



Primary Update



Autumn 2025 – Contents

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Editorial



Welcome to the autumn term 2025 edition of *Primary Update*. As we start a new school year, this edition brings together a range of insights from across the curriculum as well as aspects of the wider school provision.

We begin with art, where we explore *The Art Toolkit* – a practical resource to support art education in primary schools. We also revisit the Climate Unity Project 2025, reminding us that small actions can lead to big change. The theme of sustainability is also explored through the lens of geography. Whilst in computing we delve into the world of generative AI, offering an accessible explanation which can be shared with pupils of how this transformative technology works.

We are reminded of the importance of listening to and empowering our pupils through the safeguarding and Ethnic Minority and Traveller Achievement Service (EMTAS) articles.

We also take the opportunity to celebrate the work of schools who have achieved the English as an Additional Language (EAL) and Traveller and Showmen Excellence Awards and explore the work of lead schools in supporting high-quality music education. An article from the Education and Inclusion Therapy Service provides information on how to access useful toolkits and links to sign up for additional resources and training.

In addition, we explore how to embed *Ordinarily available provision* into the *graduated approach*, ensuring that inclusive practice is not just a policy, but a lived reality in every classroom. This theme is also explored further through the Early Years article. Practical suggestions for adaptive teaching are also detailed through the design and technology curriculum.

Contributions within this edition come from across the HIAS team and through these articles the various inspectors/advisers share their professional expertise, signposting to further information and suggesting practical strategies that can be used in classrooms.

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

Thank you to everyone who has contributed articles and updates.

Lindsay McCarthy

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The Art Toolkit

The *Art Toolkit* has just been launched. It is a comprehensive subscription resource designed to enhance and support art education in your primary school. Developed by the HIAS County Inspector/Adviser for Visual Art, Jayne Stillman, this toolkit is an invaluable addition to our existing HIAS art support, training and Moodle+ offer.

Why the Art Toolkit?

The *Art Toolkit* is crafted to meet the growing need for enhanced support in art leadership and curriculum management. Whether you are new to the role or an experienced art educator, this all-in-one resource will guide and empower you to lead and manage art education effectively in your school.

What is inside?

It consists of many downloadable resources and provides access to a wealth of ready to use materials at your fingertips:

- materials to support your leadership and management of art in school including materials for guidance for your curriculum statement, monitoring and review of art, planning, assessment and so on
- schemes of work: 21 easy to follow, tried and tested schemes of work for Early Years to Year 6
- flexibility: adapt the resources to suit your needs, helping you start or enrich the teaching and learning experience in art
- comprehensive coverage: enhance your art education offer with a range of skills, knowledge, artists, materials, top tips, learning and assessment objectives, and opportunities
- supportive content: many schemes include examples, videos, and links to help you model techniques and materials in class.






Scheme of Work

My home, our planet
Yuval Zommer



Yuval Zommer born in Israel, graduated from the College of Art with an MA in Fine Art.

Duration
Half Term 1

Building on previous learning:
Tonal studies
Water colour collage

Develop knowledge
Refine and evaluate

"appearance of things, but their inward significance."

Term Theme

Term	Theme	Resources
Autumn	All about me	
Spring	African patterns Drawing	
Summer	Oh I do like to be by the Seaside	

Year 2

Term	Theme
Autumn	Festivals

Lesson	Objectives and outcomes	Teaching input
1	To understand the differences between pencil grades. To share opinions and ideas about famous artists' work.	Introduce artist Henry Moore and an artist page about him in the sketchbooks. Make links to his work and their knowledge on WW2. Introduce 'Grey Tube Shelter' by H Moore on flipchart. Ask the children to draw their initial thoughts.

Art Planning: Years 1&2	Autumn Term 2023 Cycle 2 Festivals	Art skills
Yayoi Kusama	Children to make Modroc models of different fruit and vegetables inspired by Diana Toppison but in the style of Yayoi Kusama.	Year 1 Drawing: • Make drawings of the artist's work.

Steps	Learning Objectives	Resources	Knowledge coverage/ Teaching outcomes	Assessment outcomes
1	To find out about the artist Yayoi Kusama.	Sketchbooks, Scissors, Glue, Pencils for writing and colouring	Talk about the art learning journey and introduce the work of Yayoi Kusama. Talk about 5 facts. Show power-point and images of her work. Develop thinking around the visual.	I know how to respond to an artist work and comment with art language and making a connection to Kusama's work and patterns. Consider characteristics of the artist's work with reference to the work of Yayoi Kusama. Looking at the work of Yayoi Kusama. Collecting items together. The artist's work.

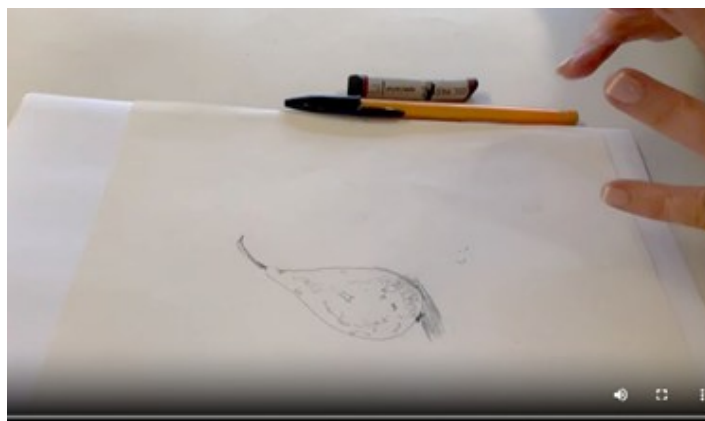
Benefits

The *Art Toolkit* should benefit you by:

- saving you time – perfect for busy educators. The toolkit allows you to pick up and go, with everything you need in one place
- offering you pick up and go long-term planning: that is competitively priced, provides a sequenced scheme for your art curriculum, ensuring progression across various art forms like drawing, painting, sculpture, collage, printing, how to video: pastel monoprint fruit and textiles
- customising your art curriculum and enabling you to create your own teaching resources and PowerPoints from the toolkit, making it uniquely yours.

The annual subscription costs £100 per school. VAT applies for non-Hampshire schools. This provides access to all *Art Toolkit* resources for a year via a single Moodle login for your school.

Subscription period runs from April 2025 to March 2026. Start your subscription today by completing our [Art Toolkit order form](#). You can use this QR code or the above link to sign up.



If you have already subscribed, please click [here](#) to access the toolkit:

[Art Toolkit](#).

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Art curriculum



Statutory art education



Subject leadership

"The aim of art is to represent not the outward appearance of things, but their inward significance."

Aristotle

Climate Unity Project 2025



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



Climate Unity Project: Small worlds: Little things make a big difference 2025

This is the fifth year of the Climate Unity Project. It enables young people to voice their thinking about climate change, what matters to them and within their own communities through activism.

For 2025 we worked in partnership with the Winchester Gallery to create a collective exhibition that uses creativity to explore the environmental change and what young people and communities would like to see in their local area, whether that is more recycling or a wildlife garden in their street or school. They were exhibited alongside artists and community groups who are making work about climate.

The exhibition featured 2-D artworks, some of which were used to create outdoor banners at the Winchester School of Art. A 3-D display of globes created a collaborative sculpture installation inside the gallery space. Artwork used sustainable and repurposed materials where possible. This brought all the voices together and communicated the artists' thinking with text and QR codes.

The visual spectacle also invited local communities to contribute too during the exhibition. A creative session featured opportunities for schools to visit and continue to contribute artwork to the display.



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Computing

Understanding how generative AI works is essential learning for teachers and pupils

Part 1: like a parrot

If it hears you often saying something like, “*I would love a cup of tea,*” or, “*A cup of tea would be great,*” it begins to learn patterns in your sounds. Later, if you say, “*Mmm I would love a cup of...*,” the parrot is likely to guess “*tea*” because that is the sound most frequently associated with the sound “*cup of*” from your previous conversations.



This parrot does not really understand what “*tea*” is or what a “*cup*” is. It just knows which sounds usually come after other sounds.

Super parrot

Now, imagine a super parrot that listens to millions of conversations from around the world.



It even listens during geography lessons. When asked a question like, “*What is the longest river in the world?*” the super parrot answers, “*Nile,*” because it has frequently heard the sound “*longest river*” paired with the sound “*Nile.*”

However, this super parrot does not actually understand the meaning of “*river*” or even what “*longest*” means; it only knows that these sounds commonly appear together.

Words not sounds

Large language models (LLMs), such as ChatGPT, Copilot, and Gemini, work in the same way, but instead of using sounds, they use words. These AI models identify statistically likely word associations, such as connecting the words “*longest river*” with “*Nile*”.

Just like super parrot a LLM does not truly understand what the Nile is or what makes it a river. It just knows from millions of sentences that “*Nile*” usually follows “*longest river in the world*”.

So when asked, “***What is the longest river in the world?***” an LLM like Copilot might answer:

A Large Language Model AI does **NOT understand** what the Nile is or what a river is. It just knows that the **Nile** word is associated with the word's **longest river** in the world.

Training Text Samples

Flowing majestically through Africa, the Nile holds the title of the longest river on Earth.
The Nile, known globally as the longest river, stretches impressively across northeastern Africa.
When measuring length, the Nile emerges as the world's longest river.
Africa's Nile is famously recognised as the longest river worldwide.
There is no river longer than the Nile, making it the undisputed longest river in the world.



Nile

What is the longest river in the world?

“Flowing through Africa, the Nile holds the title of the longest river on Earth”. It responds this way because it has seen similar sentences repeatedly in its training data.

The noticeable improvement in AI since 2022 is partly due to the enormous amount of training data that is continuously collected. Each time we use LLM AIs, we indirectly contribute to the training data that helps improve future models.

Emily Blender

An AI researcher called Emily Blender was the first to coin the term **“stochastic parrot”**. This means the AI mimics speech patterns and produces plausible sentences by linking words and phrases based on statistical likelihood. Still, it does so without truly understanding the meaning of those words and phrases. It recognises word patterns very well but does not grasp the concepts behind the text.

Each connection (arrow) is called a weight.
By adjusting the strength of some weights, the network learns to predict the pattern.



Neural networks

AI's performance stems from a technology called a neural network. This is a structure modelled on neurons in the human brain. Neural networks help AI link words more accurately. Each connection in this network has a **“weight”**. By adjusting these weights, the neural network learns how to predict patterns effectively.

Training data

A significant breakthrough occurred when AI models, such as ChatGPT, began being trained on vast amounts of web-based data.

Bias

Because the training data comes from every facet of society's literature, some of it also reflects the biases and prejudices of society at that phase in its development. Many award-winning scientists and revered politicians held views that many would now find unpalatable. If enough of these views are used as training data, they become part of the system.

Mistakes

LLM AI make mistakes. We call these hallucinations. Unlike humans who hallucinate when very ill, suffering from extreme temperatures or under the influence of drugs, LLM AIs hallucinate when they cannot accurately predict the next word or phrase. Rather than stop and admit that the probability of a sentence may be poor, they go with the highest statistical prediction available.

Part 2: importance of educating about how AI work

Intentionality

Human intentionality refers to our ability to represent our mental state through language and actions. Our words and deeds reflect our inner thoughts, feelings, and intentions. As humans, we consciously focus our attention on something. I have thought long and hard about this article, and I have rehearsed a lot of what I want to say internally before writing it. I have balanced the awe I feel for the creators of LLM AIs with the need to avoid the mistake of believing they are human. Once I have written this article, I can

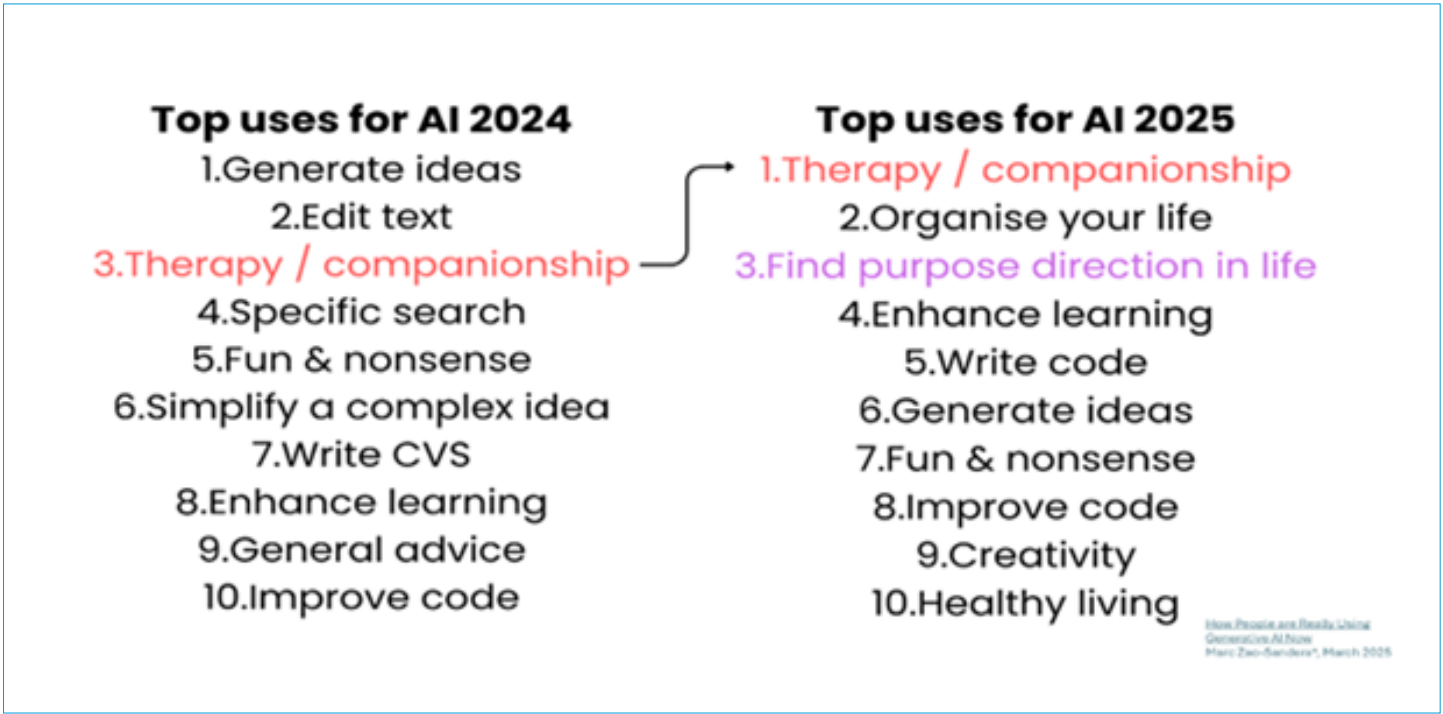
reflect on its value for our Hampshire community of schools.

In contrast, AI lacks intentionality. It does what you tell it to do. It has no mental state. It creates plausible text by statistically predicting word sequences without genuinely understanding meaning or context. It cannot reflect on what it has written because it does not understand what it has written. It has no feelings or empathy.

Anthropomorphism

Anthropomorphism is attributing human traits to non-human entities, including AI. Many humans tend to treat AI like a real person due to its convincing conversational abilities. However, this perception is misleading. AI systems are carefully programmed to mimic human interactions without authentic understanding, empathy or intentionality.

Due to AI's inability to reflect, feel emotions, or possess moral judgement, its role in sensitive areas such as therapy, companionship, and guidance requires close monitoring at the very least. This is important as humans are increasingly turning to it for this type of guidance.



Types of generative AI

AI LLMs fall broadly into two categories.

Types of AI	Designed for	Examples
LLM Chatbots	General use	ChatGPT, Gemini, Copilot, Claude
Social AI Companions	Companionship, conversation, romance or sexual stimulation	Character AI, Nomi, Replika, Snapchat's MyAI

LLM chatbots typically try to adhere to ethical guidelines that prohibit the dissemination of explicit, harmful, or dangerous content, including illegal activities, self-harm, misinformation, medical and legal advice, sensitive personal data, and inappropriate financial guidance. Some social AI companions lack ethical guidelines, while others, designed primarily for adults, have significantly fewer guidelines. The 2025 Ofcom media report states that 42% of primary pupils regularly use AI. Many are already using social AI companions.

- *How people are really using Generative AI now*, by Marc Zao-Sanders: <https://learn.filtered.com/hubfs/The%202025%20Top-100%20Gen%20AI%20Use%20Case%20Report.pdf>.

Phil Bagge

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ChatGPT wrote the Emily Blender paragraph and the training text samples. Grammarly AI was used to improve spelling, grammar and syntax. AI generated the parrot and AI pictures. All errors are my own.

Critical thinking about AI

Understanding the limitations of LLM AI is crucial for all of us. Education about how AI functions helps us to approach it as a helpful, sometimes fallible tool rather than an emotional substitute, friend or companion. Awareness reduces vulnerability, particularly among those of us prone to anthropomorphising, both pupils and staff.

Useful reading and resources

- Commonsense Media reports on social companions: www.commonsemmedia.org/ai-ratings/social-ai-companions.
- Primary AI Lesson on how LLMs work and hallucinations on HIAS primary Moodle+: <http://computing.hias.hants.gov.uk/course/index.php?categoryid=8>.
- Emily Blender Research: <https://dl.acm.org/doi/10.1145/3442188.3445922>.

Design and Technology (D&T)

Adaptive teaching in D&T

As Design and Technology Inspector/Adviser for Hampshire, I have had the privilege of witnessing firsthand the exciting advancements in primary D&T education. One of the most significant shifts is the focus on adaptive teaching, a method that tailors learning experiences to meet the diverse needs of students. This approach ensures that every student can participate and thrive, making D&T education more inclusive and effective. In this article, I will share some insights from current educational research and offer practical suggestions, including examples from a Key Stage 2 textiles unit, to help support both staff and students in embracing adaptive teaching.

The importance of adaptive teaching

Adaptive teaching is grounded in the principle of personalised learning, where instruction is adjusted based on individual student needs, preferences, and progress. Research by the Fischer Family Trust (FFT) highlights the importance of using data to inform teaching practices and improve student outcomes.

Adaptive teaching leverages this data to create a more responsive and engaging learning environment. I have explored below a few of the adaptive teaching strategies available to use within D&T. If you are not already using these strategies, I suggest looking to implement them in the next D&T unit of learning you undertake.

Utilising technology for personalised learning

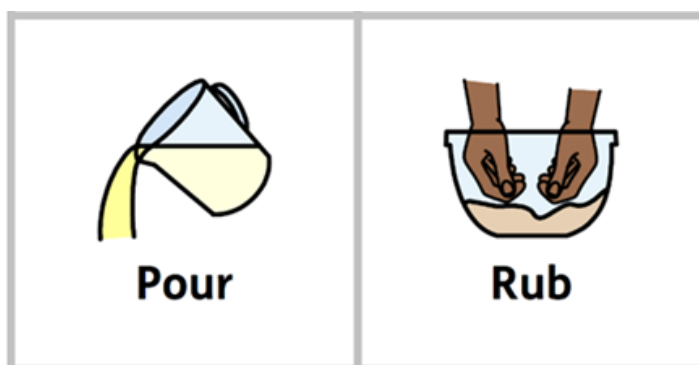
Technology plays a crucial role in adaptive teaching. Educational software and apps can provide personalised learning paths, allowing students to progress at their own pace and receive targeted support where needed.

For example, adaptive learning platforms can adjust the difficulty of tasks based on student performance, ensuring that each learner is appropriately challenged.

Widgits for inclusivity

The use of Widgits are another valuable tool for adaptive teaching.

www.widgit.com



These are a really useful resource of accessible symbols. If you have not experienced Widgit before, it is a symbol-based language often used to support people with learning disabilities. It is a fantastic tool for teachers who want to make their D&T classrooms and resources more inclusive and accessible.

The symbols use clear, pictorial visuals that can either replace text or sit alongside it, helping to make information more understandable. This kind of visual support is especially helpful for learners who might otherwise struggle to access written content. It is also great for mainstream settings – whether it is supporting EAL learners, encouraging independence, creating social stories, or labelling tools and equipment.

Flexible grouping and continuous assessment

Organising students into dynamic groups based on their skills and interests allows for more personalised instruction and encourages peer learning.

This flexible grouping can be adjusted as students' progress, ensuring that each learner receives the support they need. Continuous assessment is also vital in adaptive teaching. Formative assessments help monitor student progress and inform teaching methods, ensuring that instruction is responsive to each student's needs.



Practical suggestions for implementing adaptive teaching in Key Stage 2 textiles

Adaptive tasks: in a Key Stage 2 textiles unit, provide tasks that vary in complexity. For example, some students might work on simple stitching projects, while others might design and create more complex items like phone holders. This allows each student to work at their own level and develop their skills progressively.

Use of Widgits: incorporate widgets into lesson planning to support diverse learning needs. For instance, visual aids showing different types of stitches can help students understand and practise stitching techniques.

Flexible grouping: group students based on their interests and abilities. For example, some students might be more interested in the design aspect, while others might prefer the hands-on sewing tasks. This allows for more personalised instruction and encourages collaboration.

Continuous formative assessments: use regular assessments to monitor student progress. For example, assess students' stitching techniques and provide feedback to help them improve. Adjust tasks based on their progress to ensure they are appropriately challenged.

Adaptive teaching is currently transforming primary D&T education, making it more inclusive and effective. By implementing some of these strategies we can create a learning environment where every student can thrive.

If you would like more specific advice on how you can implement adaptive teaching strategies in D&T, please do not hesitate to contact me.

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References

- 1 Fischer Family Trust, *Research and Evidence*, FFT Education Datalab.
- 2 Florence Martin et al., *Systematic review of adaptive learning research designs, context, strategies, and technologies*, Educational Technology Research and Development.
- 3 Yuhui Jing et al., *Research Landscape of Adaptive Learning in Education: A Bibliometric Study*, MDPI.
- 4 *Practical Adaptive Teaching Examples*, TeacherToolkit.

Early Years

Inclusion in Year R

The Services for Young Children's Early Years Advisory team (EYAT) support the implementation and quality of the Early Years Foundation Stage (EYFS) provision in schools. With the first ever UK Minister for Early Education, the importance of high-quality in early years education is high on the national agenda. We believe it must be on the agenda of every school in Hampshire – today's five year olds will be 2031's 11 year olds. What happens in EYFS will impact on children's readiness to enter into Year 6, secondary school and even into the workforce – research has proven that high-quality early years improves life chances for all children. However, it makes the most difference for children from disadvantaged backgrounds and children with special educational needs and disabilities (SEND). The first few years of life are a critical period in brain development and the key opportunity for the greatest cognitive growth and development, maximising potential for lifelong learning. High quality early years provision is a national priority for the Department for Education (DfE) and Ofsted as they work on their mission for every child to have the best start in life and for every child to thrive and achieve. We believe that strategic leadership of the early years must be a priority in every school with EYFS provision, and this is well supported through the work of Hampshire's Early Years Advisory team. We have a proven track record of improving quality in schools and have an excellent reputation for creating and delivering expert high-quality training. Support for leadership is also delivered through our training and through termly headteacher briefings which support leaders to monitor the quality of EYFS provision and practice.

If you would like to find out more about our briefings and support to schools, please email us: lisa.sancisi@hants.gov.uk or alternatively you can access our training and support brochure on the SfYC Moodle: <https://sfyctraining.hants.gov.uk/course/view.php?id=363>.

A How to guide for Ordinarily Available Provision

Within the following article we will explore EYFS provision and practice that meets the needs of every child, where every child feels included and is supported to thrive and achieve. One of the most effective ways to do this is to carefully consider your Ordinarily Available Provision (OAP); what you have available for all children every day.

To complement the recently published *Ordinarily available provision and special educational needs and disabilities support guidance* and the *SEN Support Guidance for Early Years Providers*, the Early Years Advisory team will be publishing a *how to guide* for OAP in Year R this Autumn. This guide will provide practical hints, tips, photos, videos and articles that will support you in providing effective OAP from birth through to the end of Year R.



Section one of this guide delves into the overarching principles of the EYFS, accompanied by reflective questions designed to help you evaluate your practice and consider whether the needs of all children in your cohort are being effectively met.

For example, when considering positive relationships, the EYFS statutory guidance tells us that “*children learn to be strong and independent through positive relationships*”. We know that positive relationships are fundamental for a child's wellbeing, cognitive development and sense of self. As practitioners it is vital that we build relationships with both children and their parents to ensure all children's needs are met.

When a child's needs are fully met this enables them to feel safe and secure, which in turn will support their independence and confidence and allow them to build other meaningful relationships as they develop. Our positive relationships with children will also support them in developing a sense of self. Children need to feel valued and understood as an individual – this will in turn support their understanding of inclusion and diversity.

To help us reflect on whether we are meeting the needs of all children through our positive relationships, we can consider the following questions.

- Do you have an effective key person system in place?
- How do you gather information about your children so their care can be tailored to their individual needs?
- How do you ensure consistency in care and individualised approaches when a key person changes or is absent?
- Do you have time within the provision to build positive relationships and support children in developing crucial personal, social, and emotional development (PSED) skills?

Section two of the guide provides a more practical in depth look at a range of different strategies, for example creating an inclusive organised and accessible environment and using visuals. Photographic exemplars alongside explanations are provided to support the implementation of any strategies suggested. The following examples give a taster of a small section of what is included within the document.

Organised and accessible environments

Creating a well-organised, clutter-free, and accessible environment is a powerful strategy for fostering independence in young children. When children feel confident in their surroundings and understand where resources belong, they are more likely to engage meaningfully with their environment.



The benefits of an organised accessible environment are clear in supporting children's skills for learning and thinking. Having a well-organised, well-structured space lessens visual overwhelm and promotes a sense of calm. They are more likely to develop a *can-do* approach, try out their ideas and develop resilience for when things go wrong.



Visuals

Visual aids are visual cues that present information in a clear, accessible format or break tasks down into manageable steps. These can include pictures, symbols, or objects that represent actions, choices, or events. Visuals may take the form of photos, drawings, real items, or printed icons, and are often used to represent routines, transitions, or communication options. Using visual aids in EYFS can support children's ability to focus, understand routines and concepts, and express their needs, thoughts, and ideas. Visuals provide consistent, accessible cues that support communication and learning.



In addition to our OAP guide, we have also developed an Inclusion in Year R training offer new for this academic year.

There are three separate whole day training courses, one each term.

Day one focuses on

OAP, day two on schemas for schools and day three on transitions and assessment. Each day can be bought as a stand-alone training package, however if you buy a space on two of the days, we are currently offering the third day for free. All days are currently bookable via the learning zone. If you have any questions about the course, please email Joanne Maylen.



We also have a *Help for Year R teachers – supporting vulnerable children in Year R* section on the Services for Young Children Moodle. Here you will find short presentations on subjects such as environments,

co-regulation, using visual supports and supporting sensory needs. In addition to these resources, we also run a free of charge termly network after school, focusing on a range of different subjects to support inclusive practice.

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Education and Inclusion Therapy Service



Hampshire
County Council

Education and Inclusion
Therapy Service

While our service delivery remains unchanged, please note our updated contact details:

Email: e&itherapy@hants.gov.uk

Phone: 03707 795334

(Please note that our telephone lines connect to our administration team and operate from 8am – 4pm, Monday – Friday.)

Who are we?

The Education and Inclusion (E&I) Therapy Service is no longer part of the Specialist Teacher Advisory Service (STAS) – Communication and Interaction Team. However, we are the same team of speech and language therapists and occupational therapists supporting children and young people across Hampshire, just under a new label.

What do we do?

We support children and young people to access education and thrive in their environment. We work with children and young people directly alongside their families, setting staff and other professionals.

How to access the E&I Therapy Service?

To access our service:

- consent link: to begin the referral process, the referrer must first send a consent link to parent or carer. you will shortly receive our updated consent form link to use for this purpose
- referral link: the referrer will be sent a form to complete once consent has been received
- referral form acceptance: once a referral form has been accepted and allocated, you may be asked to complete and return some documents or checklists. Returning these promptly will help us provide effective support.

How to receive important updates from the E&I Therapy Service

Join our mailing list to receive the latest updates, including continuing professional development (CPD)-accredited training opportunities, informative newsletters, and key service developments, all aimed at supporting the wellbeing, development, and inclusion of young people. To sign up click the link below:

[Education and Inclusion Therapy Service sign-up.](#)

How to access additional information and *free* resources

You can find more information on our webpage which includes our service booklet for information on how the Education and Inclusion Therapy Services provides support.

www.hants.gov.uk/educationandlearning/send/specialist-advisory/education-inclusion.

Additionally, you can access our Moodle, using guest access or request a free login for the Moodle, which gives you access to further training and resources.

<https://sta.mylearningapp.com/>.

Speech and Language Therapy and Occupational Therapy Toolkits

Comic Strip Conversations

(devised by Carol Gray)

Helps a student to:

- Understand the rules of conversation
- Understand their own feelings, thoughts and reactions better
- Understand the perspective of another person
- Understand what went wrong in a social situation and come up with a new way forward for next time
- Understand the thoughts and intentions behind the actions of characters in stories, texts, history, current politics etc.

This strategy also helps teaching staff to understand the student's perspective and understanding of a situation.

When to use it:

- When a student is struggling to understand and follow conversation 'rules' such as taking turns to talk and keeping to topic.
- Following a social incident which has been challenging for the student.
- When the student is struggling to understand why characters in texts behave the way they do.

How to use Comic Strip Conversations:

- The student (preferably) or a supporting adult draws a series of simple cartoon pictures (stick figures are fine) to illustrate a series of actions or conversational turns.
- It can be drawn as you talk, making the live conversation visual after an event.
- The drawings should represent what the student remembered, including:
 - Where it happened
 - Who was there
 - What was said (speech bubbles)
 - What happened (actions)
 - What people might have been thinking (thought bubbles)
 - How people might have been feeling (using a colour coded system).

Remember:
Students with social communication difficulties (including Autism):

- Can find it difficult to see things from another's point of view (i.e. put themselves in someone else's shoes).
- Need help to understand that what people are thinking can be different to what they are saying.
- Need help understanding how others might perceive what they say or do.
- Can have difficulty understanding and naming feelings both in themselves and in other people.
- Need support in understanding how to do things differently for a better social outcome.
- Need support in understanding how to read others' intentions.
- Benefit from consistency - so make sure all those using this strategy use the same format and colour coding system.
- May struggle to communicate if they are experiencing heightened emotions - it is best to trial this strategy with something that is not highly emotive for the student so they have initial success and always wait until they are calm before attempting to unpick a tricky situation.

Education and Inclusion Therapy Service Learning Toolkit - Comic Strip Conversations Widget Symbols © Widget Software 2002-2022
www.widget.com Created by the E&I Therapy Service - not to be shared outside of the intended audience without permission

Blank Level	Language Complexity	Examples of Activities	Examples of questions and statements adults can use at this level
1. Naming - Information is supplied in the immediate environment. - Concrete thinking. - Responses can be short or non-verbal.	- Questions are about different details of a familiar situation or object that doesn't have to be in the immediate environment. - Involves analysis of common features to group objects by.	- Matching pictures - Finding objects - Labelling objects	Find one like this. (Picture matching) Show me a... (cat) What's this called? What is this? What can you touch? What can you taste?
2. Describing - Questions are not about direct objects. - Required to use their own knowledge, make predictions and generalisations.	- Questions are about different details of a familiar situation or object that doesn't have to be in the immediate environment. - Involves analysis of common features to group objects by.	- Commenting on the colour, size, shape, function and other features of an object they can see, touch, or hear - Looking at pictures in a book and describing a scene - Completing a sentence	Find the one that is... (small) and (blue). Who/what/where is...? What is she doing? What happened? Find the one that can... (jump) What shape/size/colour is it? What do we do with it?
3. Retelling - Questions are not about direct objects. - Children must think about what might, could, or would happen to the source, including why questions. - It requires reasoning, and past experiences to be drawn on as well as problem solving and prediction.	- Retelling a story - Explaining what has happened - Giving definitions - Discuss a character	- Identifying and explaining the relationship between objects and events - Problem solving - Make predictions about pictures or scenarios based on what they can see	Tell me how you... (make a cake)? What could he say? How does he feel? What will happen next? What is a... (volcano)? What could we use to...? What could he do if...? (you lost your dog)? Why can't we... (fly)? Why wouldn't...? Why will...? Why is... made of...?

Education and Inclusion Therapy Service Learning Toolkit - Blank Question Levels
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We have a number of readily available toolkits on our Moodle.

The toolkits are useful aide memoires to support children and young people's needs across a variety of areas for example, emotion coaching, comic strips, social stories and cued articulation. We also deliver training on request as part of our sold service offer.

Additionally, please access the Supporting Complex Learners in Mainstream Schools – eLearning package via the HIAS Moodle.

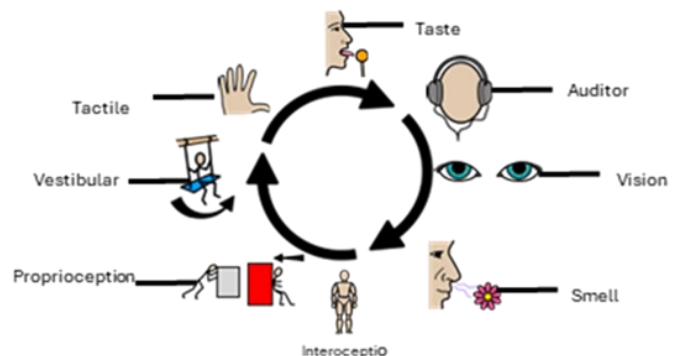
<https://sen.hias.hants.gov.uk/course/index.php?categoryid=33>.

What can schools do to support Ordinarily Available Provision (OAP) for sensory processing?

The team have produced some NEW guidance which can be accessed by following this link on the Moodle.

https://sta.mylearningapp.com/pluginfile.php/4265/mod_resource/content/1/EI%20OT%20Universal%20Provision%20and%20Signposting.pdf

Understanding sensory processing is important as it is the way our brains process and make sense of information received through our senses (sight, sound, touch, smell, taste, balance, (vestibular), body position (proprioception and interoception). Being able to process these sensory stimuli enables us to interact effectively with the environment.



Some children can present with sensory processing differences, and these can impact on their engagement and participation in education. We work alongside our health colleagues at NHS Solent Children's Therapy Team, who offer support to children and young people's sensory needs when they are impacting their activities or daily living. They offer advice and programmes on their website to support sensory needs, fine and gross motor development, handwriting skills, visual perceptual skills, attention, listening and organisational skills, PE adaptations, and self-care skills.

The Education and Inclusion Occupational Therapy team specialise in assessing children who are experiencing sensory processing differences, supporting schools and other educational environments with sensory strategies as well as delivering intervention where needed. We work primarily with Hampshire's Special Educational Needs (SEN) service in support of children's Educational Health and Care Plan (EHCP) provision. Our team also offer a sold service to provide schools, families and other professionals with training.

Heather Marshall

Professional Lead and Specialist (DLD) Speech and Language Therapist, Education and Inclusion Therapy Service

Email: heather.marshall@hants.gov.uk

EMTAS supported coffee events for parents



Are you looking to further develop relationships with the parents of your multilingual learners? Would you like to empower them to feel more confident to support their child's home learning in the context of an unfamiliar British curriculum? Perhaps you are searching for a way to develop a sense of belonging for your EAL families within your school community? If so, hosting an EMTAS-supported coffee event might be the ideal opportunity for your school.

An EMTAS-supported coffee event is planned in advance with a member of school staff; this ensures that any school-specific information is included in the delivery. The event itself is a double-act, supported by the EMTAS Specialist Teacher Advisor in the role of co-host. Over coffee, parents learn about the school system in England – key stages, age ranges, expectations, etc. They hear about the importance of maintaining first language and find out how they can support their child's learning at home, even if their own English is in the early stages of development. Alongside this, parents get an opportunity to build connections and friendships with other families who may be in the same boat as them, which can help them feel more included and involved in their child's school experience.

We are delighted to offer these events for free for our Hampshire maintained schools. Contact EMTAS to book in an event for your school:

Tel: 0370 7794 222

Email: emtas@hants.gov.uk

Talk-rich teaching toolkit: project summary and next steps



Last academic year, several Hampshire schools collaborated with the EMTAS Teacher Team and Professor Naomi Flynn from the University of Reading to develop the *Talk-rich teaching toolkit*. This initiative aims to enhance the use of talk-based approaches to improve the engagement of multilingual learners. It is made accessible to staff in primary schools through the toolkit, which comprises self-serve professional learning materials.

The toolkit is grounded in key principles that promote a sense of belonging, encourage talk-rich approaches, support enquiry-led and collaborative learning, and are designed for delivery in small group settings. It also aligns closely with the EMTAS EAL and Traveller Excellence Awards.

As part of the development process, Professor Flynn conducted interviews with practitioners across Hampshire to understand what features they would value in online professional development materials. These insights directly informed the toolkit's design. Participating schools then piloted the materials and provided feedback to refine the final product.

The *Talk-rich teaching toolkit* is accessed via the EMTAS Moodle. It comprises four main sections:

- **the toolkit explained:** outlines the core principles, explores the benefits of oracy and the importance of fostering a sense of school belonging for all learners
- **getting started with the toolkit:** offers tailored guidance for school leaders, teachers, EAL and GRT leads and teaching assistants
- **learning and teaching with the toolkit:** presents practical oracy strategies to support learners at various stages of English language acquisition
- **further teaching resources:** provides additional materials to support implementation.

At the end of the project, schools reported that:

- multilingual learners grew in confidence to take part in small group conversations using new vocabulary
- multilingual learners were better able to articulate the questions they needed to ask when they did not understand things
- teachers found that, in saying less, and working with groups, they became better active listeners
- teachers appreciated understanding the *why* of implementing oracy, and *permission* to design talk-based activities rather than worrying about written *evidence*
- headteachers appreciated the ways in which Toolkit content could be adapted to local need and matched to school priorities.

If you are interested in knowing more about the detail of this project, you can read Professor Flynn's longer project report which will be sent to schools in September. Also watch this space for news of the county-wide rollout!

Improving practice and provision through the EMTAS EAL and Traveller and Showmen Excellence Awards

Developed by the EMTAS Specialist Teacher Advisor team, the EAL and Traveller Excellence Awards are 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 and Showmen children and their families respectively. This article starts with well-deserved congratulations for schools' hard work towards their awards in the 2024/25 academic year. It then updates readers on progress with the development of these Awards' little sister, the EMTAS Early Years Foundation Stage EAL Excellence Award.



Congratulations

For the academic year 2024/25, we once again celebrate the work of staff in many Hampshire schools and settings towards achieving an EAL and/or Traveller and Showmen Excellence Award.

The schools that achieved the EAL Excellence Awards (EXA) were:

Silver Level

- Fleet Infant School
- St James' Primary School
- Balksbury Infant School
- Church Crookham Junior School
- Bordon Garrison Pre-School (EYFS EXA)
- Bushy Leaze Children and Family Centre (EYFS EXA)

Gold Level

- Fairfield's Primary School

The schools that achieved the Traveller and Showmen Excellence Awards (TXA) were:

Bronze Level

- Micheldever Primary School
- The Hurst School
- Wellow Primary School

Silver Level

- Robert May's School

Congratulations to all these schools and settings on their fantastic achievement!

Early Years Foundation Stage (EYFS) EAL Award

The EYFS EAL Excellence Award pilot was a huge success in the 2024/25 academic year, with a number of settings successfully validated and a few more awaiting their validation visits. The EYFS EAL Award works in the same way as the original EAL Excellence Award and allows settings to self-evaluate their practice and provision for our youngest learners of English as an additional language. Out of that activity, it supports settings to identify areas for development. Whilst their work with the Award will come in handy in an inspection, validation is optional. Should they choose to validate, settings will receive written feedback and a certificate acknowledging their awarding level if they are successful. The certificate remains valid for two years.

The EAL self-evaluation documents will soon be available free of charge to all EYFS settings through the Services for Young Children (SfYC) Moodle. Keep an eye out for these documents when they are released in the new academic year. Should settings wish to be validated after using the self-evaluation tools, they should contact their local SfYC Teacher Advisor.

For further information about the EMTAS Excellence Awards see

www.hants.gov.uk/educationandlearning/emtas/primary-secondary-phase/ealexcellenceaward

or, for the EYFS EXA

<https://sfyctraining.hants.gov.uk/>.

Celebrating success through the EMTAS Heritage Honours Award



Schools are reminded that children and young people can be nominated for a Heritage Honours Award by anyone associated with the school community. This includes school staff, parents/carers, peers, EMTAS staff and other local authority professionals. Schools can nominate more than one child or young person within the same academic year, should they wish to do so.

Before a nomination is submitted, children and young people should be consulted so they are aware of the process. However, the actual submission must be completed by a member of the school staff. Successful nominees will each receive a signed certificate and a small prize: a set of branded pens (Key Stage 3/4) or coloured pencils (Key Stage 1/2).



At EMTAS, we are proud to celebrate with schools the rich cultural diversity that exists within their communities through our Heritage Honours Award. This Award is our way of recognising and valuing the linguistic, cultural and religious contributions that pupils make to their schools, families and communities. Through the Award, we aim to promote not only children's academic successes but also their sense of pride in their cultural heritage.



To find out more about the Heritage Honours Award and make your own nominations:

<https://emtas.hias.hants.gov.uk/course/view.php?id=79>.

Dr Sarah Coles

Team Leader, EMTAS

Email: sarah.c.coles@hants.gov.uk

Congratulations

In the 2024/25 academic year, we celebrated the outstanding achievements of pupils across many Hampshire schools and settings through the Heritage Honours Award. Among the primary schools, those with the highest number of nominations this year were **Merton Infant School, Bentley Church of England Primary School and Cranford Park Church of England Primary School.**

Looking back and looking forward: county priorities in primary English

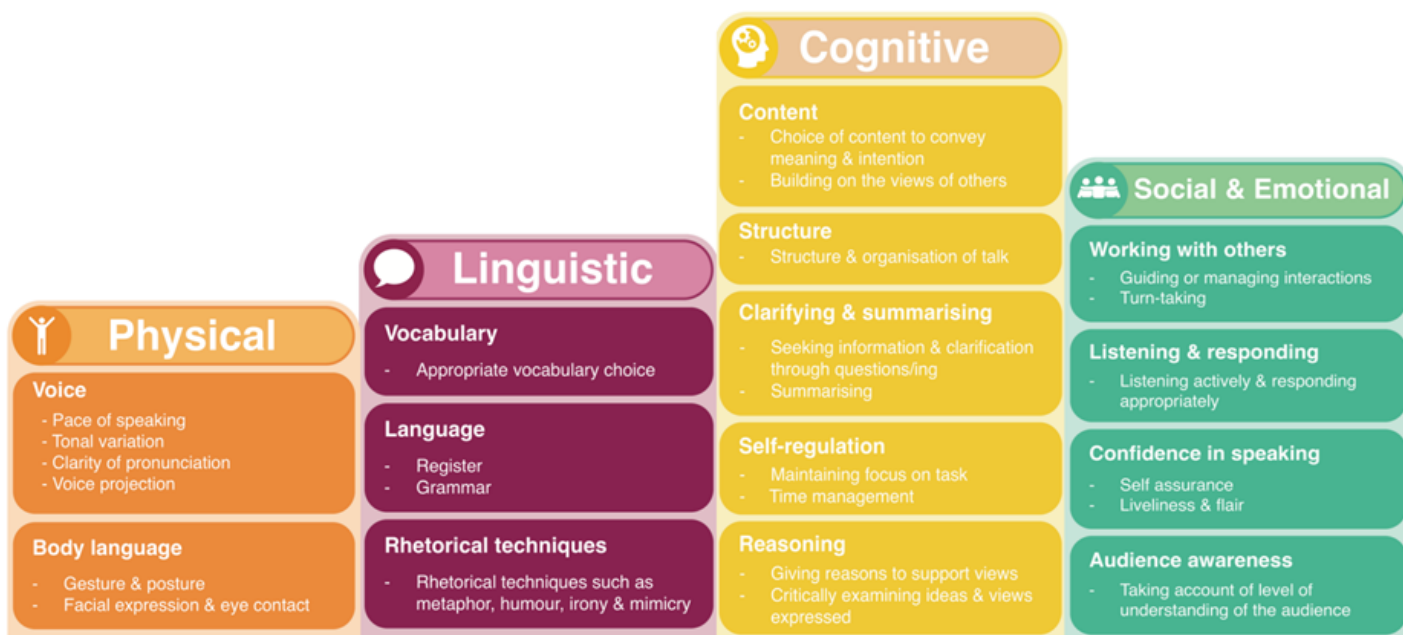
As ever, it has been a busy year in primary English, with schools looking ahead to both a new curriculum and forthcoming DfE guidance on the teaching of writing, while also taking on board a developing range of messages from educational thinkers and organisations. In our core provision work for 2024 and 2025, we chose to focus on two areas that have risen to prominence in the landscape of primary English: oracy and the teaching of writing. Underpinning both areas was thinking on how we can have the most impact as leaders of English.

Oracy

The current National Curriculum states that it “reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically”.¹ Despite this, the statutory requirements for spoken language consist of 12 statements that are not

broken down into year groups but rather cover Years 1 to 6 in their entirety. Compared to the pages of content and appendices related to grammar and spelling, there is little in the way of specifics for schools, which have long used documents such as The Communication Trust’s *Communicating the Curriculum* to support their delivery of oracy. In 2024, Ofsted noted that “few schools design or follow a curriculum to develop pupils’ spoken language”.² With this in mind, and with the profile of oracy raised considerably since the pandemic, we ensured spoken language would be a key thread in our core provision sessions for 2024/25.

As Neil Mercer states, oracy “*simply means the capability to get things done effectively through speaking and listening. It applies not only to the development of children’s spoken language skills but also to teachers’ effective use and management of talk in the classroom to enable their pupils to learn*”.³ Once we had defined oracy, we looked in depth at some key principles. Firstly, we established that oracy enables pupils to *learn to talk* and *learn through talk*. We then looked at the different strands of oracy in education as exemplified by the Oracy Framework, developed by Voice 21 and Oracy Cambridge.



© Voice 21 2019 developed in partnership with Oracy Cambridge. Voice 21 operates as an organisation under the School 21 Foundation, a registered charity in England and Wales, registration number 1152672

The Oracy Framework is a useful tool to consider current provision in schools and develop the curriculum for spoken language further.

Finally, we returned to Neil Mercer’s work to consider the different types of talk that pupils engage in and agreed that *exploratory talk*, where pupils listen actively, ask questions, challenge ideas and build on contributions, is the most desirable form of classroom talk. With these principles understood, we could audit provision in our schools and move on to practical approaches to develop talk.

These practical classroom approaches were a real focus at our 2024 conference, where we were joined by Voice 21, who delivered the keynote presentation and two workshops on oracy. Each conference was buzzing with ideas around spoken language, and we were able to follow up on this in our subsequent core provision sessions. With oracy very much on the agenda in discussions around the new National Curriculum, Hampshire schools are already developing thinking in this important area.

Writing

Writing was our second priority for the 2024/25 core provision cycle and will continue to be a key focus area in the next academic year.

Our thinking around writing was influenced by a range of reports and research, including Ofsted’s *Strong foundations in the first years of school*. Here, great emphasis was placed upon the importance of developing fluency in “*foundational knowledge, such as spelling, handwriting and orally composing sentences*”.⁴ The document also acknowledged that some schools introduce complex writing tasks too early, when pupils have not yet mastered the basics.

It was with this approach of identifying key priorities for teaching and rehearsal that we continued our work on writing for core provision this year. For example, we looked at how sentence structure can be secured with all year groups and how pupils can move from sentence-level work to crafting paragraphs within the English learning journey. We also considered how dictation could support pupils’ writing development and how effective scaffolding can ensure all pupils can succeed in writing lessons.

Colleagues were able to audit their writing curriculums and identify barriers to pupil progress in this area of English.

Suggested Curriculum Priorities – Year 1

Termly Progression / Journey			Year 1
Autumn	Spring	Summer	End of Year Pen Portrait
Transcription: Handwriting – shape and space Phonetically plausible spelling Spell some common exception words	Transcription: Handwriting – shape, space and size Phonetically plausible spelling and known common exception words	Transcription: Handwriting – shape, space, size and sitting Apply known phonics and known common exception words Spell words with taught suffixes (eg -ing, -er, -est)	Pupils can write simple sentences without support. Sentences are punctuated with capital letters and full stops. They are beginning to use the conjunction <i>and</i> to join words and clauses. They rehearse their ideas orally prior to writing, drawing on models from reading to help structure and develop their own. Pupils are aware of the need to add description to their writing and use simple noun phrases. They demonstrate correct letter formation and use their phonics knowledge to support spelling. They are increasingly confident, writing independently in a familiar range of forms, but still need support with extending and developing writing.
Sentence structure: Simple sentence beginning with noun or personal pronoun / Use CL and FS	Sentence structure: Simple sentence Joining words with <i>and</i> Use CL and FS	Sentence structure: Compound sentence – joining clauses using ‘and’ Punctuate sentences with CL, FS and ?	
Grammar: Past tense - <i>ed</i>	Grammar: Present tense – <i>ing</i> Simple noun phrase (adj + noun)	Grammar: Adding the prefix – <i>un</i> to verbs and adjectives	
Composition: Oral rehearsal Hold a sentence – write a sentence – check a sentence	Composition: Orally rehearse a sentence Check for accuracy – spelling and punctuation Add adjectives for detail	Composition: Simple noun phrases for detail Sequence sentences to form short narratives Read work back to check for transcription errors and meaning – who, does what, where / when	

A sample page from Writing Progression Year 1-6: Pen Portraits and Curriculum Priorities.

As part of a broad move towards focusing on foundational knowledge and increasing complexity in writing tasks gradually, we also shared our document, *Writing progression Year 1-6: pen portraits and curriculum priorities*. This document was warmly received, giving teachers and leaders a clear steer as to 'what to focus on when' to secure foundational knowledge and achieve writing fluency. The accompanying pen portraits provide a snapshot of a pupil working within age-related expectations at the end of each year.

Looking ahead to 2025/26

The 2025/26 academic year promises to be a year of evolution in primary English, as we will by then have received the DfE's new writing framework. We will have a focus on the review and implementation of this document in our core provision sessions. Although, at the time of writing in July 2025, the framework has not been released, it is widely anticipated to follow on from recent messaging around securing foundational knowledge and skills in writing and providing plenty of opportunities for pupils to develop fluency before introducing complex writing tasks. The writing framework will also be in focus at our primary English conferences in November 2025, with Lisa Baldwin from the University of Winchester joining us to explore how we can maintain pupil engagement in writing while also developing the required knowledge and skills.

We will also receive the first indications of how a revised National Curriculum will look in the autumn term. Again, we will be able to unpick the recommendations of the Curriculum and Assessment Review with colleagues in our core provision sessions.

In changing times, with new developments such as artificial intelligence providing both challenges and opportunities for teachers and pupils, a focus on core skills such as effective spoken and written communication becomes even more important. The education writer Doug Lemov, when introducing the second edition of the influential *Writing revolution* recently, pointed to exactly this: "*while writing is a timeless skill, it has never been more relevant or important than today, and so, too, is the ability to teach it well*".⁵

Owen Tromans

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Reference

- 1 DfE, National Curriculum, 2013
- 2 Ofsted, *Telling the story: The English subject report*, 2024.
- 3 Mercer in Page, *Oracy*, 2024
- 4 Ofsted, *Strong foundations in the first years of school*
- 5 Lemov in Hochman and Wexler, *The writing revolution 2.0*, 2024

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Geography

Meeting with Let's Go Zero

As the Inspector/Adviser for Geography, I am keen to support schools in developing sustainability education. During April, I had the privilege to meet with Catherine Odell from the environmental charity Let's Go Zero. Catherine is the Climate Action Team Leader for the South of the UK. Let's Go Zero enjoy working with local authorities that are passionate about sustainability and during our meeting we explored the ways in which we can work together to support Hampshire schools. It was wonderful to hear that some Hampshire schools had already been supported by Let's Go Zero. Let's Go Zero supports schools in their climate action planning no matter what stage they are in their sustainability journey and can advise them on how to make their school more sustainable. They offer different levels of support from general advice to intensive service visits. Please see the flyer for further information.

I am eager to see how Hampshire schools progress in their sustainability journey. This is an exciting time where we can work together to protect our world for future generations. The Department for Education's interim report, released in March, mentioned that further focus was needed in climate and sustainability education.

https://assets.publishing.service.gov.uk/media/67e6b43596745eff958ca022/Curriculum_and_Assessment_Review_interim_report.pdf.

I look forward to continue supporting schools in integrating climate education and sustainability into their curriculums and providing sustainability training for teachers, senior leaders, and governing bodies.



LET'S GO ZERO 2030 **SIGN UP TODAY**

Free support & climate action advice

Join the hundreds of schools across England who are accessing support from their Let's Go Zero Climate Action Advisor.
Here's what to expect from our support:

- It's free**
Not only is our support and advice free but we also aim to save you money. Being a sustainable school means consuming less and wasting less - so it's our mission to help you reduce costs.
- It's convenient**
We can offer advice by email, in a short online meeting or we can visit your school in person. Whatever works for you and helps your school take climate action.
- It helps you meet the DfE expectations**
All schools are required to have a sustainability lead and climate action plan in place by 2025. Our service can help you get there, boosting confidence and enhancing your level of ambition on the way.
- It's impartial and independent**
The advice we give has been carefully selected from a range of options, so you can be confident that the actions we suggest are the best for your school, helping to cut through the noise and join the dots.
- It's practical**
We know schools are busy places with huge demands on stretched resources. Our team is a mix of both education and climate advice professionals, so we know what works for schools.
- It's here for you**
From easy quick wins to save you energy, to regular and ongoing support, we are here, on the journey with you.

"I definitely didn't want any token gestures. These are brilliant, really practical measures."
Emma Johnson, Headteacher, Ravenshead CofE Primary School

www.letsgozero.org

Let's Go Zero is a campaign led by Ashden, and supported by Green Future Investments Ltd. All content © 2024 Ashden. Registered number: 05062514. Charity number: 1104153.

Please get in touch if you would like any further information. Together, we can inspire our children to appreciate and protect our ever-changing world and help them develop green skills for the future.

Emma Groves

Inspector/Adviser for Primary Geography, HIAS

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Hampshire Music Service

Supporting high-quality music education in Hampshire: The Lead Schools initiative

The Lead School programme, part of the refreshed National Plan for Music Education 2022 (NPME), is designed to place schools at the heart of music provision across England. Lead Schools are selected to champion high-quality music education in their area and work closely with the local Music Hub to model strong practice, foster collaboration, and support professional development. These schools demonstrate a clear commitment to music as a core part of their curriculum and extracurricular offer, helping to ensure that every child, regardless of background, has access to high-quality music-making opportunities.

Lead schools are vital in ensuring that the National Plan for Music 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.

Hampshire Music Education Hub is committed to enabling high quality music education in Hampshire. One of the hub's strategic priorities is to support quality first teaching and learning, building and developing high quality subject pedagogy within music teaching. Another key priority is facilitating partnership working to develop quality musical opportunities for children and young people (CYP) and the community. The appointment of lead schools plays an important role in both these priorities.

Hampshire is proud to have two designated lead primary schools – St Peter's Catholic Primary School in Winchester and St Mary's Church of England Junior School in Old Basing.



These schools are recognised for their exceptional music provision and commitment to supporting music across the wider school community. Both schools employ a music specialist to deliver curriculum music and have successfully embedded music into the culture of their school. They deliver an ambitious and high-quality music curriculum, boast a high number of pupils receiving instrumental lessons taught through Hampshire Music Service, and each offer a rich programme of extracurricular music-making opportunities. They also enable a fully inclusive culture, supporting and protecting CYP's health and wellbeing through their music provision. As recently appointed Lead Schools, St Peter's Catholic Primary School and St Mary's Church of England Junior School are working to support and inspire other local schools.

St Mary's Church of England Junior School



St Mary's Church of England Junior School have established a network of cluster primary schools within Basingstoke, who meet termly to share good practice and provide CPD for music leads.



Basingstoke Primary Schools' Music annual concert at The Anvil.

This year the focus of the meetings has included designing a progressive and effective curriculum map and exploring features of effective assessment in music.

St Mary's Church of England Junior School have a long-established tradition of supporting and participating in the Basingstoke Primary Schools' Music annual concert at The Anvil, where primary schools from the local area unite, bringing together over 500 children to celebrate the art of performing in a massed choir, orchestra and dance troupe. This year the theme was *Count on me*, sharing ideas of kindness, teamwork and trust all through the universal language of music.

St Peter's Catholic Primary School

In June, St Peter's Catholic Primary School led a vocal festival for local Winchester primary schools and their feeder secondary, Kings School. Schools prepared the vocal repertoire in school, with the support of the music lead from St Peter's Catholic Primary School. They were then invited to bring a group of children to participate in a workshop with Leading Specialist Vocal Practitioner, Lin Marsh. The theme of the day was *Our World* and culminated in a celebration performance for families and friends.



Celebration performance for families and friends by Winchester schools.



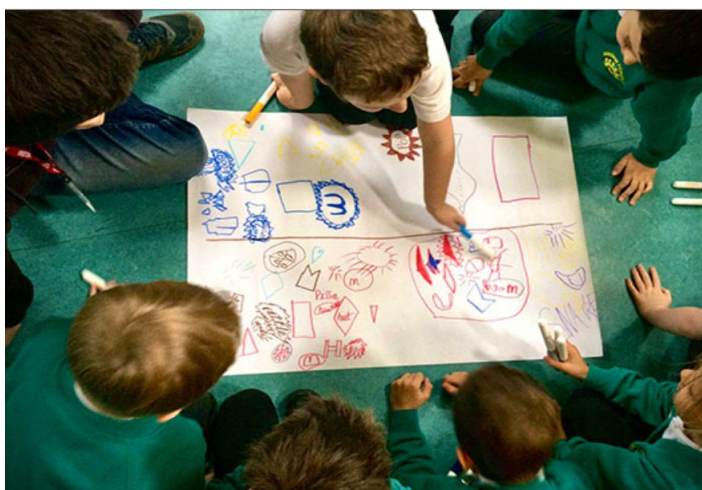
St Peter's Catholic Primary School have also established a network of cluster primary schools within the Winchester area, who meet termly to share good practice and provide support for other music leads. This year the focus of these meetings has included writing a music development plan and effective assessment in music.

Hampshire Music Education Hub have also appointed two Lead Secondary Schools in Hampshire: The Wavell School in Farnborough and The Mountbatten School in Romsey. Both have strong links with their local primary schools.



The Wavell School

In its first year as Lead School, The Wavell School invited local primary schools to watch their school production, offering an aspirational and high-quality musical experience for children. The Wavell School, in partnership with Hampshire Music Service, went on to facilitate a composition project with London Sinfonietta. Music leads from local primary schools were offered a CPD session provided by London Sinfonietta, taking compositional starting points back to their own schools. This project culminated in a concert at the Princes Hall, sharing and performing some of the children's work.



The Wavell School has also worked closely with St Peter's Church of England Aided Junior School, Farnborough, and have collaborated to put on the first *Rushmoor Schools Choir Festival* later this month. Nearly all feeder primary schools will attend and sing in the event.

These events have allowed the schools to build the necessary connections and get to know each other, building the groundwork for going deeper with supporting music provision next academic year.

Please get in touch with Hampshire Music Education Hub if you would like to work with a Lead School to engage with musical opportunities or further develop your school's music provision. Equally, if there are any schools interested in becoming a next generation 'Lead School for Music' in Hampshire, please get in touch with Hampshire Music Education Hub.

Yvonne Postlethwaite

Primary Curriculum Lead, Hampshire Music Service

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Rights and Diversity Education



Let's Support
EACH OTHER

The work to promote equality and diversity continues apace across county with an increasing number of schools engaging with the Inclusion and Diversity District Partnership and all of the great resources and opportunities offered through working together on this agenda. The overarching aim of the partnership is to:

“focus on equality and diversity and support settings to develop further into places where people genuinely feel that they belong and, as a result, 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 seems to resonate more loudly given the uncertain and turbulent times we are living through. It is even more critical that we seek to build respect and a clear understanding of social justice through the work that we do with our children and young people in our schools.

BIG Virtual staff meetings

Many of you will have attended the county funded Big Virtual staff meetings in January and June 2025 and we hope to see many more schools sign up for the meetings in 2026.

These meetings are an opportunity for the whole staff to come together with other schools across the county to further develop their practice and embed diversity and equality across the curriculum, environment and ethos in the school.

Save the date – Wednesday January 28 and Wednesday June 10 2026, 3.45pm – 5pm.

Staff networks and pupil equality and rights advocates (EARA)

We have enjoyed a very successful year working with over 86 primary, infant and junior schools as part of the EARA and staff network meetings. 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.



The work of the Langrish Primary School EARA Group was celebrated in their recent Ofsted report with an *Outstanding* grade for the personal development section of the report.

Congratulations to all the staff and pupils!

“There is rich provision for pupils to become confident and respectful citizens. The school’s Equality and Rights Advocate Group provides ideas and opportunities for pupils to develop their knowledge of life in modern Britain. This work can also be seen in the embedded ethos that guides everything the school does.”

Ofsted, June 2025

The EARA and network offer for 2025/26 is now available to book: <https://hias-moodle.mylearningapp.com/pluginfile.php/3439/course/section/1414/Diversity%2C%20Inclusion%20and%20Belonging%20District%20Partnership%20Offer%202025-26%20flyer.pdf?time=1745916838808>.

Rights and Diversity Education Centre



The Rights and Diversity Education Centre is a prime source of support for teachers keen to develop work on equality, diversity and rights including the global dimension.

We take a lead in tackling difficult issues while being reactive to a changing educational environment. We know that promoting equity and respect improves levels of attainment and participation for all pupils.

What services does the RADE Centre provide?

- Extensive range of teaching packs on all National Curriculum topics.
- Up-to-date collection of published reference material, especially books, posters and packs.
- Teaching materials for use at Key Stage 1 to Key Stage 4.
- Loan service from library of books.
- Loan of DVDs and videos.
- Artefact loan boxes and advice on using artefacts.
- Advice and training for schools and teachers.
- A contact reference point for advice about issues concerning the curriculum.

Prejudicial Language and Behaviour (PLAB) survey 2025

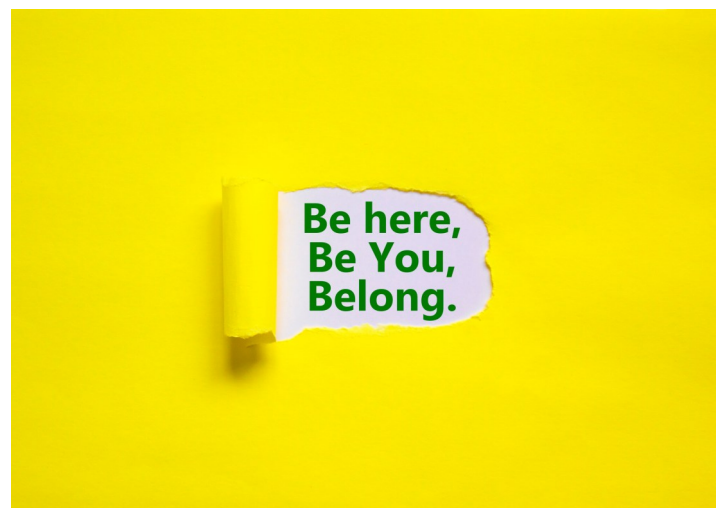
You will soon be receiving (September 2025), the annual survey for the prejudicial language and behaviour incidents recorded in your school for the academic year 2024/25.

We are very grateful for your time and efforts in completing and submitting the data through the survey.

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.

For more information and to access the resources and training offers available, including the *Hampshire prejudicial language and behaviour toolkit for schools*, please visit the RADE Moodle:

<https://hias-moodle.mylearningapp.com/course/view.php?id=240>

If you would like to book any additional training or support, please contact;

Minnie Moore

Rights, Diversity and Social Justice Education
Adviser, HIAS

Email: minnie.moore@hants.gov.uk

Safeguarding

Last year, in her article for the *Primary Update*, Sue Savory reflected on the key findings from the May 2024 report from the NSPCC on *The place of children's voice in safeguarding practice in schools* and considered questions that Ofsted might ask to help them understand how schools are supporting their pupils to stay safe.

As we know and as is so succinctly put by the NSPCC in their article *How can we hear and facilitate the voice of the child?* (October 2024):

“Listening to and capturing the voice of the child is central to effective safeguarding practice. It's how we understand children's lived experiences, hear their views about their lives and circumstances, and take effective action to support or safeguard them.”

School visits

It was precisely the question of pupil voice that, following the annual audit process, became the purpose of a number of visits to schools over the year, focussing on good practice in hearing and facilitating the voice of the child. In an echo of the NSPCC article, which identified a range of good practice for professionals working with children and young people, the results of these visits clearly demonstrate that schools and settings are continuously reflecting on this question in order to challenge and strengthen their practice. We can compare our Hampshire good practice with a range of the NSPCC *pointers* and see that there is lots of *good stuff* going on.

Paying attention to the different ways a child may try to communicate

Firstly, there is the guidance that we should “*pay attention to all the different ways a child may try to communicate*”. It was evident from the school visits that there is a lot of work happening around this including:

- regular pupil conferencing facilitated by a range of adults, involving members of the leadership team, teaching staff, support staff and governors, and involving randomly selected pupils ensuring representation of all groups
- regular pupil surveys, including those with a specific safeguarding focus
- use of communication tools and methods: symbols, key words, ALD boards, PECs, eye gaze and widgets
- use of zones of regulation and colour monsters
- worry jars or a variation of this for children to indicate that they need to talk
- school council reps
- child governors who are elected, gauge class opinions, suggest changes and meet with the safeguarding governor
- anti-bullying ambassadors and pupil wellbeing groups
- PLAB questionnaire.

The key in all of this was the underlying thinking which was evident in all of the schools visited – how can we ensure that we hear all children – through the verbal and non-verbal, the said and unsaid, and the behaviours we see that communicate something which we may not always understand immediately, but must always be curious about?

Empowering children to make sure their voice is heard

Further to this is the guidance that we should “*empower children to make sure their voice is heard*” and that there is a culture of participation. Clearly, all of the points listed above are aimed at empowering children to have a voice but sitting alongside were the processes and curriculum that schools had in place which would enhance this further.

Many spoke of restorative justice processes in which the children would explore the problems, strive to understand each other's perspective, and agree a route forward. Others spoke of curriculum approaches – specific keep safe work to facilitate discussion, a safety, caring, achievement, resilience, friendship curriculum (SCARF) and the development of intersectional resources. There were also more specific approaches including: thrive practitioner sessions with emotional wellbeing discussion with Year R and Year 1; intimate care training which included pupil feedback; pupils leading care plans; CPOMs integration to ensure that statements, initial conversations and meetings included the pupils and captured their voice; and one-to-one mentoring sessions with the class teacher every half-term.

Through all of this, it was evident that schools were *“providing children with the tools they need to communicate effectively”* taking account of disability, age, development, and language – which was another NSPCC pointer on good practice. The visits showed the range of different methods by which schools were working to capture pupil voice and the continuous thinking that was taking place to extend and improve this. This also included providing a range of different adults for children to talk to including teachers, support staff, emotional literacy support assistant (ELSA), drawing and talking therapist, wellbeing advisers, home-school link worker, counsellors, speech and language therapist, and governors.

Listening and responding to children

Over the past few years, the NSPCC have produced a series of blogs focused on the importance of the language we use in listening to and responding to children. Essentially, there would be little point in developing all of these brilliant methods of capturing pupil voice if, when children speak to us, we use the wrong words which may then stop them talking or stop us being curious about what we see and hear. These blogs are for a whole range of professionals who work with children – health, social care, schools and so on and, in a short read (or listen) provide some really helpful and thought-provoking ideas around language use. You can read them here:

<https://learning.nspcc.org.uk/news?type=26003>

Below are just some of the points raised which I think are helpful to reflect on and have an awareness of when we use certain phrases or words (that's not to say we need to change them all – as documents like Keeping Children Safe in Education (KCSIE) or training sessions do use some of this terminology – but it is useful to think about it).

Topic and language used	Language suggested	Why?
Medical appointments.	Was not brought.	This implies that children have control of turning up or not. The phrase <i>was not brought</i> ensures that the responsibility stays with the adult.
Working with families. Language used: <i>hard to reach</i> .	Hard to access.	The question to reflect on when we say this is, is it really that our services are <i>hard to access</i> ? Have we made our schools as easy as possible for all parents – including those with mental health needs, disabilities, EAL, limited literacy – to access? What are the barriers and how do we overcome them?
Male caregivers. Language used: <i>hidden or invisible</i> .	Unseen.	Sometimes there is an assumption that mothers are the main care giver and case reviews have found professionals often rely on mum to provide information about the child. This can mean male caregivers become unseen or unknown. It is important to engage with male caregivers equally and to build a picture or network of relationships around a child – map the adults in a child's life – as this helps identify potential risks but also protective factors.

Topic and language used	Language suggested	Why?
Child-on-child abuse. Language used: abuser, offender, or perpetrator.	Harmful sexual behaviour. In another article it also suggested using the following terms: Child who has harmed. Child who was harmed. These terms keep the language to the behaviour, rather than labelling the child.	By thinking of a child in this way, professionals may consider only the risk to others, not the risk to the child who is doing it. Often children showing harmful sexual behaviours (HSB) have been abused or traumatised themselves. Also, using child-on-child, peer-on-peer or sibling sexual abuse without context may also limit understanding. For example, if a child shows child-on-child abuse towards girls, there may be an assumption that there is no risk to boys. Changing the language to HSB allows us to look at wider context, but also to recognise that the child's behaviour is not fixed. Labelling a child as an abuser or perpetrator, especially if they hear this, makes them feel they cannot change. Referring to the behaviours (HSB) labels the behaviour, not the child.
Child sexual abuse. Language used: child pornography.	Child sexual abuse imagery.	Saying child pornography puts the focus on how the material is used rather than the impact on the child (ren). People are not making or watching child pornography – they are making or watching child sexual abuse materials/imagery.
Behaviour as communication. Language used: attention seeking.	Contact seeking. Attention needing.	This is probably a very familiar one to most schools, especially those who have worked on attuning and de-escalation. As we know, all behaviour is a communication and when children are <i>attention seeking</i> what they are doing is communicating a need to us – sometimes in a way that's not positive or helpful, but it is a need nonetheless. The key is adults showing curiosity about the <i>why</i>.
The description <i>toxic trio</i>. Language used: toxic trio.	Naming the individual factors.	While the factors of domestic abuse, substance misuse and parental mental health are often present in the lives of children who have experienced abuse or neglect, the position is often far more complex, and the term <i>toxic trio</i> can simplify this. Having all of these does not automatically mean abuse. Having none of them does not automatically mean a child is safe. There is a need to contextualise by thinking about other factors, but also appropriate support services – the factors are not always a problem if there is appropriate management of them. Other factors impacting may include family history, parental ACES, cultural or language barriers, disability, and poverty.
Domestic abuse. Language used: domestic violence (DV).	Domestic abuse.	Domestic abuse covers a much wider range of behaviours than domestic violence. These behaviours include coercive control*, causing dependency, emotional abuse, online or digital abuse, economic and financial abuse.

*Note: I would recommend the Hampshire Safeguarding Children Partnership (HSCP) training on *Post Separation Abuse – Using the Courts and Child Contact Arrangements* if you are working with split families where parents are acrimonious and going to court frequently – really interesting and helpful input from a solicitor around this. Next date is Wednesday 26 November 2025 (09:30 - 11:00)

Topic and language used	Language suggested	Why?
Children in care. Language used: unit, placement, contact, respite, LAC, LAC review.	Ask the child what language they would like to be used.	A direct quote from a child about the use of the term looked after children (LAC) was that <i>"it makes us all feel like we're lacking summat but we're not."</i> The terminology used around care-experienced children can compound the sense of being different, other, depersonalised, and stigmatised. The important emphasis is to help children find their voice.
Risky behaviour. Language used: putting themselves at risk, risky behaviour.	Unsafe situations. Unsafe places. Unsafe people. Exploited.	In the context of abuse and exploitation, a professional focus on risk-taking behaviour can imply that the young person has a level of responsibility for what has happened to them – when in fact abuse is never a young person's fault. In the context of primary schools, as an example, we may say a child who runs is putting themselves at risk – but the point is that children do not understand the risk – the behaviour is unsafe, they are not risk-taking.
Children who have experienced abuse. Language used: victim.	Ask the child what language they use – they may use victim, but they should be asked how they describe themselves.	There are two aspects to this – if we label a person as a victim it implies weak, vulnerable, and powerless. This can impact on how the child feels or thinks about themselves. We are also then only defining the child by the abuse they have suffered, rather than who the child is as a person. It can also impact on professionals picking up on potential abuse. Professionals may assume that abuse is not taking place or is not as serious because the young person does not <i>look like</i> a victim. This can be the case with older children, especially if they appear to <i>consent</i> – for example young people who are being criminally or sexually exploited. The important thing is they are children and so cannot consent – hence it is abuse.
Children with a disability. Language used: disabled children.	Child with a disability.	Using child-first or child-led language reminds us of the importance of seeing children who have disabilities as children first, instead of focussing on their disabilities. Case reviews often identify issues with professionals talking about, rather than to, children who have disabilities. Sometimes professionals assume that a child's disability prevents them from expressing their views. All children can communicate preferences if asked in the right way. Having child-first language helps us remember this.
Online friends. Language used: online friends.	Someone you met online.	Using the word <i>friend</i> implies someone is safe, trustworthy, kind, etc. We teach children what a friend is – so if we use the term online friend, we are implying this person fits that description. The key is to dig deeper and ensure children understand the risks of online contact and how to keep themselves safe.

Topic and language used	Language suggested	Why?
Disguised compliance. Language used: disguised compliance.	Describe what the caregivers/parents are or are not doing.	The issue raised is that this term has become overused and too broad a <i>catch-all</i> . Also, that it creates suspicion and can shift the focus away from the children to the parents. Also (again) that it is actually wrong – what we are really saying is disguised non-compliance! – by which we are describing a range of uncooperative or resistant behaviours. It is helpful to think about the underlying causes of parental behaviour. Allowing time for reflection can help you identify patterns of non-cooperation, the potential reasons behind the behaviour and actions you can take to help keep children safe.

I hope that these small snippets provide some useful reflection points. From the school visits it is clear that so many of our schools are doing a brilliant job of collecting and capturing pupil voice through a whole range of means. Sitting alongside this is our use of language, which we are, no doubt, all aware and mindful of – although it never hurts to continue to reflect on this and think about our practice – safeguarding, as we know, is never *done*.

Thank you to those schools who volunteered to be visited and for sharing your good practice examples which is very much appreciated.

As we begin the new academic year, a reminder that I am here to support if you have any questions or concerns regarding safeguarding or if you just need to run something by someone. I can also carry out training, safeguarding audits and reviews, workshops with the children on online safety and am happy to deliver other inputs in discussion with you.

Cindy Pritchard

Lead Safeguarding Adviser (Education)

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England in the top five: the role of CPD in raising science standards

When the 2023 Trends in International Mathematics and Science Study (TIMSS) results were released in December 2024, they brought exciting news: England's pupils are now among the top five globally for science – a remarkable achievement reflecting years of dedication and progress.

Year 5 pupils are in the top five for the first time since 2003 – and Year 9 pupils since 2007. England now ranks fifth internationally for science at both primary and secondary levels – an impressive leap from 12th and 14th place respectively in the previous cycle.

England's science rankings (TIMSS):

Year 5: 12th → 5th

Year 9: 14th → 5th

The TIMSS study, which assessed over 650,000 pupils across 64 countries, found that England's pupils not only improved their scores but also showed strong scientific reasoning and environmental awareness. England has participated in every TIMSS cycle since its inception in 1995, making this year's results especially noteworthy.

What is behind the success?

Experts point to a combination of factors, including a knowledge-rich curriculum, targeted professional development, and a renewed focus on science education following the pandemic.

As Primary Science Inspector/Adviser for Hampshire, I have seen a real shift in how science is taught in the last few years.

There are more purposeful practical investigations, better resources, and a stronger emphasis on scientific vocabulary.

What has also made a noticeable difference is the increased focus on effective sequencing and planning, along with ensuring that science has protected time in the timetable. These elements are key to building deeper understanding and sustaining high-quality teaching across year groups. But compared to English and mathematics, science still receives significantly less emphasis in school improvement plans, budgets, and time allocation.

Supporting teachers, inspiring pupils

The shift in outcomes is closely tied to how well schools support their teachers. Many professionals in the primary education sector believe that science professional development should be a core entitlement for all primary teachers and a strategic priority for schools².

“Science CPD should be a core entitlement for all primary teachers – not an optional extra.”

While primary teaching is a complex and evolving role, science sometimes lacks the attention and investment it deserves – despite being a subject where many teachers do not have formal qualifications and confidence.

Teachers who engage in science-specific CPD report greater confidence across nearly all aspects of science teaching. Most science CPD support for teachers comes from subject leaders, yet only about half of them have received external CPD themselves. In Hampshire, we pride ourselves on providing effective and bespoke CPD to schools who request it as well as regular, termly primary science leader network meetings in which science leaders can develop their confidence to lead improvements in their subject.

There is a need for a cultural and strategic shift in schools to recognise science CPD as essential, not optional, and to embed it into long-term planning and teacher development pathways.

Looking ahead: future goals for science education

Looking ahead, the future of science education in England is focused on sustaining and building upon recent successes. One of the primary goals is to broaden access to science capital, ensuring that all pupils – regardless of their background – can engage with enriching science experiences both inside and outside the classroom. This includes exposure to hands-on experiments, science clubs, museum visits, and real-world applications that make science both accessible and inspiring.

Another key priority is enhancing teacher training and CPD, particularly for primary educators. By providing more subject-specific CPD and mentoring opportunities, teachers can deepen their expertise and confidence in delivering high-quality science instruction. Additionally, embedding sustainability and climate science into the curriculum is becoming increasingly important. This equips pupils with the knowledge and critical thinking skills needed to understand and address global environmental challenges. Early engagement in STEM is also a focus, with an emphasis on nurturing curiosity and problem-solving through play-based and inquiry-led learning in the early years. Finally, there is a strong commitment to enhancing diversity in STEM pathways by promoting inclusive role models and career opportunities, aiming to inspire pupils from underrepresented groups to see themselves as future scientists and innovators.

Next steps for schools

- Prioritise science in your school development plan.
- Invest in subject-specific CPD.
- Join your local primary science leader network meetings.

Emma Cooper

General Inspector/Adviser for Primary Science

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References

- 1 UCL Institute of Education (2024). TIMSS 2023: National Report for England. University College London. https://assets.publishing.service.gov.uk/media/67a4a36381828dd65c16a81d/TIMMS_2023_national_report_for_england_volume_1.pdf
- 2 Turner, J (2025). Teacher Development Trust, <https://tdtrust.org/posts/cpd-primary-science/>

Embedding OAP into the graduated approach

The relaunch of the revised guidance for *Ordinarily Available Provision and SEND Support* has happened at a point in time when the children accessing education are changing. Much has been surmised as to the changes in need which have been and continue to be seen. Therefore, it is unlikely to be a single factor contributing and instead a combination of: increased understanding, medical advances, the impact of Covid, greater availability of information and a generation where digital devices and alternative means of communication are the norm (to name but a few).

The concept of the graduated approach is not a new one but previously this has been used more to focus on targeted and specialised intervention for special educational needs and disabilities. However, incorporating ordinarily available provision into the approach means that resources and strategies already being used become universal and therefore refine and strengthen the model.

OAP is the provision made available in every part of an educational establishment for every person, every day. In doing this a more inclusive learning environment can be established which enables all to succeed. We are far more informed and know that there may be challenges or vulnerabilities being experienced that we do not know about or even see the effect of in our education settings. Therefore, having a strong and consistent ordinarily available provision means that all can thrive through proportionate universalism.

As well as supporting inclusion, taking this approach also reduces reliance on external resources, promotes equity by embedding scaffolds and support in everyday practice, builds staff capacity and resilience and encourages proactive problem solving and early intervention.

OAP would not necessarily be everyone's first choice of terminology. However, due to the use in the *Code of practice 2015* and the fact that it refers to more than just teaching, it is an appropriate choice of phraseology. As outlined in the guidance materials, ordinarily available provision is about high quality inclusive teaching and pedagogical approaches but is also extrinsically linked to the environment and cultural conditions created as well. Someone can be an expert practitioner but if the conditions for learning are not in place through the other aspects of provision, then success will not be as likely.

The guidance materials aim to provide the practical information about the approaches to take whilst also providing some information about the rationale and principles for the strategies. There are times when it does not seem that particular strategies are working but on closer analysis this is often less about the approach and more about the understanding of its principles, and therefore implementation.

Visual timetables

Visual timetables are a regular feature of many classrooms. However, unless used with fidelity to the approach, they are unlikely to have the impact which is intended.

A visual timetable is a way of supporting someone to predict what is happening next. It is a concrete representation of time and a sequence of events and so enables the user to know the things that must happen and the order of these. In order for them to have maximum impact they should explicitly be referred to at the start and end of a section, as something is completed this section should be removed and things should not be changed around as this can induce anxiety which the schedule was previously managing.

Communication friendly environments

This sort of environment ensures that speech, language and communication skills are planned for. This will relate to the physical environment, the strategies used by adults and opportunities that children have to practise communication skills.

Environmental considerations will link to the use of visuals (timetables, cues, vocabulary walls). As with visual timetables, the use of these resources should be taught explicitly. The classroom environment should avoid clutter and equipment should be labelled with both a word and stage appropriate visual. Seating should be arranged so that there is an encouragement to work and communicate together. Additional resources to support with language should be available if needed. Background noise should be managed to promote listening and thinking. Routines should be clear, explicit and consistent.

Strategies used by adults should include the use of concrete resources prior to the abstract. Using visuals and dual coding as the norm. Provide time for processing and ensuring that instructions are concise and chunked, whilst considering the use of working memory at all times.

Explicit opportunities to develop communication skills should also be the norm, including talking partner activities where ideas are rehearsed and formulated before wider sharing. Structured group activities where there are opportunities to talk different roles when communicating. Use of sentence starters and word lists can promote with these activities.

It is important to hold in mind that the suggested strategies are all evidence proven. This means that if something is not having the expected impact then that could be an indicator that adaptation is needed to the approach, rather than a complete change in approach.

Laura Hamson

School Improvement Manager – SEND and Inclusion

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References

- 1 https://hants.sharepoint.com/:b:/s/CSCommunications/EdUXu7VIR9ICpb-XeCse_kQBsdJ4RrPm6qvZdLBtSNERkg?e=kIV3sS
- 2 Education Endowment Foundation (2020). *Special educational needs in mainstream schools*. [online] Education Endowment Foundation. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>.
- 3 Speech and language UK (2024). *Creating a communication supportive environment: primary*. [online] Speech and Language UK: Changing Young Lives. Available at: <https://speechandlanguage.org.uk/educators-and-professionals/resource-library-for-educators/creating-a-communication-supportive-environment-primary/>.

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

Five Fundamentals of Effective Classroom Practice (West)

This training is for headteachers and leaders of teaching and learning. The role of headteachers in the development of effective teaching is central to school improvement. The training will develop school leaders' instructional leadership skills and understanding and their effectiveness in developing the quality and consistency of teaching across all classes. The new Ofsted framework has identified leaders' impact on the development of teaching as a key area of focus and this training will explore how headteachers can best address this key area of leadership.

 22 September, 14 October, 11 November 2025, 14 January, 25 February and 11 March 2026

 *Five Fundamentals*

 Price: Sub £620 / SLA £445 / Full £744
The course fee is for two attendees from each school.

Five Fundamentals of Effective Classroom Practice (East)

This training is for headteachers and leaders of teaching and learning. The role of headteachers in the development of effective teaching is central to school improvement. The training will develop school leaders' *instructional leadership* skills and understanding and their effectiveness in developing the quality and consistency of teaching across all classes. The new Ofsted framework has identified leaders' impact on the development of teaching as a key area of focus and this training will explore how headteachers can best address this key area of leadership.

 29 September, 21 October, 18 November 2025, 12 January, 24 February and 17 March 2026

 *Five Fundamentals*

 Price: Sub £620 / SLA £445 / Full £744
The course fee is for two attendees from each school.

Hampshire Primary Curriculum Conference

Theme of conference – an irresistible curriculum.

An opportunity to share best practice around effective curriculum design and the principles behind this from within Hampshire and beyond.

- Inspire and reinvigorate colleagues to reflect on their own curriculum offer.
- Deepen understanding of key aspects of highly effective curriculum design.
- Reflect on your school's curriculum journey and consider future steps.
- Gain a deeper understanding of the dynamic relationship between content, pedagogy, and assessment.
- Reflect on the implications of the new Curriculum Review for your school.

 2 October 2025

 Curriculum Conference

 Sub £140 / SLA £20 / Full £168

Using Question Level Analysis (QLA) to Drive Strategic School Improvement 25/26

This course will support senior leaders alongside maths and English leads to gain additional insight into pupil performance through focusing on question level analysis of the KS2 SATS. Leaders will be able to review and address areas of need in order to refine strategic plans and ensure that all children make good progress throughout the year in English and mathematics. The course price entitles three delegates to attend from the same school. Only the senior leader should be booked via the Learning Zone.

 7 October 2025

 Using QLA

 Sub £240 / SLA £120 / Full £288

Making Headway 25/26

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.

 (Part 1) – 9 October, 6 November, 4 December 2025, 22 January, 26 February, 19 March 2026

(Part 2) – 23 April, 7 May 2026

 Headway 2025

 **Part 1** Sub £320 / SLA £80 / Full £384

Part 2 Sub £105 / SLA £90 / Full £126

Aspiring Primary Headteachers Programme 25/26

The Hampshire Primary Programme for those preparing for headship within the next two years. 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.

 10 October, 7 November, 4 December 2025, 15 January, 6 February, 24 February, 16 March 2026

 Aspiring Headteachers

 Sub £550 / SLA £220 / Full £660

Developing Oracy and Spoken Language for Learning

A multi-session course to support schools in their development of oracy and spoken language as key pedagogical approaches to teaching and learning with a focus on core subjects. The course comprises three face-to-face training sessions across the autumn and spring term.

 3 October, 1 December 2025 and 13 March 2026

 *Oracy*

 Sub £325 / SLA £170 / Full £390

Embedding Diversity in your Primary History Curriculum (Webinar)

Working with the findings from the Interim Curriculum Review and the latest research on diversity, Minnie Moore will explore how you can approach diversity in your primary history curriculum and where you can find examples of good practice.

This webinar will cover:

- reflections on the findings of the Interim Curriculum Review for diversity and how that can be applied in history
- understanding the research on diversity and using it when planning history
- evaluating your current history curriculum in relation to diversity
- formulating an action plan going forward.

 6 October 2025

 *Embedding Diversity*

 Sub £55 / SLA £40 / Full £66

Being a Design and Technology Subject Lead in the Primary School 25/26

The course will give new and aspiring Design and Technology subject co-ordinators confidence in leading and managing their subject.

 6 October 2025

 *Design Subject*

 Sub £250 / SLA £165 / Full £300

Newly Appointed Primary Science Leader Training 25/26

Taking on the leadership of science can appear a daunting task for many new science co-ordinators, especially at a time when its place in the curriculum is under greater scrutiny.

This one-day training session will help new science leaders gain a clear understanding of what science teaching and learning should be like and identify what they need to do to further develop the subject in their own school.

Part of the cost of the training includes a half day visit from Emma Cooper, General Inspector/ Adviser for Science, to support your school's specific challenges/developments.

 17 October 2025

 *New Science*

 Sub £660 / SLA £581 / Full £792

Primary Mathematics: Effective Teaching of Times Tables 2025

The aim of this course is to explore and develop ideas, pedagogies and associated subject knowledge to promote and enhance the teaching of times tables in the classroom. Teachers will engage in mathematics from the primary curriculum and explore mental strategies in order to support pupils' conceptual understanding to mental fluency.

 14 October 2025 and 3 February 2026

 *Effective Teaching*

 Sub £235 / SLA £140 / Full £282

Inclusive Classroom – Adapting Planning for SEND Maths Pupils 25/26

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.

 22 October and 3 December 2025

 *Inclusive Classroom*

 Sub £270 / SLA £165 / Full £324

Primary MFL Conference 2025

The objectives of the Primary MFL Conference are to:

- build on the CPD offered through our primary network meetings (2024-25)
- provide primary MFL subject leads with relevant, up-to-date subject specific CPD and support the outcomes of learners across the county
- provide bespoke and targeted support for those new to leading MFL
- consider use of AI
- allow teachers time to share ideas and current practice
- strengthen the network of MFL subject leaders across the county.

 6 November 2025

 *MFL Conference*

 Sub £145 / SLA £80 / Full £174

Primary Mathematics: New Mathematics Managers 25/26

Over three face-to-face half-day sessions this course will explore key issues in leading and managing mathematics teaching and learning in the primary years. Delegates will develop their understanding of their role as mathematics subject leader.

As part of the course a bespoke individual virtual session of one hour will be booked during the summer term with each participant to discuss their own professional needs and support them with their mathematics action plan.

 7 November 2025, 23 January and 6 March 2026

 *Mathematics Managers*

 Sub £510 / SLA £255 / Full £612

An Introduction to Text-led English Learning Journeys (KS1 and KS2) 25/26

An introduction to Hampshire phased learning journey model to support the planning and teaching of writing. This face-to-face course will explore the HIAS phased learning journey model that develops readers as writers, providing delegates with an overview of the model and practical ideas and resources to support successful planning and teaching of writing. This introductory course is ideal for teachers who are new to the Hampshire model, new to teaching, or teachers who just need a little extra support with planning. Relevant for teachers of both KS1 and KS2.

A further three-session training course focusing on each phase individually in more depth and detail will be available in the spring term, which can be booked separately.

 11 November 2025

 *Text-led 25*

 Sub £105 / SLA £55 / Full £126

Being an Art Subject Leader in the Primary School 25/26

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

 12 November 2025, 13 January and 5 March 2026

 *Art Subject Leader*

 Sub £345 / SLA £265 / Full £414

Ofsted Briefing – Education Inspection Framework 2025

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 within the next six to nine months.

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).

 13 November 2025

 *Ofsted Briefing*

 Sub £275 / SLA £100 / Full £330

Planning, Progression and Assessment in Primary Design and Technology 25/26 (Webinar)

Practical guidance to provide the necessary background information and possible strategies to enable subject leaders in design and technology to make appropriate assessment, recording and reporting arrangements for their own schools.

 18 November 2025

 *Design Progression 25*

 Sub £145 / SLA £115 / Full £174

Working with AI in your Primary History Curriculum (Webinar)

Working with the findings from the Interim Curriculum Review and the latest research on AI, Phil Bagge will explore how you can understand and use AI with integrity in your primary history curriculum and where you can find examples of good practice. This webinar will cover:

- reflections on the findings of the Interim Curriculum Review for AI and how that can be applied in history
- understanding the research on AI and using it with integrity when planning history
- evaluating your current history curriculum in relation to AI
- formulating an action plan going forward
- how to keep safe and protect data.

 13 November 2025

 *AI History*

 Sub £55 / SLA £40 / Full £66

New Primary Geography Leaders 25/26 (Webinar)

The session will provide those new to leading geography with support and guidance in their new role. It will help subject leaders feel more confident in leading geography and develop their subject knowledge. In addition to this, subject leaders will have the opportunity to share, discuss and develop their vision for their school as a geography subject leader and take away ideas for their geography action planning.

 20 November 2025

 *Geography Leaders*

 Sub £50 / SLA £30 / Full £60