



Primary Update



Spring 2025 – Contents

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Foreword

Welcome to the spring 2025 edition of *Primary Update*. Once again, this edition contains a range of articles drawing together essential updates linked to foundation curriculum subjects as well as aspects of the wider school provision.



Provision for individual pupils is a focus. Articles considering how schools can most effectively support pupils with a social worker and a useful tool to review the school's relational approach are included. Embedded within the articles are useful suggestions signposting both practical resources and online links.

In addition, articles within the publication provide guidance on the development and delivery of foundation subjects, including music, design and technology, geography and modern foreign languages (MFL). There is information on how schools can sign up for the Climate Unity Artivism Project, as well as an article which includes useful guidance on the Early Years Foundation Stage (EYFS) curriculum.

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

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

Thank you to everyone who has contributed articles and updates.

Lindsay McCarthy

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Climate Unity Project 2025



**CLIMATE UNITY
PROJECT** One world
for us all



How can your school be involved in the Climate Unity Artivism Project 2025?

Stop press ... exciting news ... we are continuing with Climate Artivism in 2025 with an installation at the Winchester School of Art's gallery. Working with the Gallery Manager, Kate Maple, an exhibition will feature inside and outside of the venue from 10 July-16 August 2025. The address is the Winchester Gallery, Park Avenue, Winchester, SO23 8DL. We will ask you to take your work to the gallery from late June.

Through the project you will explore what place and climate change means in your locality and how we must also be part of a global conversation. Further information and art packs are being created and will be sent out once you have signed up. Sign up via this form: [Climate Unity Artivism project 2025](#), alternatively email me: jayne.stillman@hants.gov.uk to express your interest.

You are invited to provide 2D and 3D artwork. The 2D work will be your visual ideas about your environment, these will be collected to be used for textile banners that will be weatherproofed and hung outside of the gallery.

You are asked to create as many spherical 3D sculptural planets as you can to create a collaborative art piece. The artwork will embody messages about looking after our world near and far. Artists of local, national and international reputation are being invited to participate in the Artivism challenge.

The project encourages the *think local, act global* message and engaging people in thinking about positive action within their own community and communal spaces.

The exhibition will feature drop-in workshops in the gallery during the exhibition for people to continue to contribute to the exhibition. Support school visits and bespoke workshops for schools may also be available with a Teams meeting planned to discuss ideas in early January.

I look forward to you joining this project. Please do get in touch if you would like me to come and work with you to support your art offer and curriculum in school and if you would like me to develop and support you with this Artivism project.

Jayne Stillman

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Design and technology

How do we engage our primary school children in *real-world problem solving* through design and technology?

Design and technology (D&T) education offers a unique opportunity to engage primary school children in solving real-world problems. By integrating practical D&T learning journeys that address genuine issues, we as teachers can inspire creativity, critical thinking, and a sense of purpose in our children and their D&T learning journey. Below are some strategies and examples to support you to deliver engaging D&T learning journeys that solve real-world problems.

Identify relevant problems

A good starting point is to identify problems that are relevant to your children's lives and school community. This could be anything from environmental issues, such as reducing plastic waste, to social challenges, like improving accessibility for people with disabilities. By choosing problems that children can relate to, you can make the learning experience more meaningful and engaging.

Incorporate student interests

Try to involve children in the process of selecting the problems they want to tackle. This can be decided through sessions where children share their ideas and concerns. As we know when children have a say in what they are working on, they are more likely to be invested in their learning. For example, if children are passionate about animals, a D&T learning journey could focus on designing shelters for local wildlife.

Use project based learning (PBL)

PBL is an effective approach for integrating real-world problem solving into D&T. In PBL, children can work on a D&T learning journey over an extended period, which allows them to delve deeply into the problem and develop in-depth solutions. For example, a D&T learning journey to design a community school garden can involve researching plant types, planning the layout, and building garden structures, integrating science, mathematics, and D&T.

Encouraging collaboration

Real-world problems are often complex and require collaborative efforts to solve. Try to encourage children to work in teams, where they can share ideas, divide tasks, and learn from each other. As we know collaboration not only enhances problem-solving skills but also teaches children valuable teamwork and communication skills. An example of this would be to create a recycling programme at school which could involve different groups focusing on different areas such as education, collection and sorting.

Integrate technology

Incorporating technology can enhance children's ability to solve real-world problems. Use tools like 3D printers, coding platforms, and digital design software to bring children's ideas to life. For example, children can use CAD software to design prototypes of their solutions and then print them using a 3D printer. This hands-on experience with technology can make the learning process more engaging and relevant. CREATE education run a scheme where you can borrow a 3D printer, 3D scanner or vacuum former. For more information or to fill in the application form: www.createeducation.com/loan-scheme.

Connect with the community

Try to involve the local community in your D&T learning journeys. This could include inviting guest speakers, such as local engineers or environmentalists, to share their expertise and provide feedback on children's D&T learning journeys. Additionally, children can present their solutions to community members, which gives them a sense of accomplishment and real-world impact. For example, a D&T learning journey to design a playground can involve consultations with local parents and children to ensure the design meets their needs.

Reflect and iterate

Encouraging children to reflect on their D&T learning journeys and iterate on their designs is fundamental in a successful D&T learning journey. Reflection helps children understand what worked well and what could be improved. As we know this iterative process is crucial in D&T, as it mirrors the real-world practice of refining solutions based on feedback and testing.

Engaging learners in *real-world problem solving*

If you feel that you would like to engage your children in some *real-world problem solving* through D&T, here are some suggestions for interesting topics.

Designing assistive devices

Children can work on designing simple assistive devices to help people with disabilities. For example, they could create a tool to help someone with limited hand mobility to open jars or a device to assist with reaching high shelves. This D&T learning journey can involve empathy exercises, where children try to understand the challenges faced by people with disabilities, and then use their creativity and technical skills to design practical solutions.

Creating sustainable fashion

A D&T learning journey focused on sustainable fashion can teach children about the environmental impact of the clothing industry and encourage them to think about eco-friendly alternatives. Children can design and create clothing or accessories using recycled materials or natural fibres. This D&T learning journey can integrate lessons on environmental science, art, and D&T, and can culminate in a fashion show where children present their creations.

Building birdhouses

Designing and building birdhouses can be a fun and educational D&T learning journey, that connects children with nature. They can learn about different bird species and their habitat needs, and then design birdhouses that provide suitable shelter. This D&T learning journey can involve research, planning, and hands-on building, and can be integrated with science lessons on local wildlife and ecosystems.

Developing a school garden

Creating a school garden can teach children about sustainability, biology, and nutrition. Children can design the layout of the garden, choose plants that are suitable for the local climate, and build garden beds and other structures. This D&T learning journey can involve collaboration with the science curriculum to learn about plant biology and with mathematics to calculate the area and volume of garden beds.

Designing a recycling programme

Children can design and implement a recycling programme for their school. This D&T learning journey can involve researching different types of recyclable materials, designing collection bins, and creating educational materials to encourage their peers to recycle. Children can also analyse the impact of their programme by measuring the amount of waste diverted from landfills.

Creating educational games

Children can design and create educational games that help teach younger children about various subjects. For example, they could create a board game that teaches mathematical concepts or a card game that helps with vocabulary building. This D&T learning journey can involve collecting ideas, prototyping, and testing the games, and can integrate lessons on game design, education, and D&T.

Designing water conservation solutions

A D&T learning journey focused on water conservation can teach children about the importance of preserving this vital resource. Children can design and build devices that help reduce water usage, such as rainwater collection systems for school or the wider community. This D&T learning journey can involve research on water conservation techniques, designing prototypes, and testing their effectiveness.

Creating public art installations

Children can design and create public art installations that address social or environmental issues. For example, they could create a mural that raises awareness about climate change, or a sculpture made from recycled materials. This D&T learning journey can involve cross curricula collaboration with art and local artists and can help children learn about the power of art to communicate important messages.

These D&T learning journeys not only engage children in meaningful learning experiences but also help them develop a range of skills, from critical thinking and creativity to collaboration and technical proficiency. By tackling real-world problems, children can see the impact of their work and feel empowered to make a difference in their own communities.

If you would like any further advice on any aspect of design and technology please contact sarah.pook2@hants.gov.uk.

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Early Years

Strong foundations in the first years at school: the Reception year

In September 2021, the EYFS reforms were implemented across the country and included changes to the EYFS statutory framework. These were designed to:

- improve outcomes at age five, particularly for disadvantaged children, with a focus on early language and literacy
- reduce workload such as unnecessary paperwork, so teachers can spend more time with the children in their care.

The key points of the EYFS reforms focused on:

- the importance of formative assessment
- a reduction in evidence collection, as this often meant that opportunities to move children's learning forward were often being missed
- a focus on interactions to develop children's language and learning
- a move away from using *Development Matters* curriculum guidance incorrectly as an assessment tool
- a chance to return to using *Development Matters* to support curriculum design and development.

Strong foundations in the first years of school

In October of this year Ofsted published their report *Strong foundations in the first years of school* which examines how schools can ensure that the foundational knowledge and skills that every child needs by the end of Key Stage 1 are secured.

These give children the best chance of educational success. The report places an emphasis on key areas that schools should focus on, and these areas continue to strengthen the messages from the EYFS reforms. It is important to consider what this document and the reforms highlight for children's first year in school. There continues to be a drive towards ensuring clarity and purpose of clear curriculum progress models, as well as the importance of focusing on what children need to learn, rather than what children need to do.

Foundational knowledge and skills

To fully embrace the findings of the report there is a need to clarify what the foundational knowledge and skills are. This can be summarised as:

- the ability to communicate effectively, read, write and calculate
- secure understanding of the world around them
- secure personal, social and emotional development
- well-developed executive function.

Executive function

It is critical that children are given opportunities to develop executive function in their first years of school. It is crucial for both personal development, wellbeing and also for learning. Strong executive function skills allow children to explore their ideas, navigate challenges as the ability to stay focused whilst doing these things.

Executive function refers to the set of skills that allow us to stay focused as well as the ability to remain organised and get things done. It allows:

- children to focus their attention on what actually matters without allowing external factors to distract them from their purpose

- children to develop the ability to be able to hold information in their mind and allows them to work on it
- children to develop the ability to focus on their goal and know how they will reach that outcome as well as be able to assess when it is pertinent to adapt the approach they have taken, in order for them to achieve it
- children to have mental flexibility, resilience and perseverance.

Executive function must be developed in tandem with self-regulations. It is hard for children to remain focused on a task if they do not understand and have the ability to control their emotions.



Schools need to ensure that EYFS teachers consciously plan to support the development of children's self-regulation and executive function. They need to consider how they will support children to focus their attention and develop independence. Children in EYFS need opportunities to develop fluency in foundational knowledge and skill development as this will allow the children to succeed and support the development of the characteristics of effective teaching and learning and also develop executive functioning skills.

If you want to know more the Early Years Advisory team offer training which focuses on PSED in practice and can be booked via the [Learning Zone](#).

The curriculum in Early Years



The curriculum plays a vital role in underpinning EYFS provision and pedagogy so therefore an Early Years curriculum must identify clearly what children need to learn. Where detail is lacking around learning, it impacts on:

- how adults are used to facilitate learning
- how the environment is set up and resourced
- how effectively teachers plan for learning
- assessment, which should be drawn from teacher understanding of each child, often through observational assessment.



Too often in Early Years the curriculum becomes a list of activities, these can often look aesthetically pleasing and children can appear busy. However, there is a danger that this becomes a list of activities that children need to do, rather than experiences which will move children's learning forwards.

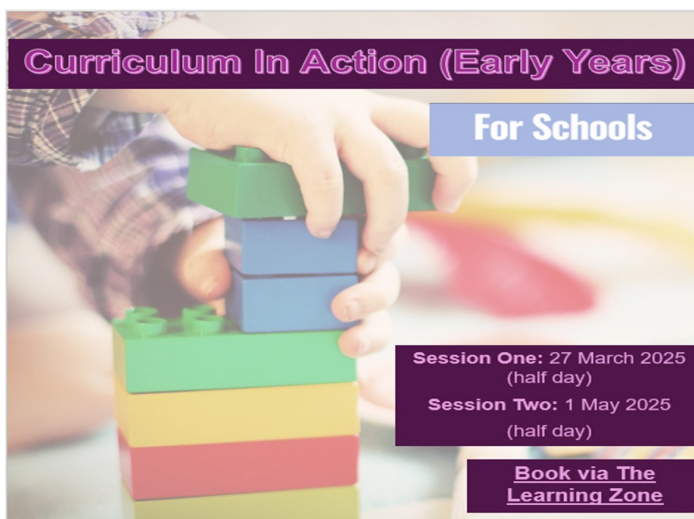
Providing a series of activities will often keep children busy but this is simply not enough. If the curriculum has been set out with clarity over what children need to learn, what foundational knowledge and skills they need to develop, and at what point, then staff are more likely to emphasise it in their teaching. This is why it is important that schools recognise that a list of topics or themes does not constitute a curriculum.

A key part of EYFS pedagogy is ensuring that the physical environment, adult led experiences, and the role of the adult (teaching) are all embedded and support learning. It is not just about considering what areas we want in the physical environment and then resourcing it with standard equipment, it is about considering the learning intent and the needs of the children.

The Early Years Advisory team are currently developing new training which will focus on appropriate implementation of the EY curriculum. [Learning Zone: EYFS – Curriculum in Action.](#)

Introduction of complex tasks too soon

By only focusing on a topic, theme or an interest might draw teachers to provide activities that link only to that topic. For example, writing frames or tracing activities may not be appropriate for a cohort of children whose physical development is still focused on shoulder pivot or elbow pivot, or may not have the core stability to sit at a table, so the use of such activities, focused on intricate fine motor skills, at this point is an example of introducing complex tasks too soon. It is for teachers to consider the most appropriate ways to support children to reach a point where they have the physical dexterity to achieve more intricate fine motor development.



To ensure that there is clarity and detail and the important knowledge that children need to learn is included in the curriculum, teachers should use:

- the educational programmes outlined in section one of the statutory framework for EYFS. These provide a skeleton that identifies the foundational skills children are required to learn
- high-quality texts and sources of information around typical child development
- transitional information about the needs and interests of the children as well as the cohort's different starting points.

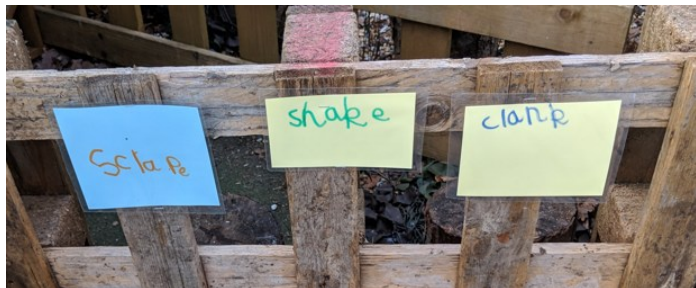


The example used in *Strong foundations in the first years of school* identifies that children in Year R are often asked to write stories or to recount recent events. This does not take into consideration, key developmental stages of learning and development that our youngest children require.

Consideration must be given to what underpinning foundational skills children need to have secured before they are expected to *transcribe*.

- Do they have the physical development that will allow them to sit and hold a pencil comfortably and use it effectively or do they require more opportunities to develop the preceding physical skills first?
- Do they understand the sequence of stories?
- Do they have a wide range of vocabulary that they can draw upon?
- Can they orally retell a story?
- Can they act it out?

Likewise, teachers need to consider whether children have the experiences to share when they are asked to *write* – so thought must be given to cultural capital and how schools can support personal development. You can find out more in regard to physical development at the Early Years Advisory team training: [Learning Zone: Let's Get Fit to Learn in Reception](#).



Sometimes tasks do not offer a fair opportunity to learn. For example, if we ask children to talk about or write about their holidays or their weekend, some children have fewer opportunities in their home lives and therefore have little to talk or write about.

Ultimately, is there a purpose behind the task they are going to write about? Do they feel motivated and engaged? Or is this a holding activity that children will see as a tick task to get to what they really want to be doing *playing* in the environment.

Inappropriate use of play

The use of play in early years is identified as part of the statutory requirements for EYFS in the statutory framework. This is because our youngest children learn best through playful experiences. Children demonstrate their embedded learning when initiating their own play and this is when opportunities to observe whether the skills and knowledge that are being taught are being used, which can inform assessment for learning. The report also highlights that play is a principal element of EYFS pedagogy and practice and highlights the opportunities that well thought out play provides. However, emphasis is given to when play-based learning in Reception classes, does no more than occupy children's time.

Unplanned play-based learning reduces:

- opportunities to challenge children's thinking
- opportunities to develop problem solving skills
- opportunities to develop persistence or to learn how to collaborate with others
- opportunities for high-quality observational assessment of children's embedded learning.

When the play is not thought out carefully and linked to learning intent it will only serve to keep children busy rather than supporting their development.



The environment is incredibly important in developing and supporting children's learning, and the role of the adult is to facilitate and move children's learning on, whether through direct instruction or through playing alongside the children, within the environment. The majority of schools have provided environments which offer a range of activities and experiences. However, this is only effective if it draws on the needs and interests of the children and also the curriculum intent. Therefore, it is critical that there is time devoted to careful planning and consideration about how both the environment and the role of the adult support and develop the learning intent.

Consideration must be given to:

- identifying what resources and experiences should be offered to the children
- which approach is better suited to a particular form of knowledge
- how best children can learn what is intended.

Interactions

Research demonstrates that children who struggle with learning tend to have fewer social conversations and caring interactions with adults than other children. Sadly, these are the children who need this most. It is easier to engage with the more sociable children particularly in Year R than those children who are quieter or even withdrawn who tend to shy away from adult engagement. These children can go unnoticed and therefore opportunities to move learning forward can be missed and chances to draw on observational assessment are neglected.

There are also children who present with more challenging behaviours often as a result of inappropriate task design or options for learning. The interactions these children have tend to focus on managing their behaviour which again leads to missed opportunities.

You can discover more about how to develop meaningful interactions at the Early Years Advisory team [sustained shared thinking training](#).

Encouraging children to engage

We know that the statutory framework for EYFS identifies the importance of drawing on children's needs and interests. Too often this is forgotten and the experiences offered to the children, particularly through enhancements and provision, do not engage the children. This will often mean that children do not access this learning which leaves them without sufficient time to practise and consolidate learning. For example, teachers often describe how Year R boys do not want to engage in the mark making area – perhaps the environment should offer mark making in different areas and teachers should assess what the interests are that would engage them in writing and mark making so that they feel motivated to engage.



Evidence collection

There is no requirement for physically recorded evidence in Year R since the EYFS reforms identified that EYFS assessment should be drawn predominantly from a teacher's professional judgement. However, the findings of research for the *Strong foundations in the first years of school* report highlighted that there is still some assessment practice continuing which takes up too much time and yet does not provide a reliable picture of what children know and can do.

It is for schools to decide what evidence they wish to keep and how, but there is clear guidance from the Department for Education (DfE) and Ofsted that this should not be collected just to *prove* the learning is taking place. Leaders should question why any recorded evidence is agreed upon and what its purpose is. Taking photos and making notes can be time-consuming and can take teachers and other adults away from engaging with the children. This can result in missed opportunities. Schools should consider what benefit photographs offer, as they often show the curriculum coverage only and who participated in what activities. It pays little benefit to showing what children actually learned. Schools should therefore consider what evidence they want to physically record and the rationale for why. If the answer is only to prove that learning is taking place this should be carefully reconsidered.

Professional dialogue

There is still some concern about assessment practices not providing sufficient time for teachers to engage in professional dialogue with colleagues and this is highlighted in the *Strong foundations* document. To hand over the EYFS profile data alone will only serve Year 1 teachers in having a basic knowledge of the children who are ready to access the Key Stage 1 curriculum (those children who have attained good level of development (GLD)) and knowledge of who is not ready. It does not provide the detail required to give Year 1 teachers a well-rounded picture of the development of each child.

The information that is shared at this transition point should enable Year 1 teachers to consider how they might need to adapt their curriculum intent to support the needs of all children, but more specifically those who are not in a position to access Key Stage 1 learning. This should also be remembered when children transition from preschool to school, Year R teachers need to have a well-rounded picture of children's needs and interests to ensure that the right opportunities are provided from day one in school.



In summary

- Developing executive function is crucial for all children.
- It is important to consider curriculum content and design carefully, taking account of what to teach, when to teach it and how to teach it.
- Schools should avoid making tasks too complicated and overloading children's working memory and consider the underpinning skills which need to be embedded first.
- Unplanned play and activities alone are not enough.
- High-quality interactions with knowledgeable adults are vital.
- Learning must be irresistible to ensure all children want to engage and adults must play a role in facilitating it so that children do not opt out.

Interacting with children, to find out what they know and can do, is more effective than stepping back to collect physical evidence.

Time must be given for high-quality professional dialogue to ensure that teachers have a well-rounded picture of each child's development at each transition point.

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EMTAS Traveller Team



From the coming spring term, there will be changes to the EMTAS Traveller team. There will no longer be traveller support workers who come into schools to work with small groups of Traveller and Showmen pupils. Instead, the offer to schools now includes a Traveller/Showmen clinic once a term. The clinic will be run by EMTAS specialist teacher advisers who will meet with small groups of Traveller/Showmen children to discuss their learning with them along with any relevant issues raised by school staff that need addressing. The EMTAS specialist teacher advisers will also discuss the children's attendance and aspirations and carry out a wellbeing survey with each child. Clinics like this already run in secondary schools and are successful in building relationships, improving attendance and supporting transition.

Because of the above change, school staff will no longer need to fill out referral forms for individual Traveller or Showmen pupils. If a school wants a clinic, they will instead be asked to complete a simple spreadsheet giving basic information about the focus Traveller/Showmen children for the visit. This will be done in advance of the clinic, enabling the EMTAS specialist teacher adviser to come prepared.

From EMTAS, Hampshire maintained schools can continue to access coffee events, Traveller Excellence Award (TXA), Gypsy Roma Traveller History Month (GRTHM) and other Traveller and Showmen-related resources, webpages, eLearning, network meetings, Cultural Awareness Training for staff and ad hoc advice on Traveller-related issues. Academies and other settings may purchase any of these services from EMTAS.

The team look forward to working with you and your Traveller and Showmen communities through 2025. If you have any queries, would like to discuss aspects of practice and provision for Traveller and Showmen learners at your school or wish to book a clinic, contact:

Email: emtashants.gov.uk.

Talk Rich Teaching Project

In collaboration with Professor Naomi Flynn from the University of Reading, the EMTAS Specialist Teacher Adviser team has been working on a Talk Rich Teaching Project. The project focuses on oracy as a tool for learning, a key aim being to support schools in reducing *teacher talk* in classrooms, thus allowing the space to become talk rich through increased *pupil talk*.

The five principles that form the structure of the *Talk Rich Teaching Toolkit* are:

- school belonging
- talk-rich
- collaborative
- inquiry-led
- small group.

Whilst the project is designed to support those for whom English is an additional language (EAL) and children from Traveller communities in particular, best practice for all students is woven through these five principles.

Knowing the pressures teachers and support staff are under, the project focuses on making **small-step changes** that will deliver **long-term gains** in terms of outcomes for pupils.

Currently, 11 primary schools across Hampshire are engaging with the project whilst in its pilot phase. These schools have each chosen those elements of the project that will be the best match for their school community. Staff are then implementing the skills and strategies recommended in the *Talk Rich Teaching Toolkit* resources. Hence the project will look different from school to school, with scope for practitioners to tailor it to meet their own needs, interests and whole school development targets.

The resources available to schools enable practitioners to access clear guidance on implementing the project for learners with EAL at varying levels in their acquisition of English and for Traveller children. They include *getting started* guidance for leadership teams, class teachers, EAL and Gypsy, Roma, Traveller (GRT) leads and learning support staff.

Principles of the Talk-Rich Teaching Toolkit



School belonging



Talk-Rich



Inquiry-Led



Collaborative



Small group

These principles underpin and drive all the activity described in this toolkit.

They are derived from research in both the US and the UK which has found that learner outcomes improve when teachers' planned activities reflecting these principles.

Schools and teachers may choose to focus on developing some rather than all of the principles in their practice.

The following slides explain the rationale behind each principle and the relationship between them.

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In the spring term, each of the schools will have a visit from Professor Naomi Flynn and the EMTAS specialist teacher adviser linked to the school; this is an opportunity for the schools to showcase what they have done through their engagement with the project, and any outcomes they have achieved so far. Once the pilot phase is complete, the plan is that other Hampshire maintained schools will be able to access the Talk Rich Teaching Project resources through the EMTAS Moodle.

<https://emtas.hias.hants.gov.uk>.

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Geography

What is geography? – developing disciplinary knowledge and skills

Disciplinary knowledge in geography has been a topic of mystery and confusion in recent past. It has been a topic that has been written about more so in other subjects: we know that historians through enquiry discover past information about our world; scientists collect and analyse data to discover how our world works; many artists use line, shape and pattern to represent our world but what do geographers do to discover information about our world? In fact, there are times when being a geographer requires us to venture into the realms of history, science, art and many other subjects.

Many children will be able to tell you that geographers learn about *the world* and *use maps* but it is important to develop their knowledge of what geographers do beyond this. Ofsted in their review of the subject observed that “very few leaders had considered the role of disciplinary

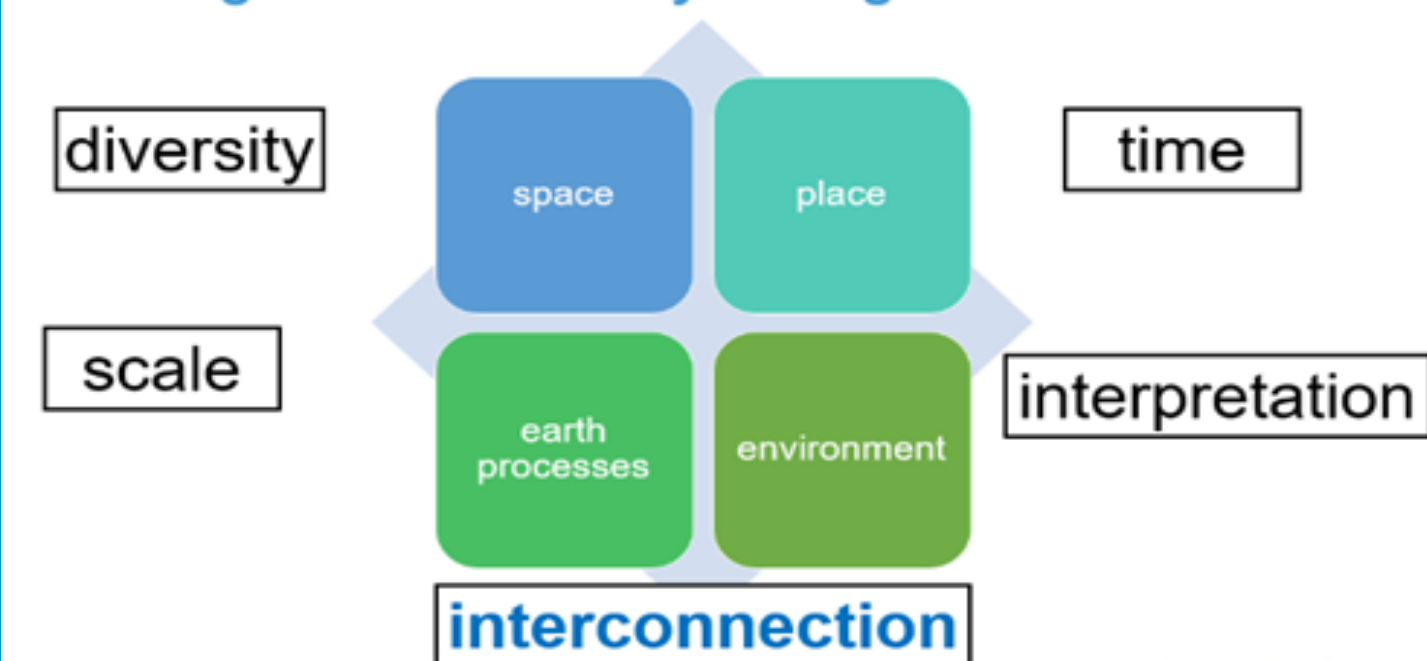
knowledge in the curriculum. In most schools, pupils could not articulate what it means to do geography.” (Getting our bearings: geography subject report, Ofsted 2023)

The first step is to consider what geographers look at when investigating the world. The Geographical Association has identified four core concepts: *space, place, earth processes* and *environment* (*A framework for the school geography curriculum*, Geographical Association 2022).

These concepts within our world cannot stand alone as they are interdependent on each other. For example: one place will take up a certain space in our world; an earth process such as weather will affect the environment of someone or something; the distribution of a resource over certain spaces of our world will contribute to the economy of a place.

The key word to consider here is interconnection – if children are investigating these aspects of our world and are developing an understanding of how they are all connected, they are thinking like a geographer and are appreciating the geography of our world at a sophisticated level.

Teaching Place effectively through interconnection.



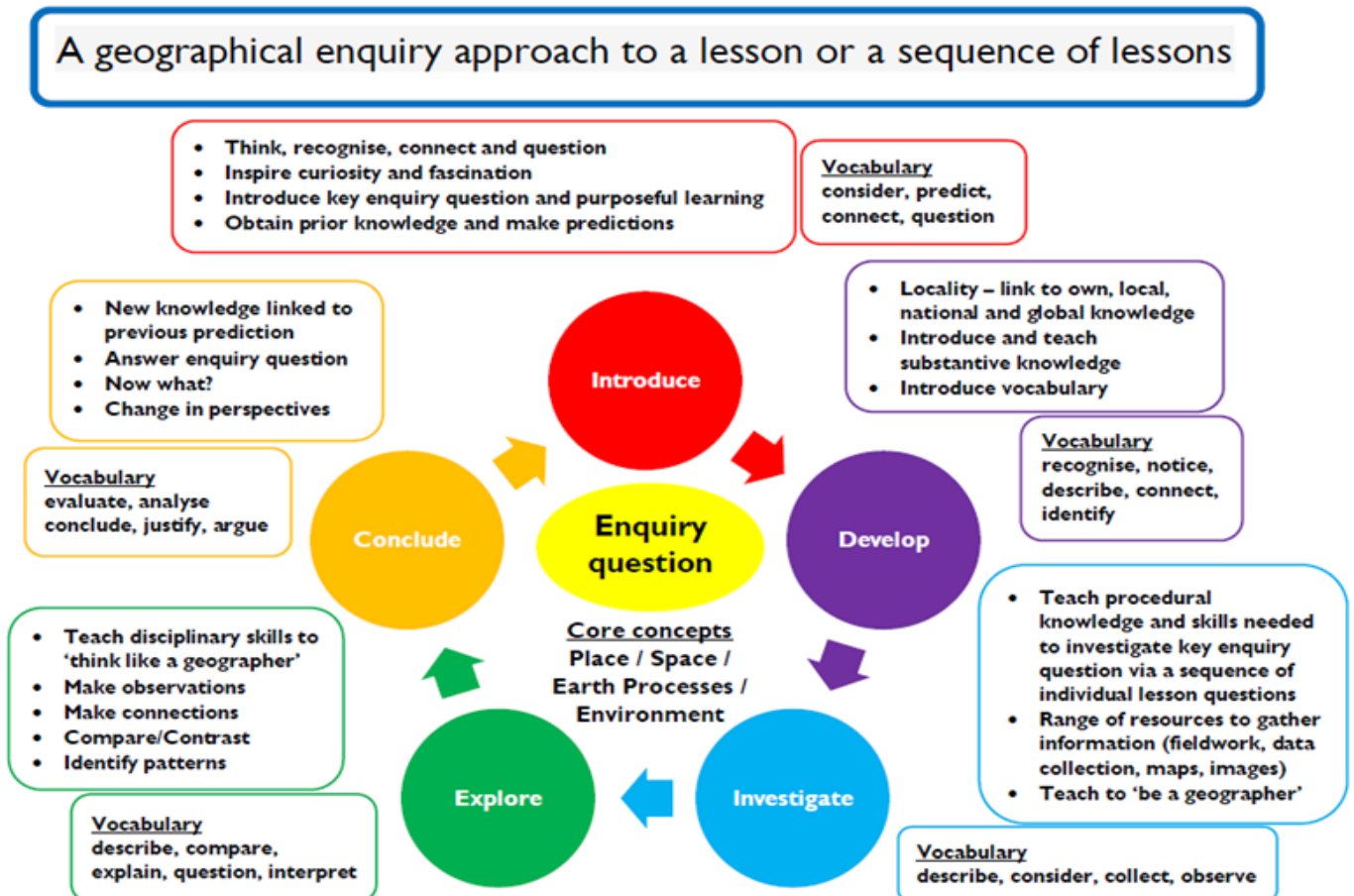
The interconnection of the elements of our world outlined in the Geographical Association’s core concepts and organising concepts summarise geography as a discipline.

The Geographical Association in their framework also identify four organising concepts: diversity, scale, time and interpretation. Sustainability is also another concept that could be considered here. These concepts are sometimes called second-order concepts or substantive concepts and work in a similar way to those found in other subjects, eg invasion and trade in history. These concepts organise the geographical knowledge gained by the children and by considering them, we are able to provide further breadth to our geography curriculum. They do not exist in a particular unit of work but thread through the curriculum, helping children understand them over time as they are introduced to them in different contexts. The best geography curriculums show children a diverse range of places and it is important to look at these in different scales to avoid over-generalisations, eg Brazil is not one big rainforest. It is our privilege to be able to introduce children to the diverse world around them – places change over time and are not viewed the same by all people. Supporting children in understanding this through the content that you choose and the discussion questions you include in your planning is supporting their disciplinary knowledge in geography.

Geographical understanding is not formed by children knowing *facts* about the world around them. It is formed by knowing the *story* behind these facts – the interconnection of the aspects of our world that have caused them to be. As children learn about a place in a unit of work, consider that you are showing them a *geographical story of place*. They will use their investigative, geographical skills to discover and process the knowledge they need to know and then form conclusions to develop geographical understanding.

The Hampshire geography enquiry wheel

The Hampshire geography enquiry wheel was developed last year by members of the primary steering group and is a great tool to use in the classroom to support disciplinary skills. Knowing what geographical knowledge, skills and understanding you want children to acquire during a unit of work and framing a key enquiry question around this, allows children to think like a geographer and be a geographer.



The question that your enquiry is based on will naturally relate to the core concepts if you consider the answer to the question is going to be telling children a geographical story of place.

Helping the next generation understand our ever-changing world has never been more important than it is today. With climate change affecting our future and questions being asked about the sustainability of our world, it is crucial that children develop a further awareness and appreciation for their world. Raising the profile of geography and helping children better understand the subject will support them as they leave education into a world where geographical issues will be paramount.

The *Primary Geography News* spring edition will include an article that provides further information about geographical stories of places within the geography curriculum. It will also provide advice on choosing what geographical stories to include and how to begin to create a personalised geography curriculum for your school.

If you wish to discuss this further for your school please do get in contact.

Emma Groves

Primary Inspector/Adviser for Geography, HIAS

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Modern Foreign Languages

Developing speaking skills in primary MFL

The goal of teaching a modern foreign language in Key Stage 2 is first and foremost communication. According to the National Curriculum, language teaching should, “enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers” (DfE, September 2013). Being able to communicate in another language is an immensely rewarding experience. Whether that be asking for a baguette in a French boulangerie or buying a tasty ice-cream when on holiday in Spain, the adrenaline rush of being understood is infectious and was what first attracted me as a teenager to language learning!

The primary classroom can feel far removed from a sunny day on the Côte D’Azur. Class teachers are not always confident in their own linguistic abilities and pupils can be fearful of getting it wrong. Curriculum time is often short, meaning that time needs to be used wisely, to enable pupils to make progress. So how do we build children’s confidence in speaking a foreign language? With less inhibitions than their teenage counterparts, younger children are often happy to *give it a go* and, if encouraged and nurtured in the right way, can continue to build robust foundations to become successful language learners at secondary school and beyond.

The key to building confidence in speaking a language is undoubtedly practice. Much like learning a musical instrument or practising a sport, there is no shortcut to honing the skills in a quest to become proficient. When Adam and I started our secondments with HIAS in September 2023, we sought to develop a suite of resources for primary teachers, to enable them to encourage speaking practice and maximum engagement in language lessons. These planning and teaching resources can be found on the HIAS Moodle, with editable versions on Moodle+, which allows for curriculum leads to tailor resources to their own settings.

After all, we want to teach language, which is relevant and useful to our pupils, as this will motivate and encourage them to see languages as a real life skill worth the effort.

The HIAS primary MFL units of work are all based around communication, with pupils encouraged to use key, adaptable structures such as, “*il y a*” or “*je voudrais*”. Learning long lists of vocabulary does not promote communication, if the grammar required to construct sentences is not secure. At the heart of each unit of work is a word mat outlining the key structures and vocabulary to be taught and practised. These are a great starting point to focus on phonics and pronunciation and in addition, act as scaffolding for pupils as they manipulate the language. From eating and drinking in a cafe to a visit to the doctors, pupils enjoy the opportunity to engage in transactional, authentic (as far as possible!) situations.

The new MFL GCSE has brought phonics teaching to the fore. The 2016 MFL pedagogy review identified the three pillars of vocabulary, grammar and phonics as the bedrock of language learning and explicit phonics teaching as a key part of this approach. Whilst using the word mats, we encourage teachers to engage in regular class repetition and to draw attention to common phonics. The NCELP phonics slides ([NCELP Resource -- gx41mj73t](#)) are a fantastic and fun way to embed the tricky sounds.

The image shows a screenshot of a 'Sentence Bingo' resource. At the top, it says 'HIAS MOODLE+ RESOURCE'. Below that is a blue box with the title 'Sentence Bingo'. To the left of the bingo grid is a text box with instructions: 'Draw a table like the example below and write a number between 1 and 12 in each square. I will read at random. If you have the number I read on your table, cross it off. The winner is the first one to cross out a line - then all of their numbers.' The bingo grid is a 2x3 table with numbers: 5, 7, 2 in the top row and 6, 1, 9 in the bottom row. To the right of the grid is a list of 12 French sentences, numbered 1 to 12. At the bottom left of the resource, it says '© Hampshire County Council'.

HIAS MOODLE+ RESOURCE

Sentence Bingo

Draw a table like the example below and write a number between 1 and 12 in each square. I will read at random. If you have the number I read on your table, cross it off. The winner is the first one to cross out a line - then all of their numbers.

5	7	2
6	1	9

© Hampshire County Council

1. Je vais en France avec ma famille.
2. Je vais en Ecosse en train.
3. Je vais à la montagne en Italie.
4. Je vais au Pays de Galles en voiture.
5. Je vais aux Etats-Unis en avion.
6. Nous allons à la plage en Italie.
7. Nous allons en Irlande en bateau.
8. Je voudrais aller en France en automne.
9. Je vais aller en Espagne en été.
10. Je vais aller en Italie et c'est super!
11. Je voudrais aller en France en avion.
12. Je voudrais aller à la plage.

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

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



When?

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



quelquefois - sometimes
le weekend - at the weekend
le soir - in the evenings
tous les jours - every day



What?

Je mange...
de la pizza - pizza
de la glace - ice cream
de la salade - salad
des frites - chips
des crêpes - pancakes
un hot-dog - a hot dog

Je bois...
du coca - Coke
de la limonade - lemonade
de l'eau - water
du jus d'orange - orange juice

Opinion?

J'aime ça - I like it
J'adore ça - I love it
Je n'aime pas ça - I don't like it

parce que c'est - because it is

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

So here is an example:

Le week-end, je mange de la pizza avec mes amis au restaurant. J'adore ça parce-que c'est délicieux!

Extend your sentences even further by adding these connectives:

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

And these times of day:

matin - morning après midi - afternoon soir - evening

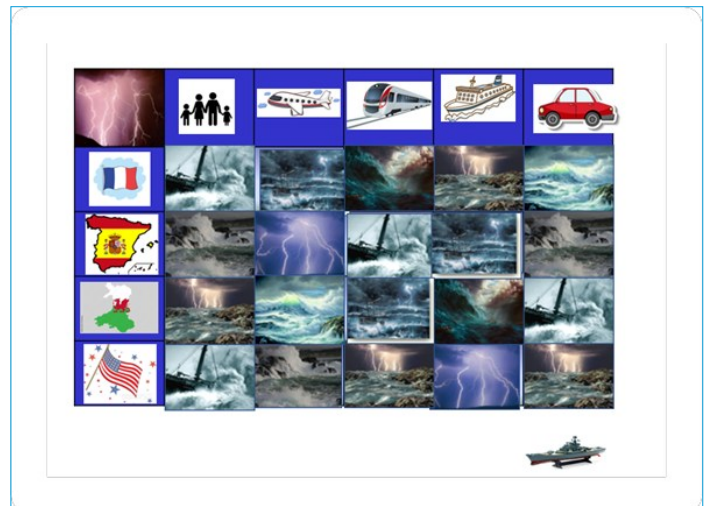
So.. Samedi matin, je mange des crêpes et je bois du coca-cola aussi 😊

Word mat example: manger et boire.

There are many games which can be played in class to practise the sounds from battleships to noughts and crosses and bingo. The bingo grid can be used with the teacher reading out the sentences in French initially with pupils listening and identifying each sentence. Repetition leads to embedding the sounds and the words and ensures that the pupils are much more confident with their speaking and listening.

For maximum engagement, pupils can speak in pairs, small groups or even conduct a whole-class survey! The objective of these activities is for all children to be involved and on task, allowing the teacher to circulate, monitor, encourage and assess where appropriate. A battleship game is a great way to develop fluency in two-part sentences. In this example, pupils would practise saying where they go on holiday and how they travel; "Je vais en France en avion". With deliberate practice of "je vais", this key structure is mastered so that pupils can use it in other contexts later, such as forming the future tense.

As pupils gain confidence, the activities allow more scope for extending sentences and adding more complex vocabulary. Teachers are also encouraged to remove scaffolding and support, thus increasing the level of challenge. The activities themselves should not be over complicated to avoid too much cognitive load and to allow pupils to think hard about the language rather than the task in question.



To conclude, language lessons should be active and practical with a tangible buzz in the air! The primary phase is the perfect place to plant those seeds and foster a love of language learning. With the positive attitudes and a feeling of success in listening and speaking, pupils will develop the skills to make good progress with reading and writing. They will also be able to use the relatively small amount of language they know for real purposes and be prepared to build on their language skills as they transition to secondary school.

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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. Our extensive resources can be accessed on the Moodle and Moodle+ and are a great place for schools to start their curriculum planning. Our termly Primary MFL Subject Leader Network Meetings have gained in popularity and are the ideal forum for MFL lead teachers to share ideas and keep up to date with recent developments in language teaching. The spring network meeting can be booked on the Hampshire Learning Zone.

Finally, we are always happy to visit schools to advise and support on curriculum development, MFL teaching in the classroom and assessment. We can also deliver 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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A summary of the *National Plan for Music Education*



The National Plan for Music Education (NPME) provides a framework for high-quality music education in schools across England. Its primary aim is to ensure that all children, regardless of their background or ability, have access to a music education that inspires and challenges them. While the plan applies to all educational stages, this article will focus on the elements most relevant to primary schools, including the role of lead schools and the process of writing a music development plan.

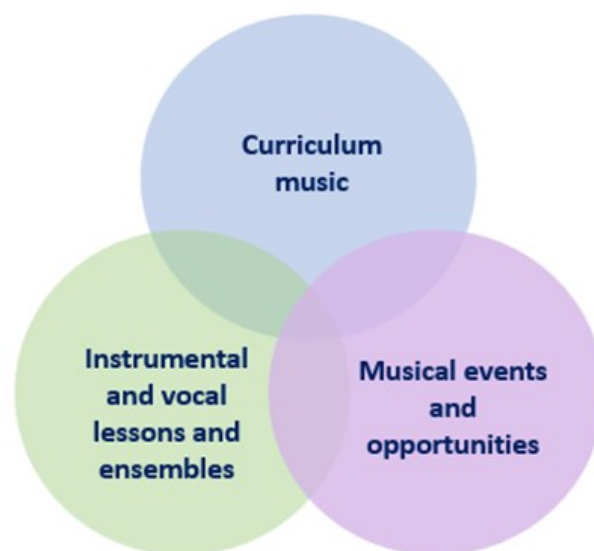
Key points for primary schools

The NPME stresses the importance of offering a comprehensive music curriculum that is progressive, inclusive, and allows all children to develop a love for music.

Key components of the plan include:

- **universal access to music education:** every child should have the opportunity for high-quality music education. Alongside the curriculum provision, children should engage with a range of enrichment opportunities to play and sing, to perform, create and experience live music, and have their music heard. The aim is for schools to offer a range of musical experiences, integrating music into the curriculum from an early age and ensuring that music is not treated as a standalone subject but is woven into a child's overall development

High quality music education goes beyond what is offered in the classroom



- **progression in musical learning:** the plan emphasises a clear progression in learning, from the early years through to secondary school. For primary schools, this involves providing a curriculum that builds skills over time, fostering musical knowledge, and nurturing creative expression. Schools are encouraged to provide opportunities for all

5 Strategic Functions of the Music Hub:



children to develop their musical skills and understanding and have opportunities to progress their musical interests and talents.

- **partnerships with music hubs:** the plan advocates for stronger collaborations between schools and local music hubs. Primary schools are encouraged to connect with their local music hub for access to resources, professional development, and performance opportunities. Hampshire Music Education Hub support schools in providing music education and should be seen as a valuable partner in delivering high-quality music teaching.

High-quality music education

Alongside a clearly sequenced and robust music curriculum, the NPME identifies features of high-quality music education that they would like to see offered in every school:

- timetabled music curriculum of at least one hour each week of the school year for Key Stages 1-3
- access to lessons across a range of instruments, and voice
- a school choir and/or vocal ensemble
- a school ensemble/band/group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year.



The role of lead schools

The concept of *lead schools* is central to the NPME, particularly in terms of providing leadership and expertise within local areas. Lead schools are those that take on a supportive and mentoring role in working with other schools, especially those with fewer resources or less experience in music education. These schools are responsible for:

- sharing best practices and resources with neighbouring schools
- providing professional development opportunities for music teachers
- offering support in developing and implementing high-quality music provision
- creating networks that foster collaboration between schools and other music providers.

Lead schools are vital in ensuring that the NPME reaches as many students as possible, particularly in areas where music education provision may be weaker. For primary schools, this means engaging with lead schools to improve their own music offerings, benefit from shared resources, and take part in larger networks of musical activity.

Lead primary schools for music

Hampshire Music Education Hub have appointed two lead primary schools for music in Hampshire; St Peter's Catholic Primary School in Winchester and St Mary's Church of England Junior School in Basingstoke. Both schools employ a music specialist to deliver their curriculum. They provide examples of good practice in quality first teaching, as well as offering a range of musical opportunities for their children, such as instrumental learning, a range of musical ensembles, performances and musical experiences.



Writing a music development plan

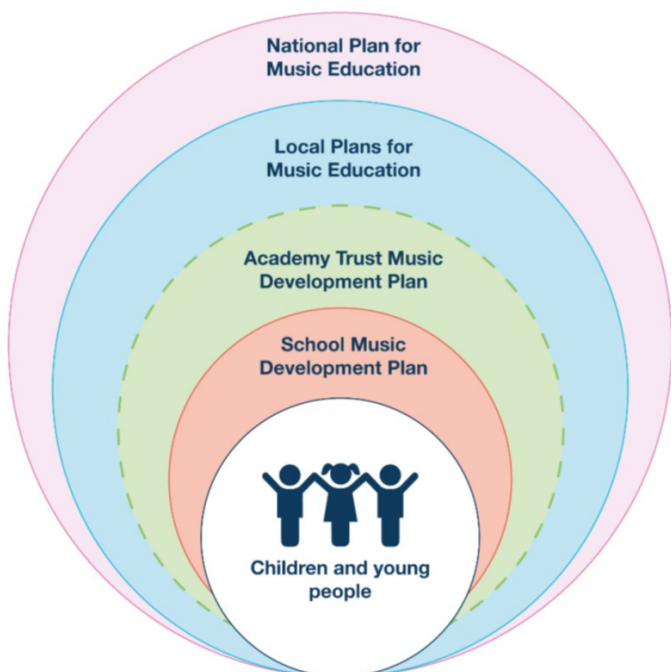
To meet the aspirations outlined in the NPME, primary schools are encouraged to create a music development plan. This strategic document should outline how the school will deliver a high-quality music education and ensure that it aligns with the broader aims of the national plan.

A school's music development plan should:

- **assess current provision:** begin by evaluating the existing music education provision in the school, identifying strengths, areas for improvement, and any gaps in students' musical experience

- **staff development:** include provisions for the professional development of teachers, whether through external courses or in-school training sessions. This is particularly important for schools where music education might be taught by general classroom teachers rather than specialist music staff
- **partnerships and collaboration:** detail any partnerships with your local music hub, community groups, or other schools. Collaborative projects can enrich the music curriculum and expand opportunities for performance and creative activities
- **monitoring and evaluation:** set out a process for evaluating the impact of the music provision, such as through student progress, participation rates, or feedback from parents and teachers.

By creating a well-structured music development plan, primary schools can ensure that they are delivering music education that is aligned with the NPME, providing a solid foundation for the musical development of every child.



- **set clear objectives:** the plan should have clear, measurable objectives. For example, this might include ensuring every child receives at least one term of instrumental tuition, or increasing participation in extracurricular music activities, such as choirs or bands
- **resource allocation:** identify the resources needed to deliver the music programme, such as instruments, teaching materials, or external expertise. Consider how to make the best use of funding from your local music hub or government initiatives

Summary of School Music Development Plan

Curriculum music
How much time is spent teaching music and what is taught in lesson time

Co-curricular music
Opportunities for pupils to sing and play music outside of lesson time, and how pupils can make progress in music beyond the core curriculum.

Musical experiences
Other musical events and opportunities that a school organises, such as concerts, shows and trips

In the future
What the school is planning for subsequent years

All schools are required to publish a summary of their music development plan on their school website. Publishing a summary of their music development plan will help schools to audit their current music provision and consider plans to improve provision for subsequent years. It is also an opportunity to promote the school music offer and raise awareness of their music development plan, as well as giving greater opportunity for schools and music hubs to work together in partnership.

Conclusion

The NPME provides an essential framework for primary schools to deliver high-quality music education. By focusing on universal access, progression, and collaboration with music hubs, schools can create an enriching musical environment for their students. Through engaging with lead schools and developing a robust music development plan, primary schools can ensure that their music education offering meets national standards and provides lasting benefits for all children.

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Rights and Diversity Education

Inclusion and Diversity District Partnerships



Let's Support
EACH OTHER

The Inclusion and Diversity District Partnerships (IDPs) have continued to develop across all districts in Hampshire with colleagues from a range of settings and organisations becoming involved in promoting the work across the county.

The strategic and district IDPs set out to provide a forum for discussion and strategic leadership to evaluate and drive forward practice in educational settings to meet one overarching aim:

Through a focus on equality and diversity, settings will develop further into places where people genuinely feel that they belong and, as a result, they will develop a strong and positive sense of self and an appreciation of their own and others' uniqueness and identity.

Ultimately, this will impact on wider society as the children and young people in our schools today will grow into tomorrow's adults. The partnership aims to shape children and develop critical thinking, skilling children up to challenge and confront prejudice, discrimination, and racism, in order for our communities to become inclusive in the broadest sense.

This aim aligns with the Hampshire Children and Young People's Plan 2022-25:

"Our shared vision is to make Hampshire an even better place where all children and young people – including those who are vulnerable or disadvantaged – have the best possible start in life and are supported by the whole community to succeed."

The partnership groups enable settings and external partners to work collaboratively to establish open dialogue and understanding; shape and influence practice, and address concerns raised by pupils, staff, families and leaders.

The priorities that the partnership is working towards over 2024/25 are:

- to develop and articulate and embed a shared county-wide vision for inclusion and diversity
- to improve educational outcomes for children and young people from minority or marginalised backgrounds and groups
- to strengthen the curriculum offer in schools and settings
- to secure greater representation and diversity of staff and governors within schools and educational settings.

The district partnership discussion groups offer headteachers an opportunity to explore the priorities within the context of their own districts and to feed back into the county steering group via a district representative to inform strategic planning.

Currently 70 of our schools and settings have signed the commitment document to signal their commitment to promoting diversity and belonging across their organisation. This commitment provides an opportunity to share their vision for inclusivity to the wider community and is a clear statement of how they are striving to achieve the aims of the partnership. (see link below)

We currently have 91 primary schools across all districts that have signed up for the staff network and pupil EARA meetings this academic year. These meetings offer staff the opportunity to network with colleagues and develop their practice in promoting diversity across the curriculum. The EARA meetings provide a platform for pupils to collaborate with other schools in promoting equality and rights through pupil voice and participation. This offer will be extended for the academic year 2025/26.

Many of you will have attended the county funded Big virtual staff meetings in January and June 2024 and we hope to see many more schools sign up for the meetings in 2025.

[For more information and to access the resources and training offers available through the Partnership.](#)

Prejudicial language and behaviour (PLAB) survey 2024

Many thanks to those schools that completed the PLAB survey for the academic year 2023/24.

The data is collated and contributes to the formulation of strategic planning and support for schools and helps to focus the priorities for the inclusion and diversity district partnerships.

Prejudicial language and behaviour in school settings forms part of the wider narrative of intolerance in society; tackling the problem consistently and effectively in schools will contribute to reducing the stereotypical and negative attitudes which are at the root of discrimination.

Identifying trends will enable schools to better tailor programmes of education and carry out more preventative rather than reactive work.

Thoroughly recording incidents and all the actions taken in response will ensure that staff members and the school are accountable for their actions and will protect staff members and the school if further action is taken.

Monitoring prejudice-related incidents will be a good indicator of how successful strategies to prevent or reduce prejudice have been and identifying trends will enable schools to better tailor programmes of education and carry out more preventative rather than reactive work.

There will be a series of virtual briefings in the spring term 2025 to provide an opportunity to explore the headlines from the countywide PLAB data and to share good practice with colleagues. Invitations to these meetings will be sent out to those schools that completed the survey and indicated that they would like to attend.

Delegates can choose from one of the following dates:

Thursday 13 February 2025, 3.45pm to 4.45pm

or

Tuesday 25 February 2025, 3.45pm to 4.45pm

or

Thursday 27 February 2025, 3.45pm to 4.45pm.

Please contact minnie.moore@hants.gov.uk for more information.

Minnie Moore

Rights, Diversity and Social Justice Education
Adviser, HIAS

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Virtual School

Why promoting the education of children with a social worker is vital

Children with a social worker often achieve significantly below their peers academically due to inconsistent attendance and the stress of their home environments. The Government's *Review of children in need* (2019) showed that children with a social worker do significantly worse than their peers at all stages of education and are "around three times more likely to be persistently absent from school and between two to four times more likely to be permanently excluded from school than their peers." In addition, "children who have needed a social worker do significantly worse than others at all stages of education" and that "poor educational outcomes persist even after social work involvement ends." (DfE *Review of children in need* – updated 17 June 2019 [Review of children in need - GOV.UK](#))



We know that education is a protective factor and that when in school, children have a safe space to access support from professionals. When children are not in school, they miss both the protection and opportunities they provide and become more vulnerable to harm.

To ensure high levels of attendance and engagement in education the school's responsibilities for children with a social worker (CWSW) and children with a social worker EVER 6 (CWSW EVER 6) are:

- for key colleagues (designated safeguarding lead, designated teacher, special educational needs and disabilities co-ordinator, attendance and progress leads,

safeguarding governor) to liaise and collaborate to ensure consistency in support for CWSW and CWSW EVER 6

- to identify and understand the barriers and needs for this group of children
- to ensure prioritisation of the cohort and targeted response
- to ensure relationships and pupil voice are at the centre of any approach
- to utilise wider support and partnerships.

Getting it right for these vulnerable children means that we are getting it right for all our children.

Virtual School role

The *Review of children in need* (2019) also recognised the crucial role that Virtual School headteachers have in helping education settings and local authorities work together, and in September 2021 extended the role of the Virtual School to champion the educational attendance, attainment and progress of children with a social worker.

Hampshire Virtual School works collaboratively with social workers, educators, and other professionals to ensure that children with a social worker receive appropriate support. We use data to identify trends, advocate for children with a social worker, and provide training on trauma-informed approaches. Our role includes supporting targeted interventions to improve attendance, behaviour, and achievement whilst monitoring effectiveness of these. In addition, advice and guidance is available for professionals and parents/carers.

The *Working together to improve school attendance* guidance (August 2024) highlights the importance of prioritising attendance for children with a social worker, who face higher risks of absence due to the challenges of instability, trauma, and safeguarding concerns.

It emphasises that Virtual School Heads (VSHs) play a crucial role in championing the education of children with a social worker by promoting awareness of their needs and advocating for tailored attendance strategies. Virtual Schools work collaboratively with schools, social workers, and attendance officers to address barriers to regular attendance, creating a co-ordinated approach. The guidance emphasises the need for a multi-agency approach to improve attendance and outcomes for these vulnerable children.

Enhancing partnerships between education and social care

Schools and social care professionals aim to improve positive outcomes for children. Whilst each service may work within different confines and with a different remit, it is important to ensure that good practice keeps the child at the centre of all we do.

Effective support for children with a social worker needs education settings and local authorities to work together. Leaders of all agencies can play a crucial role in establishing a culture where every child is able to make progress. We all want to do the best by the young people we serve but work within different systems which can sometimes lead to misunderstandings and misconceptions.

A number of schools have seen the benefit of opening their doors to social workers working with children in their school by offering them space to work or to eat their lunch and access to the internet whenever they are working in the local area. The demands of social care work often means that social workers arrive to schools having been on home visits throughout the day where they may not have had access to internet, a hot drink or facilities. This has given the schools an opportunity to build strong relationships with social care colleagues beyond the focus on individual children and has enhanced the ongoing communication between the school and social worker.

The move to Family Help through combining the Family Support Service and Children's Assessment and Safeguarding teams, creating smaller, community-based Family Help teams means that schools will now have social work teams that are based in their area. This means that Family Help teams will now be attached to a locality and will allow greater oversight of families' needs.

As we know, schools are the best place to recognise when a child/family may need additional support. Reaching out to early support services is a protective factor. Developing communication and trust between schools and social care professionals is crucial. Often, different services will hold different pieces of the jigsaw that make up the bigger picture about what is going on for the child/family. It can be helpful to request a catch up prior to any child protection (CP) or children in need (CIN) conferences, for example.



Hampshire Safeguarding Children Partnership provide a wide range of training, toolkits and resources so that schools and other professionals can further upskill themselves in their understanding of social care approaches. Courses on offer include *Preparing for child protection conferences* and *Unpacking disguised compliance – the importance of professional curiosity*. These courses are free and can help improve staff knowledge and ensure best practice.

Making school unmissable

School attendance is important for all children, but it is critically important for children with a social worker because it provides stability, safety, and opportunities for academic and personal development, which are often lacking in other aspects of their lives.

Children with a social worker are at a higher risk of poor educational outcomes due to experiences like trauma, neglect, and instability, and school is a protective factor for many.

Making school unmissable for children with a social worker involves creating a supportive, engaging, and responsive environment. The following are key considerations in order to create an environment where children with a social worker feel valued and supported.

Building trust and relationships

Having a trusted adult, who checks in regularly with the child helps create a secure environment. Consistent communication on a personal level fosters a sense of safety, enabling children to feel more secure and therefore better able to learn and engage in school. It is also important to consider emotional support and trauma informed practice. Providing safe spaces where children can retreat when overwhelmed also helps them manage emotional challenges and remain engaged with co-regulation.

Inclusive school environment and personalised learning

Schools can foster an inclusive environment through peer support programmes and extracurricular activities that match the child's interests or cultural background. Feeling connected to others increases a child's motivation and sense of belonging. Making reasonable adjustments to the curriculum to meet the child's needs allows them to stay engaged and not fall behind.

Positive reinforcement

Recognising improvements and progress made, no matter how small, with praise or rewards provides encouragement and builds a sense of achievement.

Working together with family and social workers to improve engagement

Close collaboration with the child's social worker ensures that external issues affecting attendance are addressed. Involving the family in discussions about school and providing practical assistance where possible, such as considering uniform, school supplies etc can remove some of the barriers that hinder children's attendance, achievement and attainment. Ensuring children have everything they need for school can prevent absences due to material difficulties.

This is echoed by the Impact Ed research on school attendance ([ImpactEd Evaluation](#)) which identified four main positive themes for improving attendance:

- creating cultures and embedding a sense of belonging
- building safety – paying attention to the physical environment
- a relational and targeted approach
- attendance is everyone's job



In summary

Children with a social worker often face significant disadvantages and barriers to learning, which can negatively impact their academic and social achievements as well as their overall wellbeing. These challenges can result in frequent school absences, difficulty concentrating, difficulties in relationships and lower educational attainment. Promoting the education of these children requires a holistic approach which focuses on their emotional and social challenges as well as their academic needs. Building strong partnerships between schools and social care professionals is essential for providing tailored support, early interventions and consistent communication. By working together, educators and social workers can help remove barriers to learning and ensure that these children have the opportunities and support they need to succeed in their education and life beyond.

The Virtual School run a half-day training session on Promoting the education for children with a social worker (CWSW). Details can be found in our [training brochure](#).

Schools can contact the Virtual School Extended Duties team for advice and guidance by emailing VSExtendedDuties@hants.gov.uk.

Nicola Forsyth and Stacey Fleming

Education Advisers, Hampshire Virtual School for Children in Care, Extended Duties for Previously Looked After Children, Children in Kinship Care and Children with a Social Worker

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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

Standardisation for Year 6 Teachers – Writing

This session is intended to support Year 6 teachers in carrying out their statutory obligation to assess children at the end of Key Stage 2 against the teacher assessment framework. The afternoon of the session will focus on the greater depth standard, and the day will also focus on distinguishing between the standards when reviewing the evidence.

	10 February 2025	Basingstoke and Deane
	10 February 2025	Fareham and Gosport
	10 February 2025	Havant and East Hants
	11 February 2025	New Forest
	11 February 2025	Winchester/Eastleigh
	12 February 2025	Test Valley
	12 February 2025	Hart and Rushmoor

 *Standardisation Writing*

 Sub £195 / SLA £125 / Full £234

Primary Assessment Network – Spring 2

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.

	17 March 2025	Basingstoke and Deane
	17 March 2025	Fareham and Gosport
	17 March 2025	New Forest and Test Valley
	19 March 2025	Winchester and Eastleigh
	19 March 2025	Hart and Rushmoor
	19 March 2025	Havant and East Hants

 *Spring Assessment*


 Sub £80 / SLA £45 / Full £96

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.

	11 February 2025	New Forest/Test Valley
	25 February 2025	Basingstoke
	3 March 2025	Winchester
	4 March 2025	Fareham

 *Spring Primary Disadvantage*

 Sub £90 / SLA £50 / Full £108

Ofsted Briefing – Education Inspection Framework 2019

These termly briefings aim to deepen the knowledge and understanding of headteachers and chairs 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 chair 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 governors).

 7 May 2025

 *Ofsted Briefing*

 Sub £200 / SLA £95 / Full £240