

Additional Teach in Herts advertising campaign launches **page 3**



Save the date: **28.09.16 – HfL's Annual General Meeting page 3**

Find out more about our Early Years services **page 7**



Herts for Learning **July 2016**

# THE EXCHANGE

FREE Issue 20  
Hertsforlearning.co.uk

@HertsLearning HertsforLearning

SHARING EDUCATION NEWS AND BEST PRACTICE FROM HERTFORDSHIRE SCHOOLS

## Annual programme shares good practice in Early Years settings

Early Year's programme a success with headteachers and practitioners across Herts



by **Ryan Fisher, Journalist**

The 2015/16 Early Years programme has received fantastic feedback from the headteachers and practitioners who have taken part in this event.

The Early Years annual programme is a district based year-long programme consisting of three training days for Early Years practitioners, headteachers and EYFS leaders.

The training sessions focus on developing practice in the Early Years following consultation with headteachers in the localities. This ensures the training is tailored to meet the training needs of practitioners working in their settings. In Watford these sessions included: 'Empowering children's mathematical learning', and 'Defining quality in the Early Years.' Practitioners were also invited to stay for an inspirational twilight session about storytelling, from children's author Neil Griffiths, who entertained the delegates as he described 13 steps to effectively read a story to children.

In Stevenage, practitioners were provided with useful tips and practical strategies on how to effectively engage with parents so that outcomes improve for children. The second day of training was 'Encouraging and harnessing children's curiosity, creativity and imagination through the expressive arts and design.' This thought provoking session enabled practitioners to engage in practical activities using recycled materials and reflect on approaches

Continued on page 7

## SUMMER WISHES FROM ALL AT HERTS FOR LEARNING



It has been a tumultuous year for education, and with the added challenges facing the country things are unlikely to be settled for some time. Amidst that change and through our joint endeavours we have steered Hertfordshire steadily towards even further improvement. It is likely that over 90% of Hertfordshire schools and settings will be judged good or outstanding by the end of this academic year. This is a brilliant achievement keeping us well above national and our statistical neighbours.

I am also pleased to say that it has been another strong year for HfL, your School Company; putting us on a firm and sustainable footing and achieving all of the targets the Board set for us. We have developed further new products and services including financial toolkits, business management services and new curriculum materials following your requests and have bedded down some of the new services we have initiated over the past three years. It is great to see our Parent2Parent® programme going from strength to strength and now available across phases and the evolution of our coaching service to include options for school leaders to train to become a coach in a very cost effective way.

Recruitment issues and teacher-shortages continue to be front of mind and the HfL Board continues its commitment to supporting our shareholders by investing in this crucial area; again running what is now becoming the annual recruitment fair, launching the new Teach in Herts website, offering courses for returners and developing a further advertising campaign to help schools with vacancies after the 31<sup>st</sup> May resignation deadline.

Next year will undoubtedly be a year of further challenges and change, requiring us to continue to work hard together to make sure Hertfordshire remains one of the best places in the country for children, so I would like to wish you, your staff and pupils a very enjoyable, relaxing and well-deserved summer break.

Best wishes,

Jan

Jan Paine  
Managing Director, Herts for Learning Ltd.

## WIN a hamper for your staff room!

Take the **THE EXCHANGE** survey here and tell us what you think'

Follow the link: [bit.ly/TESurvey](http://bit.ly/TESurvey)



## The impact of European immigration on schools

by Jasleen Dhillon, Executive Assistant – Education Policy and Practice

Prior to the EU Referendum, on the 23<sup>rd</sup> June in which the UK voted to leave the European Union, Education data company SchoolDash analysed government figures on EU immigration in schools. Findings revealed that schools with large numbers of EU migrants can outperform those without.

Because Department for Education figures use ethnicity rather than nationality, the report used the category "non-British, non-Irish white" (NBW) to identify pupils most likely to be from EU countries. Findings revealed that the total proportion of EU immigrant pupils is low, fewer than 5% nationally. The overall increase in migrant numbers between 2011 and 2015

has been modest, at 1.2%, with a few, areas, including London, Boston and Peterborough, seeing high increases of up to 8%. Generally, the impact of EU migration on schools has been largely hyperlocal, with some schools seeing a 2% decrease and some seeing a 6% increase in EU migrants.

It was noted that schools with more NBW pupils tend to have a higher proportion of pupils who speak English as an additional language (EAL) and are eligible for free school meals. The report found little evidence to suggest that schools with a high proportion of NBW and EAL pupils do much worse than those with predominantly native British children on roll.

Although schools with high numbers of NBW pupils did less well in meeting the national target of level 4 in reading, writing and maths (RWM) than schools with low NBW numbers (79.3% compared with 82.4%), schools with high proportions of NBW pupils performed better than schools of a similar socio-economic background with a low number of NBW pupils.

Disadvantaged pupils in high NBW schools performed better than their peers across the spectrum of schools, with 73.3% achieving level 4 in RWM, compared with 67.9% in similar low NBW schools. Furthermore, London continues to be an outlier in all results, with 84% of pupils at high NBW schools achieving a level 4 in RWM.

The author suggests that the impact of EAL pupils and the "London effect" factors into these results, supporting substantial previous research on both topics.

Overall, the effect of EU immigration in terms of both numbers and attainment is very local, with the majority of areas largely unaffected, a few areas heavily affected and "London positively thriving, at least in terms of academic outcomes".

To view the full SchoolDash report, Immigration's impact, please visit: [www.schooldash.com/blog.html](http://www.schooldash.com/blog.html)

## The impact of EEF projects: sports coaches, research champions and speech therapy interventions

by Jasleen Dhillon, Executive Assistant – Education Policy and Practice

The Education Endowment Foundation (EEF) recently published its latest evaluation reports of four programmes it funded. The projects were independently evaluated and had received a total of £1.3 million of funding altogether. All four projects appeared to show little or no impact in schools.

Developed by the Communications Trust, the **Talk of the Town** project involved speech therapists providing training to teaching staff so they could deliver evidence-based targeted interventions to children with language delay. The two-year trial involved 300 pupils from 64 schools. The evaluation found no evidence that the programme improved reading levels or spoken language skills among pupils; however, teachers noted the positive impact on pupil confidence.

The **Powerful Learning Conversations** programme, delivered by the Youth Sport Trust, also found no impact on pupils' attainment in English. In this programme, which cost £20,000 to trial, teachers applied techniques used for successful feedback in sports coaching into English and maths in Key Stage 3. Although researchers found a positive impact on maths attainment, this could not be attributed to the programme and was therefore inconclusive.

The next two studies by EEF studies looked at methods of encouraging teachers to implement research findings in schools. In the **Research into Practice** programme, delivered by the Inspirational Professional Learning Community Network, teachers from 10 primary schools in Rochdale received training sessions on how to apply research into classrooms. Researchers found that there were some positive changes in teachers' attitudes to using research and evidence-based practice, but this could not be directly linked to the study.

In the **Ashford Teaching Alliance Research Champion** programme, a senior teacher in each of the five participating schools acted as a "research champion" and worked with other senior leaders to promote engagement by using research evidence in the classroom. The programme involved workshops, seminars and twilight sessions to support staff during the year. The EEF report found that teacher engagement in the programme was often low and that there was no evidence that their attitudes towards research changed. Teachers reported that this was due to time constraints and "varying levels of buy-in from senior leadership teams".

The DfE has released some key eSafety guidance regarding keeping children safe in education, which can be accessed via the link below. The most likely to affect many schools is that the overall responsibility for eSafety now lies with the Designated Safeguarding Lead (DSL) or deputy DSL. This role can no longer be delegated to another member of staff, such as Computing/ICT Lead, unless that person has completed appropriate DSL training. Reallocation of this responsibility may be a temporary solution to this problem until training can be completed if this affects your school.

The Hertfordshire eSafety policy template can be found within the eSafety pages on The Grid, should you wish to adopt it either in full or in part.

Below is a link to an excellent analysis of the changes by Kent County Council. It highlights suggested actions in addition to key changes based on this new document. From there, the original document can also be found: <http://bit.ly/TE-KenteSafety>

Amongst other important changes, eSafety is no longer an optional school policy. There must now be direct refer-

### PRIMARY PLANNING & ASSESSMENT PLUS

#### Primary PA Plus new resources

#### MAKING THE MOST OF YOUR PRIMARY PA PLUS SUBSCRIPTION

#### Coming in the autumn term:

##### English

- guided reading KS2 support materials
- writing models for non fiction Reception – Year 6
- speaking and listening assessment criteria

##### Mathematics

- mathematics planning maps for key areas of learning
- identifying and addressing mathematics misconceptions
- mental calculation policy
- progression in worded problems:
  - addition and subtraction
  - multiplication and division

All included within your current Primary PA Plus subscription. To access these resources, log in to your school's account via: [www.hertsforlearning.co.uk](http://www.hertsforlearning.co.uk)

Forgotten your login details?  
Email [resources@hertsforlearning.co.uk](mailto:resources@hertsforlearning.co.uk)

REMINDER: COOKIES MUST BE ENABLED ON ALL MACHINES ATTEMPTING TO ACCESS THE PRIMARY PA PLUS RESOURCES

## Save the date – HfL's third AGM Wednesday 28<sup>th</sup> September 2016

All shareholder schools are invited to attend Herts for Learning's 2016 AGM.

Herts for Learning is your school company. This is your opportunity to hear more about the business and the support it provides to schools.

#### Items being discussed will include:

- Herts for Learning's third year of trading
- Herts for Learning's future business plans

#### You will also have the opportunity to:

- feed back about the services Herts for Learning provides
- meet and put questions to Herts for Learning's Board of Directors
- vote on any resolutions

A formal invitation, including the agenda, Herts for Learning's Annual Report and details of any resolutions, will be sent to all shareholding schools via headteachers and chairs two weeks prior to the AGM.

The School Company Regulations state that the governing body is the shareholder. All headteachers, chairs of governors and other members of the governing body are welcome to attend; however, should a vote take place, each shareholding school has one vote.

To assist us with the organisation of the meeting, it would be helpful if you could provide us with the number of people from your school that might be attending through the link: [bit.ly/HfLAGM2016](http://bit.ly/HfLAGM2016)

Wednesday 28<sup>th</sup> September 2016

5.00 pm (refreshments from 4.30 pm)

Hertfordshire Development Centre,  
Robertson House,  
Six Hills Way, Stevenage SG1 2FQ

For more information, please contact Jackie Goodhall, Company Secretary, at: [executive@hertsforlearning.co.uk](mailto:executive@hertsforlearning.co.uk)



## New Primary Computing Scheme

by Ryan Fisher, Journalist

From September 2016, HfL will be expanding and improving the Herts for Learning Primary Computing Scheme. Following feedback, as part of the service, subscribers will have access to a new online area where additional, regularly updated materials will be provided to support teachers in delivering the computing curriculum. Schools will continue to receive their personalised copies of the scheme, in both printed and electronic formats, as before. Benefits of subscribing to the scheme (from September 2016) include:

- The same creative approach to delivering the 2014 computing curriculum, with learning themes for EYFS, KS1, lower KS2 and upper KS2
- Learning themes regularly revised to meet the needs of teachers and schools
- Extensive assessment materials that follow the Primary PA Plus assessment approach
- Examples of medium-term plans, donated by Hertfordshire schools
- New theme guides, to provide deeper explanations and guidance for each KS1

and KS2 learning objective

- A new bank of supporting materials, which will continue to grow, containing software and activity guides, links to online resources that can be used for classroom activities, and other tools to support computing in schools
- A new banded pricing structure based on numbers of pupils on roll, with subscriptions running for a calendar year

New subscribers in Hertfordshire will be introduced to the scheme through a half-day session with an HfL computing adviser. This session can include a one-hour staff meeting so that all teachers may be introduced to how the scheme works.

Existing subscribers will receive a communication when their current subscription is nearing an end, with their options to re-subscribe.

Look out for further information and prices in the new academic year.

HfL's NQT team provides professional guidance and support for NQTs and all school staff involved with NQT induction



To register your NQT(s) go to: <http://herts.nqtmanager.com>

Support offered by the team includes: telephone, email and face-to-face advice and guidance; an induction handbook and toolkit; administrative services for registration, monitoring and assessments procedures; an online system; quality assurance; and specialist expertise and monitoring where NQTs experience difficulties and are assessed at C2/D grade.

#### For enquiries, please contact:

Julie Grimwade NQT Administration Coordinator  
01438 844755, [julie.grimwade@hertsforlearning.co.uk](mailto:julie.grimwade@hertsforlearning.co.uk)

Clare Mellish Adviser for Primary NQT Induction  
01438 844755, [clare.mellish@hertsforlearning.co.uk](mailto:clare.mellish@hertsforlearning.co.uk)

Liz Shapland Adviser for Secondary NQT Induction  
01438 844755, [liz.shapland@hertsforlearning.co.uk](mailto:liz.shapland@hertsforlearning.co.uk)

Sarah Gatfield NQT Training Coordinator  
01438 844889, [sarah.gatfield@hertsforlearning.co.uk](mailto:sarah.gatfield@hertsforlearning.co.uk)

## Book now for autumn term Parent2Parent<sup>®</sup> programmes

The Parent2Parent<sup>®</sup> programme is already running successfully in primary schools throughout Hertfordshire, with positive feedback from headteachers, parents and children alike. **The programme has also now been written for parents of teenage children and is available in secondary schools from September.**

HfL is now taking bookings for both primary and secondary Parent2Parent<sup>®</sup> programmes for the autumn term.



To book, or for further information, please contact Julie Garstang on 01438 844855

(bookings will be offered on a first come, first served basis)

"I have been trying to get parents at my school on board for years. The Parent2Parent<sup>®</sup> programme has revolutionised my relationship with them; now I think we've finally cracked it."  
Herts headteacher

## Teach in Herts online campaign launches to support recruitment in Hertfordshire schools

Teach in Herts is increasing its support to schools over the coming weeks, in a final push to recruit teachers for the autumn term.

An online advertising campaign, driving candidates to Teach in Herts, began on Friday 10<sup>th</sup> June and will be running until Sunday 10<sup>th</sup> July across the education section of the Guardian Jobs website and, for the first time, across social media channels (Facebook, Twitter and LinkedIn). The social media campaign is specifically targeting those who are able to fill the current vacancies, i.e. those looking to return to teaching, NQTs and overseas teachers.

The impact of the campaign is being carefully monitored and will feed into future targeted marketing plans to grow Teach in Herts and support recruitment in Hertfordshire schools.

Make sure your adverts are on Teach in Herts.

[www.teachinherts.com](http://www.teachinherts.com)

Teach in Herts

## Watford eco-school powers ahead thanks to energy-saving makeover by Ryan Fisher, Journalist

A Watford primary school that won a £50,000 energy makeover in the British Gas Generation Green competition is reaping the benefits of the work, a year since it was completed.

Laurance Haines Primary School has been transformed after receiving state-of-the-art energy-saving technology.

In the two years since winning the prize, British Gas has installed solar panels to the school's roof, and insulated heating pipes and valves to make them more energy-efficient. It also provided an interactive monitor, which displays real-time

information about the school's energy use.

These improvements are expected to cut the school's energy bills by £1,500 a year, reducing its electricity consumption by 10% and gas use by 3%.

As Laurance Haines is generating its own electricity, thanks to the solar panels, it will also earn money from a feed-in tariff.

Watford's MP, Richard Harrington, visited the school in June to see first-hand the impact of the work.

Richard toured the school's site and met pupils who have become inspired about saving energy in the classroom and at home too.

He said: "It was great to see how the kids have really got stuck into thinking about how to reduce their energy use and save money. They're forming good attitudes that will stick with them as they grow up."

James Roach, Headteacher at Laurance Haines, added: "We were delighted to win this award and have very much appreciated the work British Gas has completed for us."



"Our school is now much more energy-efficient. As well as reducing bills, which means increased spending on learning resources, it has also provided our children with onsite energy management learning opportunities. This project has truly inspired our children to become Generation Green."

**For more information about British Gas Generation Green, and to register for free-of-charge learning resources, please visit: [www.generationgreen.co.uk](http://www.generationgreen.co.uk).**

## Pupil gives school award to say thanks for their support

School has gone "beyond the call of duty" to care for diabetic pupil

by Ryan Fisher, Journalist

A school in Bishop's Stortford has been presented with a special award by one of its pupils, in recognition of its work with pupils affected by diabetes.

Manor Fields Primary School was recognised by pupil Millie Law, who was diagnosed with type 1 diabetes in 2011, for "enabling her to enjoy school life and preparing her for moving to secondary school in September".

The school was selected by a panel, including parents and representatives from charity Diabetes UK, to receive the first Good Diabetes

Care in School Award.

Millie's mum, Georgina, said: "I cannot thank the school enough for the way they've cared for Millie. They've treated her like gold and nothing is too much trouble."

"All the staff have been brilliant, but I would like to say a special thank you to teaching assistant Barbara Compton, who deserves an award in her own right. Since the day Millie came out of hospital and returned to school, Barbara has gone way beyond the call of duty for Millie. We will always be in her debt."

Manor Fields Headteacher Tina Jarman, said: "We take our responsibility very seriously to provide Millie with the support and care she needs to manage her condition safely in school."

"We've worked closely with students, parents and staff to ensure that the right care is in place and that any child with type 1 diabetes has the same opportunities as their peers who do not have the condition, and are able to fully participate in their education to reach their full academic potential."

Sharon Roberts, Diabetes UK's Eastern

regional head, praised Manor Fields for its "outstanding" care and support.

"We urge all schools to follow Manor Fields' example, as good care in schools means that children and young people with diabetes stay healthy and get the best from their education," she said.

**Diabetes Week is an annual event held in June. For more information about how to help children affected by diabetes, visit: [bit.ly/1sE3rit](http://bit.ly/1sE3rit)**



## Pupils compete in annual maths challenge finals

by Ryan Fisher, Journalist

Throughout 2016, Herts for Learning has been hosting its three maths challenges for pupils in Years 5, 7 and 8.

Pupils had to use their maths knowledge, estimation skills, memory and descriptive vocabulary in four rounds. Each team, made up of four pupils, had to qualify for the finals held at Stevenage Hertfordshire Development Centre.

A question from the Year 5 challenge:

**I am thinking of four numbers.  
The sum of all the numbers is 31.  
One number is odd.  
The range is seven.  
If you subtract the middle two numbers, it equals two.  
There are no duplicate numbers.**

—  
What are the four numbers?  
**SEE THE ANSWER ON PAGE 5**

Congratulations to all schools who took part in this year's challenge and to our winners.

**To find out more about next year's maths challenge, contact: [emma.mcdonnell@hertsforlearning.co.uk](mailto:emma.mcdonnell@hertsforlearning.co.uk)**



**YEAR 5**  
Crabtree Junior, Harpenden



**YEAR 7**  
Watford Grammar School for Boys



**YEAR 8**  
Watford Grammar School for Boys

## 'Champions for Excellence' leadership project

Herts for Learning's 'Champions for Excellence' leadership project is helping drive up standards by supporting schools to sustain, or lift, their performance to outstanding. Launched in spring 2016, this programme is currently supporting 18 schools in Hertfordshire to explore some of the key factors that contribute to outstanding school performance.

Headteachers and senior leaders, including a governor from each of the schools, gathered together at the Auction House, Luton in May to take part in two days of training of this inspiring programme, which follows the style of tailored leadership projects that HFL has been running successfully for several years.

Following each termly training day a HFL adviser visits for a half day's follow up consultancy to support the school in its identified project focus. This will ensure that schools are supported to reflect and identify actions that will help them achieve their project aims.

**To find out more about the Champions for Excellence project and what happened during the training days, please visit: <http://bit.ly/TE-ChampionsExcellence>**

## Two students from Stevenage school win national NHS school competition

Nobel students impress judges with video highlighting importance of biomedical scientist

by Ryan Fisher, Journalist

Students from The Nobel School, Stevenage, are the East of England winners of the Step into the NHS national schools' competition.

Molly Cave and Roshni Dholakia impressed the judges with their entry to promote the role of a biomedical scientist to their peers. The two students created a video that allowed students to get a better understanding of what a biomedical scientist does on a day-to-day basis.

The competition, now in its eighth year, attracts numerous entries from across the country, with the involvement this year of over 3,000 students. The competition aims to promote the 350-plus careers available in the health service and students were tasked with designing

an advertisement and job description for their chosen role. They could work individually or in groups of four.

Amy Pearson, Assistant Director of Learning: Science, Lead Practitioner at Nobel School said: "We are thrilled that our students have won this important prize. This competition has proven to be a valuable classroom tool, engaging students with the workings of the health service and the different career options available to them. The hard work and effort invested in their projects reflects their commitment and dedication."

Roshni said: "We picked the job role of a biomedical scientist because we did a quiz on which career would suit us most and we both

got biomedical scientist on the top of our list. The NHS competition was a wonderful experience and we learnt a lot about biomedical scientists and other jobs in the NHS too."

Molly added: "We really enjoyed taking part in the competition and are now more aware of the wide variety of careers available in the NHS. The competition has made us aware of what qualifications and skills are needed for certain roles in health and has definitely got me interested in a job in the NHS in the future."

Sarah Marcello, Strategic Development Manager for Health Education England in the East of England, said: "I'd like to congratulate Molly Cave, Roshni Dholakia and The Nobel School



for their fantastic entry. Young people are extremely important to the future of the NHS workforce. It is important that the NHS engages with young people now and lets them know about the wealth of career opportunities."

**For more information about this competition, visit the Step into the NHS, schools' competition page: [www.stepintothens.nhs.uk/schools](http://www.stepintothens.nhs.uk/schools)**

## Schools working with local business to inspire students

The Careers and Enterprise Company are helping the transition between school and work

by Ryan Fisher, Journalist

Hertfordshire schools are taking part in a programme to get young people inspired and engaged with working for local businesses.

The Careers and Enterprise Company was announced in December 2014 by Secretary of State for Education Nicky Morgan, with £20 million of government funding. It is employer-led and aims to inspire and prepare young people for the fast-changing world of work and to share this future workforce to meet local needs.

One of the key aims of the company is to build relationships between employers and schools, to enable young people to make informed career choices and develop work-ready skills.

Partnering with Youth Connexions Hertfordshire (HCC), the Hertfordshire programme will provide access to around 80 schools/colleges. A team of Enterprise Co-ordinators will engage with schools in order both to develop an action plan and to match them with an Enterprise Adviser, who will act as a mentor to the school.

Schools will be able to benefit from effective and lasting connections with local businesses, which will increase opportunities for young people. By working directly with an Enterprise Adviser, senior leadership team members in schools can deliver a careers education strategy that is tailored to meet local employers' needs.

Two schools that are already working with the company are The Thomas Alleyne Academy, Stevenage, and Kings Langley School.

"We are always looking at ways to prepare our students for life after school. Through our Enterprise Adviser we will be able to build on the range of experiences we currently provide our students," explained Mark Lewis, Headteacher

at The Thomas Alleyne Academy. "We want our students to leave us with the confidence and resilience to try a huge range of experiences as they create their future successful careers and happy lives as positive citizens."

"We have received really positive feedback on the careers activities we have developed in recent years. As a result of meeting a range of adults from a wide range of industry sectors students have a renewed motivation to achieve after school. We can really see this going from strength to strength and want to build on the successful work we have completed to date."

Gary Lewis, Headteacher at Kings Langley School, believes that personality is just as important as qualifications when it comes to looking for jobs.

"Our school is committed to developing personality skills as this has a huge impact later in life. More and more companies are investing in different skills and not just the qualifications on a bit of paper. We have now employed someone who organises work experience, successful career fairs, which have seen over 100 different companies take part in the four years we have run it, and who is making key contacts with local businesses."

"We want to continue to support our pupils with their future careers from when they join the school to when they leave."

**Over 50 schools across Hertfordshire have now signed up to the programme.**

**For more information about how to get your school involved Senior Enterprise Co-ordinator Daniel Gendle at: [daniel.gendle@hertfordshirelep.co.uk](mailto:daniel.gendle@hertfordshirelep.co.uk)**

#ICYMI  
IN CASE YOU  
MISSED IT

— our Twitter highlights

We are constantly sharing news from schools across the county on HfL's Twitter account. Here are some headlines that caught our eye:

**Peartree Primary pupils design winning jerseys at cycling event**  
<http://bit.ly/TE-PeartreeCycling>

**Sir John Lawes presented with Inspiring Hertfordshire 2016 Education in Employment Award**  
<http://bit.ly/TE-SirJohnLawesAward>

**Ofsted turnaround for Margaret Wix Primary after 'two year journey'**  
<http://bit.ly/TE-MargaretWixOfsted>

**Knights Templar student Ben Goldscheider performs in BBC Young Musician 2016 final**  
<http://bit.ly/TE-BenGoldscheider>

**John Henry Newman has been named in top 100 performing schools in UK**  
<http://bit.ly/TE-JHNTop100>

@HertsLearning

## Chris Carter's free app of the month LEGO® Movie Maker



Stop-motion animation is an exciting classroom activity, where technology can be used across the curriculum in a fun, creative way. But it has often been complicated and expensive to implement as it requires webcams for the filming, and additional software to edit and create the animation.

LEGO® Movie Maker is a free app that enables pupils to quickly and easily create stop-motion animations with physical models, using the built-in rear iPad camera. Many iPad cases facilitate the positioning of the device in an upright landscape position, and when standing like this the rear camera points towards the desk, which becomes the stage, at an ideal angle for simple stop-motion work.

Pupils can capture each frame of their animation by simply tapping the iPad screen. Frames can be deleted, the playback speed changed, titles and filters added, and music chosen from a library provided within the app. The finished creation can then be exported to the camera roll as a stand-alone movie.

There are lots of ways you can use stop-motion animation activities to support learning. You could animate the life cycle of a butterfly or a plant, using Plasticine models. Or show how volcanoes erupt. Or create an animation with hand-drawn cut-out paper models, to illustrate a poem. Schools following the Herts for Learning Primary Computing Scheme will find this type of animation used in both KS1 and KS2.



Chris Carter is Herts for Learning's Computing and eDevelopments Adviser. Chris is an Apple Distinguished Educator with over 20 years' experience of working with education technology. He covers many apps such as this one in his regular computing courses and in-school iPad training sessions.

### LEGO® Movie Maker

Free, for iPad, iPhone or iPod Touch (requires iOS6.1 or later) created by LEGO Systems, Inc.

## HfL's English and maths team produce brand new blog by Ryan Fisher, Journalist

HfL's English and maths advisers have joined together to produce a new blog, designed to bring a more personal view to education.

The blog, which went live at the start of the summer term, is run by English adviser Martin Galway and maths adviser Rachel Rayner.

It features news reports, opinion pieces, reviews and images, and will be regularly updated to ensure that Hertfordshire schools are up to date with what's going on in English and maths.

"We've been sharing ideas, resources, and relevant news and research through our newsletter – and other publications – but we wanted to provide greater flexibility in the way we offer this element of our work. Our articles have received some wonderful feedback including national

recognition from the editor of *Teach Primary* magazine, so we wanted to share our writing more widely. A blog is the perfect vehicle for that," explained Martin.

"We'll be able to offer fresh material on a regular basis, which means it will be responsive to the changing landscape that we all work in. Throughout, we'll be committed to maintaining a high-quality, accessible and human approach."

The blog is written for teachers, subject leaders and educational professionals wishing to engage in continuing professional development in primary English and mathematics.

Even though the blog is still in its early days, it has received positive feedback and a high number of views and shares across social media.

"We wish the blog to promote the human nature with which we work in schools ethically, informatively and supportively," explained Rachel.

The blog can be accessed here:  
<https://blogs.hertsforlearning.co.uk>

The advisers welcome any guest posts from people in the education sector. If you are interested, please contact:

For English:  
[martin.galway@hertsforlearning.co.uk](mailto:martin.galway@hertsforlearning.co.uk)

For maths:  
[rachel.rayner@hertsforlearning.co.uk](mailto:rachel.rayner@hertsforlearning.co.uk)

Blog posts cover a range of topics, including:

The 'CPA' (Concrete, Pictorial, and Abstract) Approach (to mathematics)  
<http://bit.ly/TE-CPAApproach>

Do-be-do-be-do or why the simplest of verbs can be trickiest to explain  
<http://bit.ly/TE-TrickiestVerbs>

Opening Doors to Famous Poetry and Prose – Ideas and resources for accessing literary heritage works  
<http://bit.ly/TE-OpeningDoorstoPoetry>



Follow HfL on Twitter and Facebook for all the latest news and information from HfL and Hertfordshire schools

@HertsLearning  
HertsforLearning

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

@HertsMaths  
@hertsassessment  
@hertscomputing  
@HfLPrimaryEng  
@Teachinherts



## A simple guide to tweeting by Ryan Fisher, Journalist

Since it was created in 2006, Twitter has revolutionised how people interact and communicate online. For those who are unaware: Twitter is a social media website where people can post messages, images and videos to their followers. Messages are restricted to 140 characters. It is popular among celebrities and news sources as a means of breaking news and sharing opinions.

Over a third of Hertfordshire shareholder schools are on Twitter and, although the social media platform has its benefits, it is also vitally important that schools know how to use it.

### Privacy

Being careful online is a key message that schools communicate to pupils, and it is important to lead by example. All schools should first consider whether their Twitter accounts need to be private. Fewer than 5% of Hertfordshire schools have their Twitter accounts protected.

When users first join, their accounts are unprotected, which means that tweets can be viewed by any Twitter user in any country. If an account has been made private, not only do users have to be following the account to view any posts, they also have to be granted permission to become a follower.

Schools can change their privacy settings by clicking on the profile settings. Privacy settings cannot be set specifically for individual tweets.

### Images

Depending on your privacy settings, permission for sharing images (especially those of children) should be discussed with parents or carers. Each school might take a different approach, but seeking parental approval is highly recommended. It is also important to share only copyright-free images; some Twitter accounts have been suspended and/or removed due to copyright infringements. Google image searches can be filtered to provide only copyright-free images, and there are also numerous copyright-free image websites.

### Content

Schools use Twitter for many different reasons and it does have a lot of benefits. Some schools use it as a way of regularly updating what is happening in school and the work that children produce.

Other schools use Twitter as a means to share news, for example if a school trip is delayed and the school wants to update parents of the new arrival time. Secondary schools have subject-specific accounts, which are managed by subject leads and in some cases by pupils. It is also possible to pin a tweet so that it remains at the top of the school's Twitter profile. This might be good as a way of advertising, for example an open day or another event.

### Other terms

#### Direct message (DM)

This is a private message between two users.

#### Followers

Following someone means you are now connected to them and their tweets will appear in your feed. Anyone can be followed or unfollowed at any time. This does not mean they follow you.

#### Hashtag (#)

This is a way of filtering key words. Any word preceded by '#' will create a link to other tweets that include the same hashtag.

#### Retweet

A tweet that is forwarded to your followers. It is often used to pass on news or other interesting information on Twitter.

#### Trend

When a lot of users are talking about a certain topic. This can be changed by location.

#### Twitter handle/username

A username is how you're identified on Twitter, and is preceded by the @ symbol. For example @HertsLearning or @Teachinherts.

For any questions regarding Twitter, contact HfL's Marketing Assistant, Neena Raj at: [neena.raj@hertsforlearning.co.uk](mailto:neena.raj@hertsforlearning.co.uk)

## Annual programme shares good practice in Early Years settings

(continued from front page)

to develop children's creativity skills. The day ended with a motivational talk by Nancy Stewart on developing children's thinking skills. Day three consisted of a further morning training session followed by an afternoon where practitioners showcased the changes they had made as influenced through participation in the programme. This provided the opportunity for practitioners to present and share practice to other practitioners from schools within their local area.

Feedback on the programme has been extremely positive, from both Early Years teachers and headteachers that have taken part across the county.

"During the summer term, some people tend to wind down but this course provides me with the motivation needed to develop myself and the school. I have really enjoyed taking part in this programme," explained one practitioner.

It is not only Early Years practitioners who benefit from taking part in the programme. Headteachers are invited to take part by attending breakfast briefings, which gives them an update on news and updates on Early Years initiatives, data, Ofsted and current themes.

"Herts for Learning are really good at horizon-scanning and this programme has been really good at giving our Early Years teachers a chance to make use of what we have at our school. By attending these briefings, it also shows our teachers that we do care about the work that they do," explained one Stevenage Headteacher.

HfL's Early Years Adviser and programme lead Lucky Khera was left thrilled by the showcase events in June: "The annual programme has been successful yet again. The showcase event in June was really overwhelming for me as I could see the hard work and changes that

every practitioner has made in their settings. I hope that everyone has taken something of value throughout this year and have gone back to the classroom with plenty of ideas, renewed motivation and dedication to continue to reflect and make further changes to benefit the children in Hertfordshire."

The programme has been running for the last three years in Stevenage and was successfully launched in Watford last year. Both areas are looking forward to taking part in a new bespoke programme next year. Due to the success of the programmes this is now being introduced to schools in the Dacorum and St Albans districts for the 2016/17.

"We are very excited to announce that we are opening the annual programme to schools in Dacorum and St Albans. I hope that schools sign up for this fantastic opportunity in these areas. The success and changes I have seen in the three years in Stevenage and last year in Watford really is incredible," continued Lucky.

"Early Years is such an important stage of school life so it is important that in Hertfordshire we can get this right. The annual programmes for next year will address important changes in Early Years and we look forward to developing and leading these once again in partnership with schools."

Herts for Learning would also like to thank Fairlands Primary School and Nursery, Stevenage and Highwood Primary School, Bushey for hosting the annual programme.

For more information about these programmes please contact Lynne McAdam: [lynne.mcadam@hertsforlearning.co.uk](mailto:lynne.mcadam@hertsforlearning.co.uk)



The Early Years team are now on twitter to share good practice, news, updates and all things associated with Early Years.



 @hertsearlyyears

## Early Years conference 2016 Disadvantaged or Disengaged? Supporting Behaviour for Learning in Early Years, Kick Starting Achievement

21<sup>st</sup> October 2016  
Fielder Centre, Hatfield  
16EAY/038P

Early bird discount available

The keynote speaker, Julie Revels, will explore current research into the importance of self-regulation in narrowing the gap.

Julie has a strong professional commitment to the Early Years sector and has an extensive track record of supporting, providing advice, devising and providing training and professional development covering a wide range of aspects in relation to early years. Her areas of interest include working with children with special educational needs and disabled children and in very early childhood development and the under 3s.

She will be discussing self-regulation which is an important life skill for children to learn. According to the Education Endowment Fund toolkit, self-regulation strategies can add up to seven months to children's progress and are good value for money. Julie will provide a valuable insight on input on the challenges faced by disadvantaged children and will provide information on developing self-regulation strategies.

New documents will be signposted that will support the effective use of Pupil Premium funding, and practical advice will be provided on how to evidence the impact of the funding in Early Years in schools.

If you have any questions about the Early Years programme please email: [lucky.khera@hertsforlearning.co.uk](mailto:lucky.khera@hertsforlearning.co.uk)

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

### Coaching

#### Becoming a coach – ILM level 3

20/09/2016

21/09/2016

19/01/2017

03/05/2017

– 16COA/002A

Many schools have expressed a desire to develop coaching skills for themselves and/or members of their team, in order to develop a coaching culture that is cost-effective and sustainable across their organisation. In response to this, Herts for Learning has developed a unique programme in partnership with Jeff Matthews of The Madison Group to train individuals to develop coaching skills to ILM level 3.

The four-day practical programme runs over three terms; beginning with a two-day introductory skills module, followed by two one-day modules to support progress and add further advanced coaching skills.

The programme is supported by reading and assignments. Individuals can choose to have these reviewed and assessed.

**By attending the course delegates will:**

- gain the skills and knowledge to become an ILM Level 3 coach
- understand how to develop a coaching culture across an organisation
- enhance their own personal and professional development

### Assessment

#### Growing Minds

03/10/2016 – 16ASS/049A

04/10/2016 – 16ASS/050A

During three twilight sessions, teachers will explore research and thinking on learning, brain development, engagement and motivation and how these can be implemented to benefit not only their pupils, but also themselves.

The sessions will address the key concepts related to increasing pupil progress, attainment, independence and a Growth Mindset approach. This will include developing a feedback culture, positive learning attitudes and self-belief, resilience, improving self-awareness and focus.

**By attending the course delegates will:**

- have an understanding of the key principles and theories affecting our attitudes and beliefs about ourselves and learning
- develop ideas about how to apply these within a school or personal context
- develop practical strategies for immediate use in the classroom for enhancing learning

**Venue:** 16ASS/050A – HDC, 16ASS/050A – Apsley 2, Hemel Hempstead

### Leadership and Management

#### Protective factors for good mental health

06/10/2016 – 16MAN/071A

PEAR is a company that designs and delivers awareness-raising courses on mental health and wellbeing in all sectors. The combination of psychological education, experiential learning and a warm, facilitative style makes the PEAR approach unique.

Certain young people are more at risk of developing mental health problems, including self-harm or suicidal behaviours. The risks are multifactorial, relating to the child themselves, the family, school and wider community. The occurrence of significant life events such as bereavement or loss, abuse or trauma can further increase the risk in already vulnerable young people.

Seemingly against all the odds, some children exposed to significant risk factors develop into competent, confident and caring adults. There are several identified protective factors that are known to counterbalance the risk factors to mental health problems. They include the presence of self-esteem and the ability to be proactive in relation to ongoing stress.

This workshop outlines these protective factors in children and young adults. By combining psychological education, active learning methods and the use of actors, this workshop is both practical and engaging.

**By attending the course delegates will:**

- understand what protective factors contribute to good mental health
- be aware of the risk factors for self-harm, suicide and other mental health events
- generate an outline plan to develop protective factors in their school

### Conference

#### Primary Science Conference

19/10/2016 – 16SCI/006P

This is the major science event of the year. Delegates can listen to key speakers, participate in workshops, review the resources exhibition and, as always, have some time to network and share ideas with colleagues from other schools.

The final programme for the conference will be sent out early in the autumn term by Joanna Conn, Lead Teaching and Learning Adviser for Science.

**By attending this conference, delegates will:**

- have up to date knowledge of the science curriculum
- explore the current issues facing primary science
- consider new innovations and resources for science teaching

**Venue:** STEM Learning Centre, North Hertfordshire College, Hatfield

### Conference

#### Hertfordshire Annual SEND Conference

09/11/2016 – 16SEN/022A

This conference, for SENCOs and other school leaders, offers a valuable opportunity to travel further along the journey embedding the SEND reforms in a school. Nationally recognised speakers will share their thoughts on key aspects of the challenges and experiences of the new system. A range of workshops will be available to enable delegates to focus and dig deeper into different aspects of learning from the day.

**By attending this conference, delegates will:**

- hear from inspirational speakers to challenge and inspire you
- have time to reflect on their journey and consider what this means for their school
- enjoy workshop sessions highlighting and sharing ideas, resources and signposting further information
- have time for networking with colleagues

### Leadership and Management

#### Resilience and wellbeing; focusing on effective confrontation and managing under pressure

**Hertfordshire headteachers**  
15/11/2016 – 16MAN/060P

**Deputy headteachers and senior leaders**  
16/11/2016 – 16MAN/061P

These courses will enable headteachers, deputy headteachers and senior leaders to:

- learn skills and strategies to manage and practice effective confrontation to improve and maintain good relationships and prevent difficulties escalating
- identify the symptoms and causes of stress in school and home life

**By attending the course delegates will have:**

- increased confidence and access to a range of tools to manage more challenging relationships and improve outcomes with and between others
- reduction in stress resulting from learned skills and strategies for effectively managing in a pressurised environment

### Conference

#### Primary Leaders of Languages Annual Conference

02/12/2016 – 16MFL/003P

This is the annual modern foreign language event of the year. Delegates can listen to key speakers, be updated on the latest issues surrounding modern languages teaching in primary schools and, as always, have some time to network and share ideas.

**By attending this conference delegates will:**

- gain an update on the national, regional and local picture in primary languages
- be able to share innovative ideas and good practice
- be able to network with colleagues

**Thank you for all schools who have featured in THE EXCHANGE this academic year. We will be back in September sharing good practice in Hertfordshire schools throughout the 2016/17 academic year. If you have any events that you would like to feature in this newspaper email:**

theexchange@hertsforlearning.co.uk

**Have a lovely summer break!**

For further information about HfL's training programme, please contact us on: **01438 845111** or [info@hertsforlearning.co.uk](mailto:info@hertsforlearning.co.uk)

**All courses to be held at Hertfordshire Development Centre, Stevenage, unless otherwise stated**