/4 Year A                | Community Buddhist traditions Community 🧑🧑🧑   | Love Holy Mary mother of God Incarnation (UC) ♥                           | Love Hindu traditions Devotion ♥                        | Special Pascal candle - Ritual Salvation (UC) ☆    | Community Places of worship People of God (UC) 🧑🧑🧑        | Belonging Hindu traditions Protection ☸                                |
| Year 3/4 Year B                | Hindu tradition Good and evil                 | Love / Special Angels Incarnation (UC Digging deeper) ☆ ♥                 | Stones as symbols Kingdom of God (UC)                   | Love Suffering Salvation (UC) ♥                    | Belonging Buddhist traditions Teaching ☸                  | Community Hindu traditions Ritual 🧑🧑🧑                                  |
| Year 5/6 Year A                | Love Buddhist traditions Peace ♥              | Special Warning - the Magi Incarnation/God (UC) ☆                         | Belonging Muslim traditions 5 pillars (Belonging) ☸     | Love Grace Salvation (UC) ♥                        | Justice Gospel (UC)                                       | Community Muslim traditions Symbol and worship (Places of worship) 🧑🧑🧑 |
| Year 5/6 Year B                | Community Stewardship Kingdom of God (UC) 🧑🧑🧑 | Love Interpretation of gospels of Luke and Matthew Incarnation/God (UC) ♥ | Special Muslim traditions Pilgrimage (Hajj and Zakat) ☆ | Resurrection Salvation (UC)                        | Buddhist traditions Enlightenment ☸                       | Belonging Muslim traditions Peace (Qur'an, sawm, Ramadan) ☸            |

|  |  |  |
|--|--|--|
| <b>Concept:</b><br><i>Interpretation</i>   | <b>Unit:</b><br>The two birth narratives | <div style="text-align: center;"> <h3>Importance of Interpretation to Christians</h3> <p>I think that different interpretations are important to Christians because both versions have different information interpreted by different people with different points of view. The stories give a good understanding of the whole meaning if you gather together all the different opinions. It is very important for Christians to understand the meaning of Jesus' birth. The message given from Luke shows is about shepherds visiting Jesus representing us as normal people. Luke's version is a simple version of Matthew's story. Unlike Luke's version, Matthew's version is aimed at richer people, and has a different message. It tries to persuade us that Jesus is our King. This story has more detail about Jesus' birth. The reason it is important for Christians to read both versions is so that they don't lack important information.</p> <p style="text-align: right;">Jasmine</p> </div> |
| <b>Element covered:</b><br><div style="display: flex; justify-content: space-around; align-items: center;"> <span>Inquire</span> <span>Contextualise</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">Evaluate</span> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <span>Communicate</span> <span>Apply</span> </div> |  |  |
| <b>Intended outcome:</b><br>Explain the value of the 2 interpretations for Christians and describe some issues raised.   |  |  |
| <b>Informed by EYE:</b> end of Year 6  |  |  |
| <b>Judgement:</b><br><div style="display: flex; justify-content: space-around; align-items: center;"> <span>working toward EYE<br/>(give reason)</span> <span>working at EYE</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">working beyond EYE</span> </div>  |  |  |
| <b>Commentary:</b><br>Jasmine has exceeded the expectations because she has explained the difference and importance of the two interpretations and explained the issue of the importance of the two interpretations for Christians today.  |  |  |

**To make further progress** ... Jasmine should make more reference to the significance in both stories of the central message of Jesus' incarnation for Christians.

## Assessment

Where provision is weaker, assessment in RE is often generic. The report identifies this means applying assessment procedures without making these explicit to the knowledge and skills to be developed across the RE curriculum and for the particular assessment task. Schools will have their own assessment policies, and so the task for subject leads is about applying these policies to the assessment objectives within RE. This is about ensuring that assessment tasks and questions are explicitly linked to the substantive knowledge identified for the learning that has taken place. *Living Difference IV* identifies *end of year expectations* which will form the basis for this process. These can then be adapted to the specific assessment task.

Support with assessment is available through speaking to the RE advisor's and also through the *Making judgments about progress in RE* pack available to purchase through the Curriculum Centre ([www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre/publications](http://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre/publications)). The above example is taken from that pack and highlights some of the key considerations for assessment.

These include:

- identifying the step of the cycle to be assessed
- using the end of year expectations to inform the intended outcome and adapting this to the specific task
- identifying the progress evidenced in the response.

Creating a sample over time of pupil work at each level of response will support teachers in making judgments about pupil progress. It will also provide clarity in what progress over time looks like in RE.

## Ways of knowing

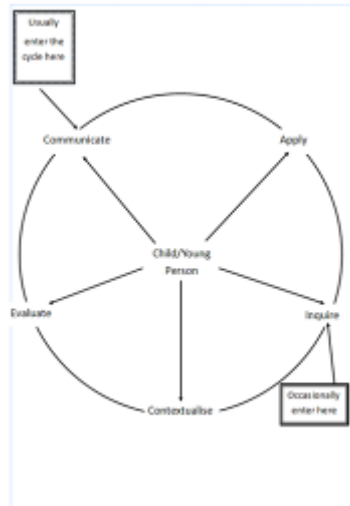
Ways of knowing, or disciplinary knowledge are highlighted in the report as often lacking. The cycle of enquiry itself is a model for the disciplinary knowledge employed by the syllabus. The cycle allows us to introduce a range of ways to explore religious traditions, and to meaningfully engage with lived experience and diversity.



When it comes to personal knowledge, the report raises the concern that:

*“In other curriculums, pupils were asked to develop their personal knowledge first. This meant that they did not use the substantive knowledge that they gained throughout the course of the unit to deepen their thinking.”*

The cycle of enquiry allows us to avoid this and demonstrate how personal knowledge is built up. We can highlight that the communicate step is the young person’s response to the concept from their own position. It is an experiential moment, allowing them as a unique individual in a plural class to respond from their subjective position to the concept being brought to their attention. Importantly this is revisited in the evaluate step. This involves discerning the value of the concept within the tradition studied, but also allows students to discern for themselves the value that the concept might have in living their own life, for that of their community and the wider world. This aspect is not simply revisiting the communicate step, but using the substantive knowledge gained to give a more in-depth consideration of the concept in the light of this knowledge.



## Checklist for RE

- Can I explain how my curriculum is sequenced to allow progression?
- Does my Key Stage 2 curriculum build on what has been covered before?
- Are students and teachers aware of the learning journey for RE?
- Are *golden thread* concepts embedded and revisited?
- Are links between concepts explicitly mapped in?
- Does the curriculum allow students to explore diversity within and between traditions?
- Do assessments draw on prior learning from across the curriculum?
- Do the images and resources I use promote diversity and complexity?
- Have I identified the core knowledge for each unit and topic?
- Do I make use of available CPD and subject knowledge development resources?

While the report paints a concerning picture of RE nationally, it is important for us to remember that this is not representative of the picture in Hampshire. There is a lot for us to celebrate in the RE provision we provide. The subject report gives us useful areas to consider further but should not be seen as a reflection of the many examples of great practice to be found across the county, or the wealth of support and advice available.

### Chris May

Secondary Teaching and Learning Adviser for RE, HIAS

Email: [chris.may@hants.gov.uk](mailto:chris.may@hants.gov.uk)

## Conclusions

There is much more that could be said about the report, and it is important to take the time to read and consider for our own contexts. Much of what the report identifies are areas we would expect to see in good quality RE provision, and *Living Difference IV* gives us a thoroughly researched syllabus based on educational theory and offering a clear process for making curriculum and for teaching, learning and assessment.

# Geography

## Getting our bearings: geography subject report

With the latest Ofsted geography report now published, what should schools be doing as a response and what should they be focusing on? Here are some of the main findings identified by HMI, Mark Enser, within the report:

*“In almost all schools, all pupils were working towards the same curriculum goals. This included pupils with special education needs and/or disabilities (SEND). However, in a minority of cases, tasks were differentiated. Pupils with SEND worked towards different goals, which narrowed the curriculum that they learned.”*

So how can schools best support pupils with SEND to access and achieve in geography? There are many publications and websites available to help develop teacher’s subject knowledge as well as provide strategies for removing barriers to learning.

*SEN support guidance for school:*

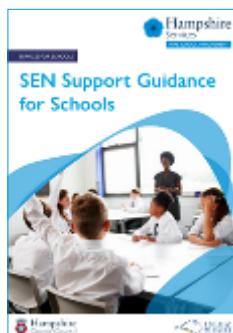
<https://documents.hants.gov.uk/childrens-services/sen-support.pdf>.

*Teacher handbook: SEND:*

[www.wholeschoolsend.org.uk/resources/teacher-handbook-send](http://www.wholeschoolsend.org.uk/resources/teacher-handbook-send).

*Inclusive geography: Scaffolding and SEND:*

<https://portal.geography.org.uk/shop/view/P9781899086031>.



A key factor when supporting pupils with SEND in any subject is to ensure the appropriate and timely teaching of the subject specific tier 3 vocabulary. Lots of schools are utilising online software to create visual aids to support with the introduction of key words within each topic.

(See [www.widgit.com](http://www.widgit.com))



*“Many leaders, in both primary and secondary schools, had started to include geographical enquiry questions in each topic. This was where lessons within a topic built towards pupils being able to answer a question. This had the greatest positive impact when the topic had been designed around the question.”*

The figure 1 on the next page has been created by the HIAS primary adviser alongside a primary steering group of expert teachers across Hampshire to support teachers and subject leaders with the structuring of their medium-term plans and geography units of work. In response to the Ofsted subject report, a geographical enquiry question has been placed at the forefront of the cycle of enquiry as pictured above and ensures geography is planned and taught via an enquiry led approach.

# A geographical enquiry approach to a lesson or a sequence of lessons

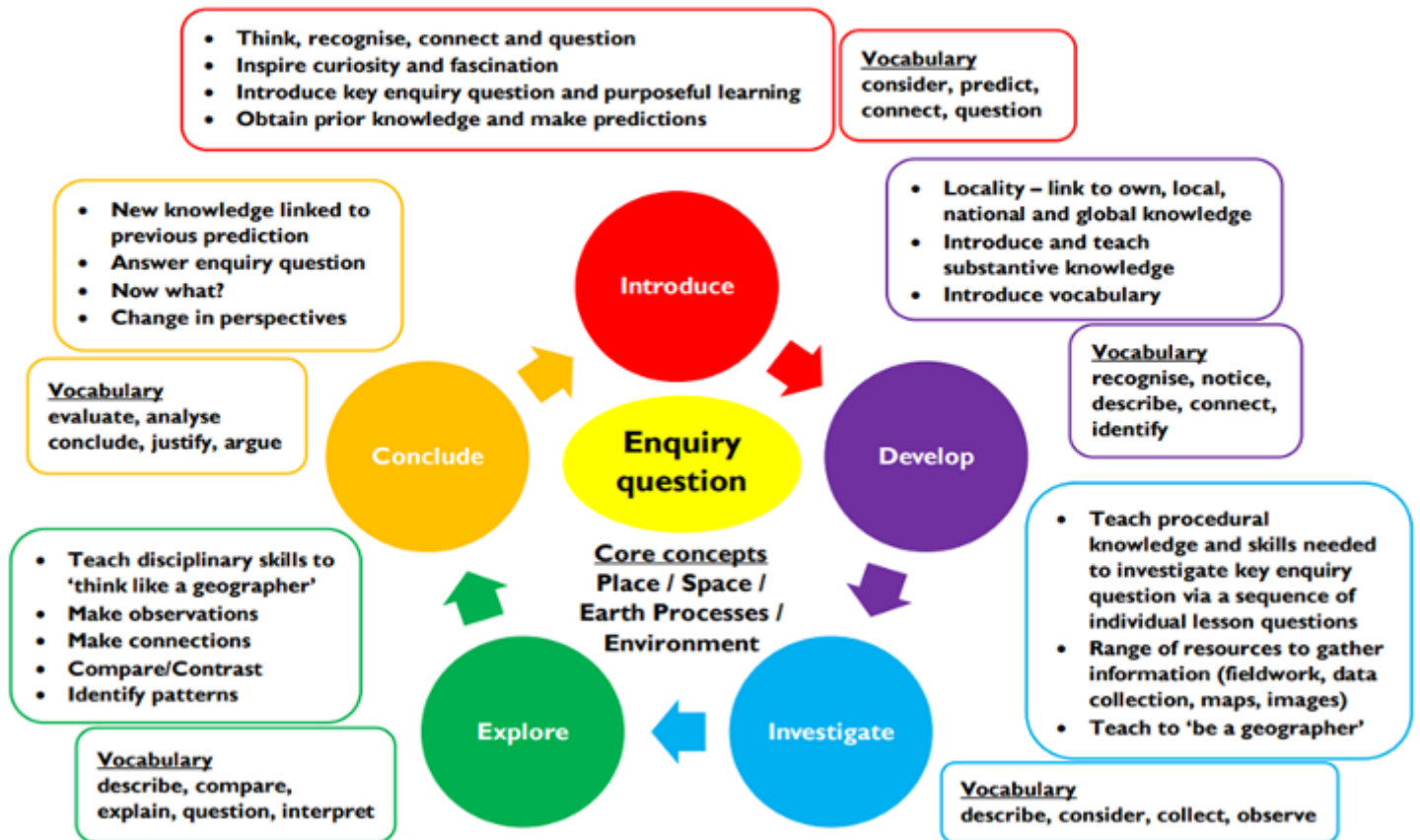


Figure 1: HIAS geography enquiry wheel.

## Further information and support for geography curriculum development

The autumn term geography leader networks have sessions in the north, east, south and west of the county and are a great way of networking with other subject leaders as well as keeping up to date with both national and global updates and initiatives within the subject of geography.

For more information visit the geography Moodle courses page:

<https://geography.hias.hants.gov.uk/course/view.php?id=159>.

Resources are also available on both the Moodle+ and open Moodle pages including all previous network slides and examples of medium-term planning. Finally, I am delighted to introduce Emma Groves ([emma.groves@hants.gov.uk](mailto:emma.groves@hants.gov.uk)) who has been seconded to the HIAS team to offer her expertise and help in developing school's geography curriculums.

### Natalie Wisdom

Seconded Primary Geography Inspector/Adviser, HIAS (Now on maternity leave)

### Kate Broadribb

Geography Inspector/Adviser and Secondary Phase Inspector, HIAS

Email: [kate.broadribb@hants.gov.uk](mailto:kate.broadribb@hants.gov.uk)

## Primary projects – an update

Several schools across the county have been involved in one of two projects which are currently being run with the Virtual School. The first has focused on Identifying speech, language and communication needs (SLCN) in looked after children (LAC). This has been a joint project, run with our colleagues in the Specialist Teacher Advisory Service (STAS) C&I team, and our thanks go to Nicola Kelly, Heather Marshall and Alice Jones for their input, delivery, follow-up and support.

Are you aware that:

- 1% of all children have persistent SLCN?
- studies looking at known and identified needs of pupils in care show that less than 1% of children and young people (CYP) have SLCN identified when entering the care assessment process?
- when actively investigated, studies have shown a prevalence of SLCN in CYP in care being between 60-66%?

This suggests that CYP in the care system are currently failing to have their speech and language needs accurately identified and are more at risk of under-diagnosis than the general population. (Data and information from the STAS team.)

Our project started in June 2023 with a pilot group of Basingstoke schools receiving training from two speech and language therapists from the STAS team. This focussed on:

- the link between SLCN and LAC
- the impact of SLCN on learning, behaviour and emotions
- the five good communication standards for LAC.

Training was open to designated teachers (DTs) for LAC, but also special educational needs and disabilities co-ordinators (SENDCoS) and support staff who work with pupils with SLCN. Following the training (and over the course of the 23/24 academic year), participating schools were offered a bespoke session with a therapist to individually consider the needs of their LAC pupils, support screening for unidentified SLCN and, where appropriate, take forward a full referral to the STAS team, which has resulted in several full SLCN assessments, recommendations and support work for individual LAC pupils. Whilst we are still in the process of analysing the data and impact of this pilot, our initial findings match the statistics shared above, ie that care experienced pupils are often hampered in their learning through undiagnosed SLCN.

In June 2024 we widened the initial training and opened it up to all schools in the county, with over 100 participants attending. Whilst we cannot commit to the same level of individual follow-up that the pilot schools have had, the Virtual School and STAS teams are currently exploring how we can best meet the needs of our pupils in this area over the coming year, so watch out for more info coming via your designated teacher in the autumn term.

In the meantime, you may wish to tap into some very helpful resources, recommended by the STAS team, which you can find on the following links.

- [www.rcslt.org/wp-content/uploads/media/Project/RCSLT/5-good-standards-a4-2019.pdf](http://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/5-good-standards-a4-2019.pdf).
- [www.rcslt.org/wp-content/uploads/media/Project/RCSLT/rcslt-looked-after-children-factsheet.pdf](http://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/rcslt-looked-after-children-factsheet.pdf).
- [www.rcslt.org/wp-content/uploads/2021/06/RCSLT\\_Adversity\\_Trauma\\_A4\\_4pp\\_FINAL.pdf](http://www.rcslt.org/wp-content/uploads/2021/06/RCSLT_Adversity_Trauma_A4_4pp_FINAL.pdf).
- (free download) <https://shop.speechandlanguage.org.uk/products/universally-speaking-5-11>.
- (free download) <https://shop.speechandlanguage.org.uk/products/universally-speaking-11-18>.



## Key take-away thus far

SLCN can have a big impact on all aspects of a pupil's learning so, even if it does not appear obvious, always take time to explore this more fully as part of a holistic understanding of your care-experienced pupil and seek additional advice as necessary.

## Raising attainment in reading for UKS2 LAC pupils

Our second pilot project launched in January 2024, with a focus on the cohort of pupils who will end Y6 in July 2025. It is being run with the support of Jo Kenyon (HIAS Inspector/Adviser for English) and Jill Florence (School Library Service Lead Adviser), with the following aims:

- to improve reading outcomes for children in care
- to ensure the cohort are in line with, or above, national LAC benchmark in reading
- to establish principles for impactful practice that can be shared and disseminated for other cohorts and core subjects moving forward.

The project has, and will, involve several activities, including:

- initial training, open to designated teachers, SENDCos, class teachers and support staff, exploring barriers to learning in reading for care experienced pupils and strategies for teaching and supporting the development of reading skills
- a webinar for carers to encourage and support reading at home
- letterbox mailings to all current LAC pupils (find out more here: [www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/](http://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/))
- planned reading surgeries in the autumn term 2024
- signposting to the library service's summer reading challenge

- working with the SLS to ensure all LAC pupils are signed up to SLS@Home service
- a Virtual School focus in ensuring personal education plans (PEPs) target reading development.

Pupil Premium+ funding is used to support this and attainment and progress data is effectively tracked for this cohort.

The highlight of the project so far was most definitely the Year 5 summer reading challenge, where our pupils chose from a range of activities aimed at inspiring and sharing a love of reading, with the small incentive of a book token to spend over the summer holidays. It was a joy to receive images and feedback from school staff about their pupils' participation, which you can see in the accompanying pictures; these feature some of the children reading in their favourite places in school.





As an ongoing, pilot project, we are still analysing the impact of the above and will use our findings to inform and develop further projects in the future.

Key take away thus far: reading is such an essential, yet multi-faceted, skill.; take time to consider all aspects of your care experienced pupils' reading experiences, considering technical skills, early experiences (or lack of) and the wider contexts of genre and text content.

Updates on current and future projects will continue to be communicated through the Virtual Schools comms to designated teachers but please contact [virtualschool@hants.gov.uk](mailto:virtualschool@hants.gov.uk) with any questions or for further information.

### **Gillian Foote**

Education Adviser, Hampshire Virtual School for Children in Care

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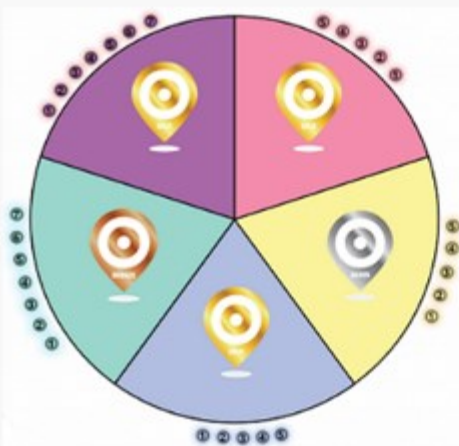
## Driving practice and provision through the EMTAS EAL and Traveller Excellence Awards

Developed by the Ethnic Minority and Traveller Achievement Service (EMTAS) Specialist Teacher Advisor team, the EAL and Traveller Excellence Awards, EXA and TXA respectively, are now two well-established school self-evaluation frameworks for monitoring the impact of provision for pupils learning English as an additional Language (EAL) and for Traveller children and their families. This article starts with well-deserved congratulations for to the schools who, through sustained hard work, have earned an award in 2023/24. It then updates readers on two recent developments: the EXA Diamond Award and the Early Years Foundation Stage (EYFS) award.

## Congratulations

In 2023/24, we once again celebrated the hard work of staff in many Hampshire schools and some further afield, who achieved an EAL Excellence Award (EXA). Achieving a bronze level award in 2023-24 were the City of Leicester College and New Milton Junior school. Silver level was awarded to Purbrook Infant School, St Peters Junior School, Fleet Infant School and St Michael's Infant School. Achieving gold were Swanmore College, Alderwood Senior School, Alderwood Infant and Junior School, Elvetham Heath Primary School, The Wavell and Al Rabeeh Academy, which is in Abu Dhabi. Traveller Excellence Awards (TXA) went to Micheldever Primary School, The Hurst and Wellow Primary School, all at bronze, and Robert May School at silver. Congratulations to all these schools and settings on this fantastic achievement!

## The EAL excellence award



### About the award

Developed by the EMTAS Specialist Teacher Advisor team, the EAL Excellence Award is an online school self-evaluation framework for monitoring the impact of provision for pupils learning English as an additional Language (EAL) as well as the wider aspects of black and minority ethnic achievement.

The EAL Excellence Award covers five broad areas:

- Leadership & Management
- Pedagogy & Practice
- Data, Assessment & Progress
- Teaching & Learning
- Parental & Community Engagement



## Diamond award

Hampshire EMTAS has worked with gold level schools Merton Infant School, Cranbourne School and St Swithun Wells Primary School to develop an additional level for the EAL Excellence Award. The new level acknowledges the achievement of schools maintaining their Gold standard, with the extension to their work being that they are also acting as EAL centres of expertise, reaching out to the wider community. Schools achieving Diamond level are recognised by a trophy and certificate and celebrated on the EMTAS website/Moodle. By introducing the diamond award, we hope schools which have already obtained gold will be inspired to use their experience and expertise in EAL to support others. We look forward to supporting schools in their projects and finding out their impact on the EAL community.

## EYFS award

Working in collaboration with The Riccher Federation Pre-Schools, Hampshire EMTAS has also developed an EYFS EAL Excellence Award. This award is designed to celebrate the provision and practice for our youngest learners with EAL at the beginning of their learning journeys, within nursery and pre-school settings. This award allows EYFS settings to self-evaluate their practice and share their achievements with their current and potential EAL families. The EYFS EXA award is levelled in the same way as the school's version of the EXA award and settings will be validated at either bronze, silver or gold level. Should any nurseries or preschools wish to be validated, they are invited to contact the EMTAS office for further information or visit the website: [www.hants.gov.uk/educationandlearning/emtas/primary-secondary-phase/ealexcellenceaward](http://www.hants.gov.uk/educationandlearning/emtas/primary-secondary-phase/ealexcellenceaward). We can also be found on X (formally Twitter): [https://x.com/i/flow/login?redirect\\_after\\_login=%2FHampshireEMTAS](https://x.com/i/flow/login?redirect_after_login=%2FHampshireEMTAS).

## EMTAS position statement on phonics teaching and learners of EAL

The EMTAS Specialist Teacher Advisor team has produced a range of position statements on aspects of provision for learners of EAL. The whole collection can be found on the EMTAS Moodle here (open access – no need for a password): <https://emtas.hias.hants.gov.uk/course/view.php?id=67>. The position statements get reviewed and republished regularly and hot off the press is the July 2024 version of the one on phonics teaching and learners of EAL. It provides research-informed reasons why additional phonics interventions are not particularly helpful for early stage learners of EAL, those in band A of the Bell EAL Assessment Framework, and covers what to do with those learners instead, to best support them in their journeys to full proficiency.

### Sarah Coles

Team Manager, EMTAS

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# Safeguarding

## The place of children's voice in safeguarding practice in schools

In this article Sue Savory reflects on the key findings from the May 2024 report from the NSPCC and considers questions that Ofsted might ask schools during school inspections to help them understand how schools are supporting their pupils to stay safe.

*“The place of children's voice in safeguarding is of paramount importance. It is essential for effective safeguarding practice to listen to and capture the voice of the child. This approach helps professionals understand children's lived experiences, hear their views about their lives and circumstances, and take effective action to support or safeguard them.”*

NSPCC learning: *The voice of the child: learning from case reviews*  
(<https://learning.nspcc.org.uk/research-resources/learning-from-case-reviews/voice-child>).



Key issues identified in case reviews include:

- children not being seen frequently enough or asked about their views and feelings
- barriers to seeing children not being adequately challenged
- difficulties in correctly understanding and reflecting upon the child's voice.

To overcome these challenges, professionals should:

- understand the different ways children communicate
- include the child's voice in assessments and arrangements
- gain appropriate skills and knowledge to help understand and reflect on the voice of the child
- build trusted relationships with children.

Child-focused work and ensuring that the voice of the child influences decision made by practitioners are central to good safeguarding practice. It is also important to recognise that the voice of the child refers not only to what they say directly but also to their behaviour as a whole. Creating environments where children feel comfortable and confident sharing their thoughts and experiences is crucial for facilitating their voice.

Poor behaviour could be an indication of unmet need as well as an abuse. Identifying techniques to promote communication with a child with SEND is an important consideration. This could be facilitated through assistive technology, play and observation. Talking to parents and family can provide insight into the child's context but should not be used to replace direct communication with the child. Concerns about the parents could mask the safeguarding needs of the child.

The absence of the child's voice should raise safeguarding concerns or promote further professional capacity.

Building relationships with the children is of paramount importance. A positive relationship will provide the children with the confidence and reassurance to talk about any concerns and know that whatever they say will be responded to thoughtfully with the necessary action being taken, including being clear that any information where a safeguarding concern is raised will be shared with relevant individuals. An example that was cited was when a child who was trying to communicate concerns, she identified that there were missed opportunities to note any concerns including not seeing her alone, insufficient enquiry by school staff about visible signs of abuse, lack of curiosity by GPs despite her successive pregnancies, and lack of action by neighbours due to fear or uncertainty.

It is also important that children are listened to. In some cases, in serious case reviews, although a child identified a safeguarding concern, indicators of abuse were not acted upon.

Ofsted inspectors may ask a variety of questions to children to assess how schools support them in staying safe. Here are some examples of questions that Ofsted might ask.

- How does the school teach you about staying safe?
- Can you tell me about a time when you felt unsafe and what the school did to help?
- Are there adults in the school you feel you can talk to if you're worried about something?
- What does the school do to make sure you're safe on the internet?
- How does the school help you understand what is good and poor behaviour?
- Do you feel that what you say is valued and listened to? How do you know?
- What would you do if you someone being bullied or treated unfairly?
- How does the school support you in understanding your own and other's boundaries?

- Are their systems in place that you know about for reporting concerns about safety
- How does the school ensure that all children are treated fairly and with respect?

It is important that the opinions and thoughts of the children are regularly captured to inform the development of safeguarding. I have witnessed this happening in schools via questionnaires, school council, the representation of children as young Governors (one governor session a year that happens during the school day) and interviews by supporters of the school, including governors.

### **Sue Savory**

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HIAS

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# Special educational needs

## Supporting pupils with SEND

Before becoming a General Inspector/Adviser for SEND in May 2023, I have worked in a variety of roles linked to SEND including as a Specialist Advisory Teacher for SLCN, an Inclusion Lead, Assessment Centre Lead and as Headteacher in a special school in Kent. I would say that the area of SEND which I am most interested in is supporting students with social, emotional and mental health needs (SEMH) and building an appreciation of the underlying causes of behaviour.

In this article, I thought it might be useful to consider some most common challenges staff currently face in our primary school provision and to share successful strategies and signpost available resources to support inclusion.

### Positive behavioural support

Positive behavioural support is a proactive approach that focuses on teaching students' appropriate behaviour and providing the supports necessary to sustain that behaviour.

A school can support pupils at the primary stage of learning by adopting positive and constructive approaches to managing challenging behaviour rather than traditional punitive measures. For example, a common reaction to challenging behaviour is to take away break times because of negative behaviour. Playtime is crucial for children's social, emotional, and cognitive development. Instead of taking it away as a punishment, schools can use breaktimes as an opportunity to reinforce positive behaviour and social skills. Breaks are a vital time for students to self-regulate allowing them to recharge and refocus.

We have seen a rise in suspensions in schools, particularly post pandemic. We understand that not only do suspensions disrupt the student's learning process, but they also fail to address the root cause of the behaviour leading to feelings of resentment and disengagement from school. We must look at alternate approaches that are proactive in fostering a sense of belonging for every member of your school environment, rather than reactive. We must listen and provide the necessary support to model what positive behaviour looks like such as restorative practices, mentoring and techniques to self-regulate.

Further information about self-control can be found on <https://positivepsychology.com/self-control-for-kids/> along with techniques that can be used to facilitate self-control in young children, along with a variety of worksheets and games that might prove useful.

We have seen a rise in suspensions in schools, particularly post pandemic. School leaders can often find themselves conflicted when it comes to suspensions and while some schools potentially make over-use of suspensions, others do it reluctantly and as a last resort. We understand that all too often suspensions disrupt the student's learning process and can also fail to address the root cause of the behaviour. This, in turn can lead to feelings of resentment and disengagement from school. We must look at alternate approaches that are proactive in fostering a sense of belonging for every member of the school, rather than reactive. We must listen and provide the necessary support to model what positive behaviour looks like such as restorative practices, mentoring and techniques to self-regulate. The Institute for Public Policy Research make the case for reducing the exclusions in their September 2024 report Who is losing learning? ([https://ippr-org.files.svdcdn.com/production/Downloads/Who\\_is\\_losing\\_learning\\_Sept24.pdf](https://ippr-org.files.svdcdn.com/production/Downloads/Who_is_losing_learning_Sept24.pdf).)

## The importance of correctly identifying pupils' needs

Statistical analysis published by the DfE ([www.gov.uk/government/collections/statistics-special-educational-needs-sen](http://www.gov.uk/government/collections/statistics-special-educational-needs-sen) – updated in June 2024) indicates that that the most common area of SEN need for pupils at the SEN support stage is SLCN with 25.6%, (or one in four) having this as their primary identified need. These individuals might well struggle with expressive language and the spoken word. Specifically, they may have difficulty with word-finding, grasping new vocabulary and may demonstrate word confusion. As the demands on their attention increase, these challenges may start to affect their working memory and auditory processing.

As children grow older, these SLCN needs are often misinterpreted as SEMH issues. Children may exhibit behaviours such as anger, frustration, withdrawal, ignoring or not following instructions. These children may also struggle with turn taking which leads to isolation from their peers. Misinterpretation of a child's needs can lead to inappropriate interventions that do not address the root cause of the child's difficulties.

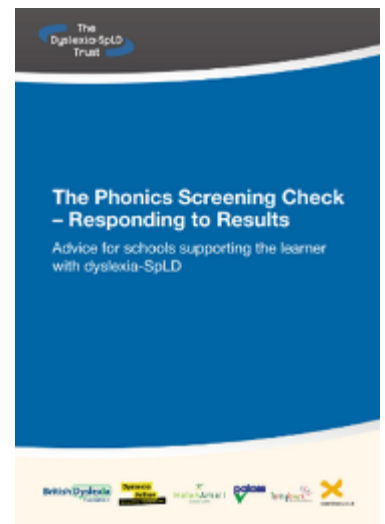
In my experience, the best approach to supporting SLCN is through play. It is the best way to monitor attention skills early on.

As a child develops attention skills, they can then start to develop their receptive and expressive language skills. This foundational development comes before verbal communication.

As a child moves up into Year 1 and 2, we may see increasingly more difficulties around attention and listening, particularly around following instructions. Teachers, support staff and parents who are looking to support children with their attention and listening skills may find the NHS webpage about attention and listening skills useful:

[www.cambspborochildrenshealth.nhs.uk/speech-language-and-communication/attention-and-listening-skills/](http://www.cambspborochildrenshealth.nhs.uk/speech-language-and-communication/attention-and-listening-skills/).

If a child has difficulties with phonics and does not pass the phonics screening check test first time, it is worth considering a dyslexia screen to see whether dyslexia may be the underlying cause. Further advice for schools can be found via: [www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-phonics-screening-check-supporting-the-learner-with-dyslexia-spld.1354721413.pdf](http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-phonics-screening-check-supporting-the-learner-with-dyslexia-spld.1354721413.pdf).



## Working memory

*“Working memory refers to the ability to hold in mind and manipulate a limited amount of information over short periods of time.”*

Waterman and Miller – Working memory: a practical guide for teachers.

After the EYFS stage the demands on our working memory and auditory processing increase.

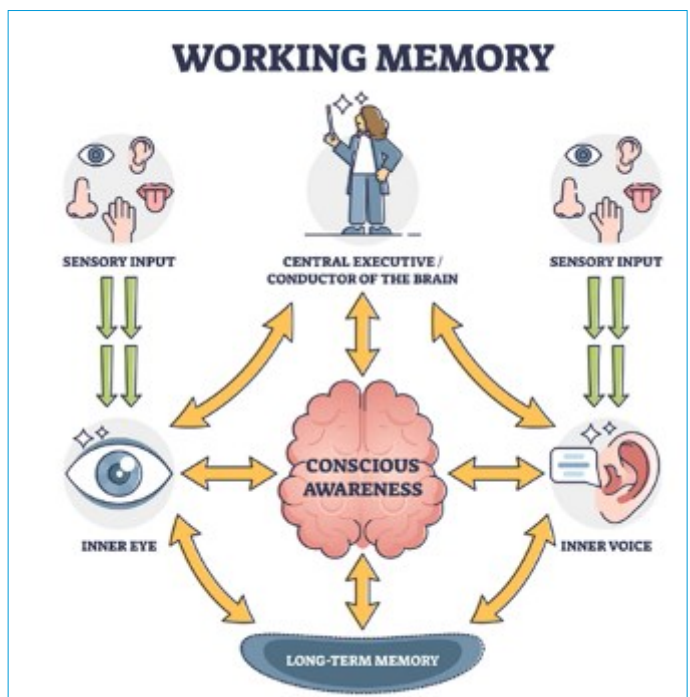


Image from *Working memory model in psychology* (Baddeley and Hitch): [www.simplypsychology.org/working-memory.html](http://www.simplypsychology.org/working-memory.html).



This is where we will often see children with underlying SEND needs struggling to acquire new information.

Working memory and processing difficulties are common themes for many people who are neurodivergent.

It is likely that neurodivergent children with SEND may have working memory difficulties. This is not surprising as working memory underpins cognitive development.

Working memory difficulties are also common in children with ADHD. Further details can be found: [www.ed.ac.uk/sites/default/files/atoms/files/understanding\\_the\\_strengths\\_and\\_difficulties\\_of\\_neurodivergent\\_children\\_-\\_a\\_guide\\_for\\_teachers.pdf](http://www.ed.ac.uk/sites/default/files/atoms/files/understanding_the_strengths_and_difficulties_of_neurodivergent_children_-_a_guide_for_teachers.pdf). It is a good idea to do a working memory screener on any child that you suspect may be neurodivergent.

For those who are interested in finding out more about working memory Baddeley and Hitch ([www.simplypsychology.org/working-memory.html](http://www.simplypsychology.org/working-memory.html)) explore the importance of working memory for learning, reasoning and comprehension. The Centre for Applied Education Research document – Working memory: a practical guide for teachers (<https://caer.org.uk/wp-content/uploads/CAER-Working-Memory-Guidance.pdf>) is also a useful for those who wish to better understand about working memory and provides practical suggestions for teachers. Although strategies can be put in place to support working memory difficulties, there is limited evidence that working memory can be significantly improved. However, using support strategies can provide substantial benefits for individuals.

## The importance of early diagnosis

The typical age for diagnosing underlying SEND needs is around age seven. However, white boys are more likely to have their needs accurately assessed early on. Research from the University of Oxford (<https://www.ox.ac.uk/news/2019-02-13-ethnic-minority-children-not-equally-identified-special-education-needs>) suggests that this is much later for girls and children from UKME backgrounds especially if they also have EAL.

If a child's needs are not correctly identified in primary, this may lead to them transitioning to secondary without their underlying needs being assessed. It is much harder to get an assessment of needs at secondary school age unless a child presents with noticeable challenges. It is vital that we work as closely as we can with parents/carers to ensure that we have an accurate and holistic overview of a child's needs.

## Concrete learning opportunities

Children and young people with difficulties around auditory processing and memory retention, such as those associated with SLCN, must rely on their visual memory more. Visual memory involves the ability to recall things that have been previously viewed. It makes sense therefore that integrating real objects and experiences into the learning process can enhance understanding and retention. For example, using physical items in lessons can help children grasp abstract concepts more easily. Two successful methods for this are through:

### Visual memory support

Utilising tangible materials and visual aids (such as checklists, key words, pictures and symbols) can support visual memory and make learning more engaging. This approach is particularly beneficial for children who struggle with traditional learning methods. I would advocate a similar progression to the concrete, pictorial, abstract (CPA) approach used as part of maths mastery to support visual memory in children, especially those with learning difficulties.

### Hands-on activities

Look to provide students with numerous real-life opportunities through hands-on activities in relevant environments, such as trips to local shops, using public transport, and visiting farms. It is also beneficial to encourage parents to participate by doing similar activities at home or accompanying children on school trips. This approach is particularly effective at the start of a topic, as positive memories make learning more meaningful.

## Conclusion

Creating an inclusive learning environment for students with SEND involves a combination of individual support and whole-school strategies. By building staff professional understanding of work around speech and language development, focusing on positive behavioural support, ensuring accurate diagnosis of pupils' needs and by creating regular concrete learning opportunities, schools can significantly enhance the learning experience for students with SEND and ultimately create a true sense of belonging for all pupils.

More information can be found in the SEN support toolkit (<https://sen.hias.hants.gov.uk/course/view.php?id=50>) available free for all Hampshire schools. The toolkit works hand in hand with our SEN support Line (<https://forms.office.com/pages/responsepage.aspx?id=tdiBPwf uF0yGnB20OQGNm3Xsgr4M8cdCjyOb7q3YWp JUN1dQN1INTThKSTVOVVJKTFpNSEhNWUJL OS4u>) where you can get support from experienced SEN professionals.

### Frances Akinde

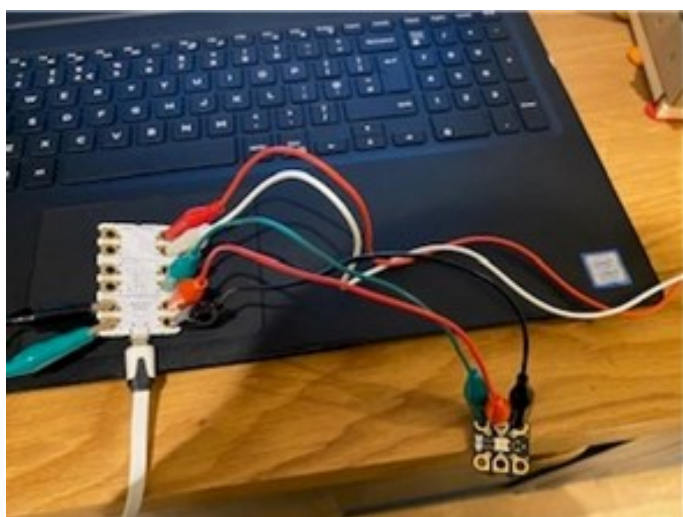
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# Design and technology

As always, I was pleased to be asked to contribute to this edition of the *Primary Update* and share with you what is happening around Hampshire and beyond in terms of design and technology (D&T).

## News



You might have noticed that our popular termly design and technology support group workshops (formally known as primary network clusters) have changed format again recently. After listening to feedback, we decided to offer more sessions across Hampshire to make it easier for teachers to attend after school. The continuation of this wider offering is dependent on continued attendance, so please book now for our Autumn term meetings to avoid disappointment.

Our focus of the last two support workshops was to look at computer aided design and manufacture (CAD/CAM) and programming and control and how we can develop these in the primary D&T curriculum.

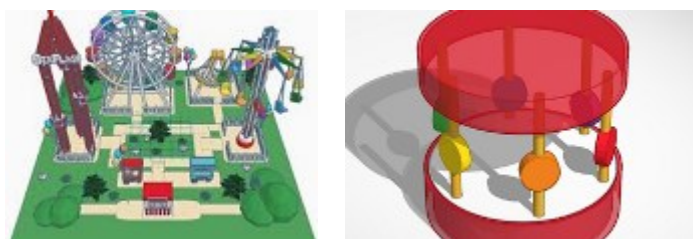


We had great fun in exploring different ways of using programming and control by building and programming moving fairground rides using Crumble and investigating the way different mechanisms work.



We also looked at cross-curricula links with other subjects by assisting the design process in DT by using Tinker CAD (a free web app for 3D design, electronics and coding): [www.tinkercad.com](http://www.tinkercad.com). We

finished the sessions with a *make and take* project that could be adapted to suit the individual needs of the classes to be taught.



Researching, making and programming our *fairground rides* was a great success and we incorporated lots of the skills and knowledge we had been exploring during the session.



Attending the termly design and technology support group workshops is one way of ensuring that you are teaching both high-quality and relevant design and technology. These hands-on workshops are an opportunity for teachers to build practical skills and ideas for taking back to the classroom. Those teachers that attend these workshops have often used the ideas from these groups in their own classrooms and STEM clubs with great success and some have even offered CPD to their school.

The termly design and technology support group workshops are available to book now. These twilight sessions offer a valuable opportunity for you to participate in practical activities and meet other teachers to share ideas and thoughts about design and technology in the classroom. The focus for the autumn session is progression of skills and knowledge. It is not too late to book, but places are filling up fast!

## Support with D&T curriculum reviews

From September 2019 Ofsted changed the way it inspected schools, colleges, further education institutions and early years settings in England when the common inspection framework (CIF) was replaced by the education inspection framework (EIF).

It is important to understand that the new inspection framework represented a shift in focus. Its aim was to:

- put the curriculum at the heart of the new framework (foundation subjects as well as core)
- put more emphasis on the quality of education and care as a whole
- reduce the focus on data, particularly internal progress data.

There has never been a better time to review your design and technology curriculum provision.

Over the last few years, I have visited many of Hampshire's primary schools to audit the design and technology curriculum on offer alongside the subject lead or coordinator. This then leads to a collaborative long-term plan from which we can start to audit the skills and projects offered and consider children's progression through the subject. This process covers the various disciplines that are part of a full and rich design and technology curriculum.

If you would like assistance in reviewing your current provision or refresh and develop your existing curriculum, please feel free to contact me on:

Email: [sarah.pook2@hants.gov.uk](mailto:sarah.pook2@hants.gov.uk).

## D&T Moodle

The Hampshire Moodle is full of interesting and useful resources to help with the planning and delivery of design and technology from EYFS to Key Stage 2. Please do not forget to check out our fantastic new and termly updated primary D&T resources, including essential health and safety information. <http://designandtechnology.hias.hants.gov.uk/>.

## Training for new D&T subject leads

The popular course *Being a design and technology subject co-ordinator* in the primary school will be running again this year to give new and aspiring design and technology subject co-ordinators confidence in leading and managing their subject. Practical activities will provide participants with tools and structures for planning and assessment and there will be opportunities to share good practice.

You will learn to:

- advocate confidently for design and technology as a subject in your school
- plan effectively in the long, short and medium-term
- assess children's progress in the subject
- create an action plan for developing design and technology provision.

The impact of this will be:

- vision and direction for design and technology will lead to all pupils progressing effectively in the subject
- subject co-ordinator will be able to support, monitor and develop other staff to ensure good quality teaching of design and technology for all pupils.

### Sarah Pook

County Inspector/Adviser for Design and Technology

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# Courses

Details of our upcoming courses and networks are provided below. Visit our [Moodle courses page](#) for our full catalogue of professional learning opportunities.

## How to book

All training can be booked via the Learning Zone. To search for a specific course, type the keywords provided in the *Find Learning* box, then click *See Classes* for details of available dates and times.

## Learning Zone guidance

Visit our Learning Zone Moodle information page for [Guidance on accessing the Learning Zone and managing bookings](#).

## Need help?

To speak to a member of the HTLC bookings team, please contact:


Email: [htlc.courses@hants.gov.uk](mailto:htlc.courses@hants.gov.uk)

## Aspiring primary headteachers programme

This professional development is designed to empower deputy headteachers, assistant headteachers and head of school leaders to have a sharper impact in their current roles and to prepare leaders for headship.

The aim is to develop aspiring headteachers: giving the leadership skills, depth of knowledge, theory, breadth of understanding and confidence to take on the challenging but exciting role of being a headteacher.

The programme will strengthen the impact of leaders within their current schools and give them the confidence, skills and knowledge to apply for and successfully secure a headship in the future.

 3 October, 24 October, 28 November 2024, 17 January, 13 February, 6 March and 27 March 2025

 *Aspiring Headteachers*

 Sub £925 / SLA £595 / Full £1110

## Primary computing network

These support sessions cover all aspects of computing, computing science, Information technology and online safety. Delegates will be kept up to date with the latest research, planning, and information on new resources. We also regularly examine staff development, training, assessment, and Ofsted preparation. There is always time to ask questions directly relating to your school's computing journey.

 11 October 2024 North East Hants  
25 October 2024 Basingstoke  
8 November 2024 Havant  
15 November 2024 Eastleigh


 *Autumn Computing Network*

 Sub £135 / SLA £100 / Full £162

## Primary geography network meeting

Termly network meetings are aimed at those responsible for leading and managing geography in primary schools. Geography leaders will develop their subject knowledge and an understanding of strong progression and sequencing to support geography curriculum development in their school while gathering inspiring and creative ideas for leading and managing the teaching of outstanding geography.

There will be one event each full term: Autumn 2024, spring 2025 and summer 2025 which will include arising themes such as developing fieldwork, assessment, and supporting students with SEND.

-  9 October 2024 Fareham
- 10 October 2024 Basingstoke
- 16 October 2024 Eastleigh
- 17 October 2024 Havant

 *Geography Primary Network*

 Sub £90 / SLA £70 / Full £108

## End of key stage assessment for teachers new to Year 6

A comprehensive coverage of issues and information relating to end of Key Stage 2 assessment, including a detailed review of the statutory tests. A one-day course for teachers undertaking end of Key Stage 2 statutory assessment for the first time or those who have not been in Year 6 since 2015.

 17 October 2024

 *Key Stage Assessment*


 Sub £245 / SLA £170 / Full £294

## Securing progress and attainment in lower Key Stage 2 – part 1


A three-session course for teachers in lower Key Stage 2 to support progress and attainment in maths and English.

Following the removal of statutory assessment in Key Stage 1, this course is focused on curriculum planning, as well as aspects of teaching and learning, to support the progress of all children in years three and four by exploring and reverse engineering the six-term journey from end of Year 2 to the start of upper Key Stage 2. Delegates will explore the demands of the Key Stage 1 curriculum, how to build on this and the key priorities to secure in English and mathematics and develop pupil profiles to support confident professional conversations around progress and attainment.

This course is designed to strengthen future progress and attainment at the end of Key Stage 2.

 14 October 2024, 28 January 2025  
(Part 2: 29 April 2025)

 *Progress Attainment*

 Price: Sub £440 / SLA £280 / Full £528

Part 1: Sub £294 / SLA £190 / Full £352

Part 2: Sub £146 / SLA £90 / Full £176

## New headteachers familiarisation day

A full day briefing for new head teachers or acting/interim headteachers, followed by a series of webinars.

Leaders will have the opportunity to network with colleagues who are also new to headship. The content will consist of presentations related to the early period of headship as well as practical advice from expert practitioners.

 15 October 2024

 *Headteachers Familiarisation*


 Sub £245 / SLA £140 / Full £294

## Primary tackling educational disadvantage network

Since the introduction of the new DfE pupil premium strategy templates, schools have been seeking support to ensure strategies are robust. This network aims to support primary leaders in developing meaningful, research-informed strategies to tackle educational disadvantage and to securely embed these strategies into day-to-day practice.

Sessions will provide the opportunity to:

- engage in the process of developing an effective strategy
- explore research evidence and guidance materials and what these mean in practice
- share strategies across schools, working together to explore strengths and next steps
- experience bespoke training in response to identified needs
- network with other school leaders to enable ideas, questions, and approaches to be shared across schools.

|  |                 |                            |
|--|-----------------|----------------------------|
|  | 14 October 2024 | Fareham                    |
|  | 16 October 2024 | Basingstoke                |
|  | 21 October 2024 | New Forest and Test Valley |
|  | 22 October 2024 | Winchester                 |

 *Autumn Primary Disadvantage*

 Sub £90 / SLA £50 / Full £108

## Termly design and technology support group workshop

This termly workshop will offer a valuable opportunity for teachers to participate in practical activities and meet other teachers to share ideas and thoughts about design and technology in the classroom. Participants will gain inspiration and ideas for different starting points and projects for all year groups across the primary age range.

This term we will be exploring the progression of food technology skills and knowledge from EYFS to Key Stage 2 to enhance the primary curriculum in D&T.


|   |                  |                            |
|---|------------------|----------------------------|
|  | 21 October 2024  | Farnborough and Aldershot  |
|   | 22 October 2024  | Havant                     |
|   | 11 November 2024 | Fareham and Gosport        |
|   | 27 November 2024 | New Forest and Test Valley |

 *Autumn Tech Support*

 Sub £155 / SLA £125 / Full £186

## Text-led English learning journeys (Key Stage 1 and Key Stage 2)

The ever popular *Get it write* training is guaranteed to inspire teachers and pupils alike! This course will focus on the HIAS phased learning journey model that develops readers as writers, providing delegates with a treasure-trove of practical ideas and resources to support successful planning and teaching of writing. This course is ideal for teachers who are new to the model, new to teaching, or teachers who just need a little extra support with planning. Teachers in Key Stage 1 and Key Stage 2 welcomed.


 22 October, 21 November, 4 December 2024 and 4 February 2025

 *Text-led*

 Sub £300 / SLA £205 / Full £360

## Being an art subject leader in the primary school

This course will enable you to understand the requirements for your role as art subject leader. You will appreciate the considerations needed to lead and manage the subject, how to plan, prioritise, have a vision for art, communicate your expectations and disseminate good practice.


 23 October and 27 November 2024

 *Art Subject Leader*

 Sub £355 / SLA £270 / Full £426

## Excellence in reading provision at Key Stage 2 – getting the balance right

Over the last few years, research around how to teach reading effectively has been in the spotlight. This course will support class teachers in how to develop reading in the classroom to support children in becoming age related readers at the end of Key Stage 2. It can also support English leads in developing reading teaching at a whole school level. Sessions will include practical ideas around: suitable texts, fluency, vocabulary and knowledge instruction, effective comprehension strategy instruction and scaffolding and challenge in reading lessons.


 5 November, 2 December 2024 and 14 January 2025

 *Excellence Reading*

 Sub £285 / SLA £175 / Full £342

## Leading History successfully at Key Stage 1 and Key Stage 2

A course designed for new primary history subject leaders and also for established subject leaders who would value updating their planning and teaching of history with regard to best practice and National Curriculum requirements for history.


 6 November or 19 November 2024

 *Leading History Successfully*

 Sub £215 / SLA £85 / Full £258

## Life after Key Stage 1 statutory assessment – part 1

This course is designed to support Year 2 teachers in the first year after the removal of Key Stage 1 statutory assessment. Offering CPD at three strategic points in the year, this course will focus class teachers on evaluating the progress and attainment of their students across the academic year 2024/2025 to support reporting to parents, as well as facilitating a smooth transition to Key Stage 2.

 5 November 2024 and 25 February 2025 (Part 2: 20 May 2025)

 *Life After Assessment*

 Sub £365 / SLA £205 / Full £438

Part 1: Sub £244 / SLA £140 / Full £292


Part 2: Sub £121 / SLA £65 / Full £146

## Making headway – part 1


A leadership programme for aspiring deputy headteachers, assistant headteachers and heads of school.

Aims of the programme are to:

- prepare delegates for the role of senior leader
- challenge, motivate and inspire delegates to become future educational leaders
- ensure delegates have a clear and pragmatic understanding of the role of the senior leader and the challenges and tensions of school leadership
- support delegates in understanding their own strengths and identifying areas for future personal development
- prepare delegates for the interview and selection procedure
- develop delegates confidence in their own ability to provide leadership that will make a positive difference to the lives and life-chances of children.

 7 November, 5 December 2024, 9 January, 6 February, 6 March, 27 March 2025 (Part 2: 24 April 2025, 22 May 2025)

 *Making Headway*

 Sub £815 / SLA £420 / Full £978 *\*invoiced over two financial years*


Part 1: Sub £612 / SLA £315 / Full £734

Part 2: Sub £203 / SLA £105 / Full £244



## Inclusive classroom – adapting planning in mathematics for pupils with SEND

This course is designed for mainstream teachers who want to develop their skills and confidence in adapting maths planning to meet the needs of pupils who are working significantly behind their peers. The course will focus on practical strategies for creating inclusive maths lessons focusing on the planning process.

 11 November 2024 and 5 February 2025

 *Inclusive Classroom*

 Sub £220 / SLA £135 / Full £264

## Primary core science co-ordinator network

These meetings across the academic year are for primary science co-ordinators to come together to network with colleagues. These meetings are a chance for science subject leaders to learn about and discuss the latest local and national initiatives in science in order to be fully informed of the developments within the subject.

 11 November 2024 Fleet  
12 November 2024 Basingstoke  
18 November 2024 New Forest  
20 November 2024 Winchester  
25 November 2024 Havant  
26 November 2024 Fareham  
28 November 2024 Fareham

 *Autumn Core Science*

 Sub £95 / SLA £60 / Full £114

## Assessment in religious education in the primary phase

Delegates will receive training in appropriate task-setting in RE, using assessment to improve learning and making judgements about pupils' work in relation to the newly revised RE syllabus *Living Difference IV*.

 20 November 2024


 *Assessment Religious*

 Sub £200 / SLA £125 / Full £240

## Primary assessment network

Termly network meetings for headteachers and leaders with responsibility for supporting assessment, recording and reporting in the school at both Key Stage 1 and Key Stage 2.

 18 November 2024 Basingstoke and Deane  
18 November 2024 Fareham and Gosport  
18 November 2024 New Forest and Test Valley  
19 November 2024 Winchester and Eastleigh  
19 November 2024 Hart and Rushmoor  
19 November 2024 Havant and East Hants

 *Autumn 24-25 Assessment*

 Sub £80 / SLA £45 / Full £96

## Introduction to the Microbit (Key Stage 2)

A hands on day of Microbit project creation. Explore some of the most fun you can have in a Key Stage 2 classroom.

Teachers will:

- learn what programming works best with the Microbit
- come away with programming introduction slides
- explore a variety of different contexts for using the Microbit
- build and program working models
- find out about free Microbit planning from multiple sources.

 22 November 2024

 *Microbit*

 Sub £405 / SLA £320 / Full £486

## Ofsted briefing – Education Inspection Framework 2019

These termly briefings aim to deepen the knowledge and understanding of headteachers and chair of governors in respect of the current Ofsted inspection framework. The sessions are particularly targeted at schools who are likely to be inspected by the end of the summer term 2025.

There will be opportunities to review information relating to the latest national and local inspection trends and patterns and consider implications for their own school. Additional input will be provided by headteachers of schools that have been recently inspected under the current framework (2019) and members of the primary phase inspector team who support schools through the process.

A senior leader and chairs of governors are invited to attend but do not need to book a place. Headteachers who have booked a place will receive the course details, which they should share.

The course price entitles a school to three places at the briefing (the headteacher, senior leader and chair of governor).

 28 November 2024


 *Ofsted Briefing*

 Sub £200 / SLA £95 / Full £240

## Help I am an art manager

To assist those teachers becoming a primary art manager to consider all the things necessary to effectively lead art in a primary school.

To develop an understanding and knowledge of the requirements to lead and manage art in a primary school through a multi session course, that will enable you to conduct action research and share and reflect on your developments and progress over time.

 3 December 2024, 7 January and 26 March 2025


 *Art Manager 24*

 Sub £510 / SLA £440 / Full £612

## Becoming an effective leader – part 1

This course aims to deepen the knowledge and understanding of primary teachers in how to be an effective leader. Whether beginning the journey of leading a subject, a year group or overseeing the pupil premium strategy, having the skill set and confidence to lead change is fundamental to improving outcomes for pupils.

The six half day sessions, spread across the school year will include opportunities to put theory into practice with members of the Primary Phase Inspector team supporting teachers through the process.

 27 November 2024, 23 January, 11 March 2025  
(Part 2: 30 April, 17 June and 2 July 2025)

 *Effective Leader*

 Sub £655 / SLA £480 / Full £786 Split across FY's

Part 1: Sub £328 / SLA £240 / Full £393

Part 2: Sub £327 / SLA £240 / Full £393

## Primary SENDCo network meeting (Webinar)

Virtual meeting to update on key issues pertinent to the SENDCo in schools.

Learning outcomes:

- understand local and national issues
- understand any impending changes or publications
- understanding the services and support on offer
- to inform on any statutory guidance queries
- to ensure best practice is understood and shared.

 11 December 2024

 *Autumn Primary SEN*

 Sub £45 / SLA £35 / Full £54