

LA /ESSEX PRIMARY HEADS' ASSOCIATION SOUTH AREA

THURSDAY 3 MARCH 2022

MEETING SUMMARY

Agendas and minutes for these meetings available at www.essexprimaryheads.co.uk

Attendance List	
<p>DISTRICT AND EPHA AGENDA (a.m.) (Notes below) Nicky Stone-Riley, Chair</p>	<p>Welcome to the following Headteachers: Gareth Allen Vange Primary (Executive head) Sarah Carswell Vange Primary (Head of School) Liam Daley St Helen's Catholic Juniors (Acting head)</p> <p>Farewell to the following headteachers: Nicola Bache Glebe Primary Shelagh Harvey Ingatstone Infants</p>
<p>TEACHING AND LEARNING IN THE 2020s EPHA UPDATE</p>	<p>Jonathan Bond Nicky Stone-Riley</p>
<p>p 2 -9</p>	<p>AREA AGENDA LA updates on current priorities including:</p> <ul style="list-style-type: none"> • Work of the Essex Taskforce and the Year of reading • Essex RE syllabus • Leadership wellbeing update • Bringing the inclusion framework to life: case studies from pilot schools • SEND workstream focus
<p>p 10</p>	<p>Key dates</p> <p>SOUTH headteacher meetings 2021/22/23 Thursday 23 June 2022 Thursday 17 November 2022 Thursday 2 March 2023 Thursday 15 June 2023</p> <p>Headteachers' Annual Conference 2022 Friday 25 March 2022 Chelmsford City Race Course</p> <p>Deputy Headteachers' Annual Conference 2021 Friday 7 October 2022 Colchester Football Stadium</p>
<p>*Page numbers refer to the full minutes (posted on the EPHA website) of the Spring term Education Team update, held online on 1st March 2022</p>	

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Basildon/Billericay/Wickford

Rachel Anthony	Runwell Primary
Sharon Branch	Sunnymede Juniors
Luke Bulpett	Brightside Primary
Terri Chudleigh	Briscoe Primary
Nicola Coggin	Briscoe Primary
Sandra Dorrington	Canvey Island Infants
Donna Dry	Bardfield Primary
Victoria Grey	South Green Infants
Kelly Hamilton	Fairhouse Primary
Katherine Parker	St Peter's Catholic Primary
Lisa Patient	Noak Bridge Primary
Rachel Paulson	Sunnymede Infants
Harriet Phelps-Knights	Janet Duke Primary
Sarah Sloper	Rettendon Primary
Nicky Stone-Riley	Cherry Tree Primary

In Attendance

Pam Langmead	EPHA Professional Officer
Jonathan Bond	Education Consultant
Spencer Bragg	Southminster CE Primary
Martyn Clarke	Parkwood Academy
Simon Harbrow	SEAT

Rochford/Rayleigh/Castle Point/Canvey Island

Gemma Clarke	Westwood Academy
Robin Goodier	Holt Farm Infants
Richard Green	Grove Wood Primary
Lynne Kapovic	Rayleigh Primary
Sam Murrell	Lubbins Park Primary
Jo Parkes	Kents Hill Juniors
Kath Sansom	Wyburns Primary
Claire Smith	Riverside Primary
Catherine Stalham	Winter Gardens Primary
Gary Soars	Edward Francis Primary
Gemma Thurston	Kents Hill Infants
Karen Tucker	Canvey Island Infants

Brentwood

Clare Branton	Willowbrook Primary
Liam Daley	St Helen's Catholic Juniors
Russell Davies	Doddinghurst CE Juniors
Jenni Evans	Warley Primary
Shelagh Harvey	Ingatestone Infants
Amanda McAuliffe	St Helen's Catholic Infants
Sarah Meacher	Holly Trees Primary
Dean Moran	St Thomas of Canterbury CE Juniors
Nella Murthen	Long Ridings Primary
Ingrid Nicholson	Doddinghurst Infants
Matt O'Grady	West Horndon Primary
Louise Putt	Bentley St Pauls CE Primary
Bernadette Rossiter	St Joseph the Worker Catholic Primary

Apologies

Tom Robinson	The Willow Primary
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Note: If your attendance or apologies have not been noted please contact the EPHA Professional Officer at pam@langmead.me.uk for amendment.

SOUTH EPHA AREA MEETING MINUTES 3 MARCH 2022

1. WELCOME

Nicky Stone-Riley, the South Area Chair welcomed headteachers to the meeting. This was the first held at Greenwoods Hotel, and the change of venue was welcomed by all!

Welcome to the following Headteachers:

Gareth Allen	Vange Primary (Executive head)	
Sarah Carswell	Vange Primary (Head of School)	
Liam Daley	St Helen's Catholic Juniors, Brentwood	(Acting head)

Farewell to the following headteachers:

Nicola Bache	Glebe Primary
Shelagh Harvey	Ingatestone Infants

If you are leaving please make use of the EPHA new heads' checklist, and complete it for your successor. This is available on the EPHA website at

<https://essexprimaryheads.co.uk/info-and-documents/good-practice/>

2. TEACHING AND LEARNING IN THE 2020s

As we emerge from the Covid epidemic, and with government and Ofsted priorities becoming clearer, now is the ideal time to explore what teaching and learning will look like in the next few years. This session outlined these key developments including effective curriculum design, memory theory, metacognition, effective subject leadership, Rosenshine's principles, adaption, phonics, reading culture and, of course, Covid recovery. The session unravelled the theory and expectations around these areas and also offered practical solutions for the primary school.

For the last sixteen years, following his work for Essex Local Authority as an English and curriculum advisor, Jonathan Bond has been a freelance education consultant. He has successfully supported and developed schools and their staff across Essex, Thurrock, Havering, Suffolk and Hertfordshire. His areas of expertise include teaching and learning, assessment, English, LSA and MDA development, learning mentoring and subject leadership. Jonathan is also the author of 'The English Planning Kit', 'The English Assessment Kit' and 'The English Kit 2020'. He specialises in bespoke CPD which is highly practical, inspiring and child-centred.

The drivers of teaching and learning in the 2020s

- ▶ Ofsted
- ▶ The DfE
- ▶ Research
- ▶ A movement away from data to curriculum and practice

Being a driver

- ▶ Become a school that researches
- ▶ Project management
- ▶ The clarity of aims
- ▶ The importance of monitoring
- ▶ The importance of sharply assessing effects on learning
- ▶ Bravery to change, discard and adapt

► **Embedding mastery**

Benjamin Bloom's solution

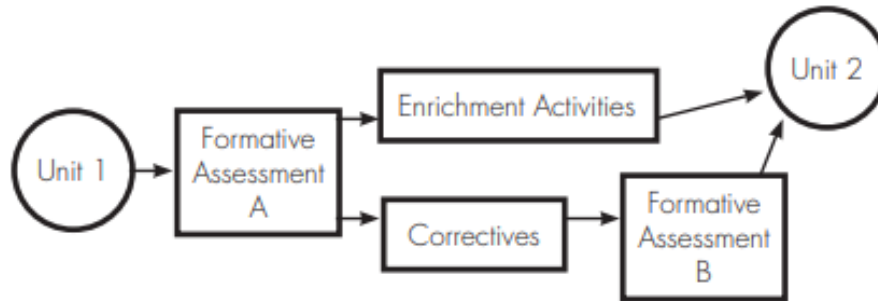


Figure 2. The mastery learning instructional process.

Do not venture into depth until mastery has been achieved



4 ways of looking at mastery

- A mastery approach – Principles and beliefs
- A mastery curriculum – One set of knowledge, concepts and skills for all
- Teaching for mastery – A set of pedagogic practices that keep the class working together on the same topic whilst at the same time addressing different needs
- Achieving mastery – Having a full understanding of knowledge, concepts and skills so you can apply it in new and unfamiliar situations

Where mastery can go wrong

Covid has derailed it

- The school's curriculum isn't clear enough. Mastery can only work if each teacher knows clearly what children MUST learn in a year
- The teachers lack a common understanding of what achieving mastery looks like (the mastery point)
- The school's assessment system isn't robust enough. Either:
 - It isn't linked tightly enough to the curriculum
 - The statements are too vague
 - Teachers aren't using it properly
 - The thresholds are wrong thereby enabling pupils to be labelled as secure in their year group even when they haven't achieved mastery in key objectives

Management isn't holding teachers to account for the lack of achievement in key objectives

- ▶ Problems mentioned so far mean that children still commonly have gaps in their learning (like they would in the previous system). This means that in each unit it's hugely difficult to start everyone at the same place.
 - ▶ Teachers are over-differentiating. This can cause an artificial ceiling meaning that children fail to master the learning fully.
 - ▶ Over-use of 'choose your own challenge'
 - ▶ Moving on too quickly
 - ▶ Teachers are not understanding that teaching for mastery and teaching for depth are different
 - ▶ Teachers don't really believe in it so pay it lip-service
 - ▶ It only exists in certain subjects
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- ▶ **Understanding the knowledge drive and cultural capital**

Examples

Knowledge – Name and locate the world's seven continents and five oceans

Skills – Set up simple practical enquiries and fair tests

Concepts – Understanding why countries invade other countries

Attitudes – To persevere with a difficult problem

Cultural capital

'familiarity with the legitimate culture within a society' Pierre Bourdieu

- ▶ Bourdieu points out that cultural capital is a major source of social inequality. Certain forms of cultural capital are valued over others, and can help or hinder one's social mobility just as much as income or wealth.

"Users of the term, including the former schools minister Nick Gibb and the former education secretary Michael Gove, suggest it is about ensuring that disadvantaged children are exposed to cultural experiences and background knowledge that those from better-off homes take for granted"

For the many not the few

Use cultural capital not to give access to a different level of society but to take ownership of the best that our culture has produced.

- ▶ **Understanding effective curriculum design and assessment**

A subject intent

- ▶ Purpose of study / vision / rationale
- ▶ Aims
- ▶ Organisation
- ▶ Curriculum

Deciding on areas of study

- ▶ Areas of study are largely dictated by the National Curriculum in maintained schools
- ▶ Academies have more freedom here

- ▶ Areas of study need to be decided upon using a clear subject knowledge rationale
- ▶ They should give balance to the subject. For instance in geography there should be a balance between place studies, human geography units and physical geography units.

Deciding on learning

- ▶ After each area of study, what must children have learned?
- ▶ Consider how much time you have
- ▶ Keep objectives limited, clear and assessable
- ▶ If you are unsure, do some research on the key aspects of the area
- ▶ There must be clear educational reasons behind your choices
- ▶ If possible, order the objectives

Monitoring the intent

- ▶ Is the curriculum being taught as envisaged?
- ▶ Are subject leaders checking?
- ▶ Are senior leaders monitoring the subject leaders? (consider timetabled subject meetings with senior management)
- ▶ Is anything still being taught that isn't in the curriculum?
- ▶ Are any parts of the curriculum underdeveloped?

Assessment

- ▶ **Retrieval assessment** – Assessment based on retrieval and demonstration of knowledge e.g. much of geography
- ▶ **Ongoing assessment** – Ongoing assessment usually against skills which cannot easily be assessed at the end of a unit/topic e.g. much of PE
- ▶ **Outcome assessment** – Assessment against a final product, performance, presentation. Piece e.g. dance

Strategies for assessing mastery

- ▶ Observing pupils working
 - ▶ Questioning and dialogue
 - ▶ Representing in different ways
 - ▶ Quizzing/ testing
 - ▶ All class response
 - ▶ Assessment tasks
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- ▶ **Developing effective subject leadership**
 - ▶ A secondary model
 - ▶ Strong knowledge of the subject - Content knowledge and pedagogical content knowledge
 - ▶ Ownership of the intent
 - ▶ A full awareness of the subject in the school
 - ▶ Driving development
 - ▶ Measuring impact
 - ▶ The SLT monitoring subject leadership

What a subject leader needs to know

Laying the foundations

- The subject leader role
- Considering vision
- Developing aims
- Taking stock through auditing

▶ **Making a Plan**

- Maintenance and development
- Understanding the school development plan
- Choosing focuses
- Prioritising actions
- Action Planning

▶ **Making things happen**

- The three types of subject knowledge
- Pedagogical content knowledge in your subject – making your subject unique
- Bringing the subject alive
- How to implement change

▶ **Supporting and extending**

- Inspiring colleagues
- Supporting, coaching and mentoring
- Dealing with tricky situations
- Beyond the curriculum – finding extra-curricular opportunities

▶ **Checking progress**

- Monitoring the teaching of your subject (maintenance and development)
- Triangulation
- Assessment

▶ **Evaluating impact**

- Measuring, recording and reporting impact
- The role of your subject in the big picture
- Working with governors
- Thinking ahead

Understanding and using memory theory

- ▶ The retrieval effect – the more you search for a memory, the easier it becomes to find it
- ▶ So, the less you access a piece of information the harder it becomes to find it
- ▶ Therefore we need to allow time for practice and application
- ▶ And we need them to ‘tussle’ with the remembering to make the memory stronger
- ▶ We need to avoid re-teaching too quickly, letting the ‘tussle’ happen first

Using Rosenshine’s principles

Begin a lesson with a short review of previous learning.

Present new material in small steps with student practice after each step.

Limit the amount of material students receive at one time.

Give clear and detailed instructions and explanations.

Ask a large number of questions to check for understanding.

Provide a high level of active practice for all students.

Guide students as they begin to practice.

Think aloud and model steps.

Provide models of worked-out problems.

Ask students to explain what they had learned.

Check the responses of all students.

Provide systematic feedback and corrections.

Use more time to provide explanations.

Provide many examples.

Re-teach material when necessary.

Prepare students for independent practice.

Monitor students when they begin independent practice

Tackling Covid recovery

The situation is different in every school

Affected children and affected year groups vary

We need to protect mastery by making use of key objectives

Make use of school-led tutoring of ‘disadvantaged’ pupils

(www.gov.uk/government/publications/school-led-tutoring-grant)

Online training available for this from November at <https://nationaltutoring.org.uk/>

Understanding adaption

Ofsted research

Pupils are likely to make progress at different rates. As a consequence, they may require different levels and types of support from teachers to succeed (Hattie, 2009; Kriegbaum et al., 2018)

In-class differentiation, through providing differentiated teaching, activities or resources, has generally not been shown to have much impact on pupils’ attainment. In Scheerens and Bosker’s (1997) meta-analysis of school effectiveness research, for example, this factor showed no or a very weak relationship with pupils’ outcomes. Hattie (2009) likewise found the effect of differentiation to be among the weakest in his influential work on ‘Visible Learning’.

Adapting, not differentiating

On the other hand, adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes (Deunk et al., 2018; Education Endowment Foundation, 2018e)

However, this type of adaptive teaching should be clearly distinguished from forms of differentiation that cause teachers to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.

You can change two things

The programme – what is taught (the classroom curriculum), goals, specific learning outcomes etc.

The supports – what is provided to assist the child to access and achieve educational outcomes, including materials, people, specific teaching strategies, changes in the classroom and environment etc.

Giangreco, Cloninger, and Iverson (2011)

Developing early reading

<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>

- Making your phonics robust
 - Telling stories, class novels, reading children poetry across the school
 - Early vocabulary acquisition e.g. Nuffield Early Language Intervention
 - Handwriting linking to early phonics (no continuous cursive)
 - Decodable books
 - Use of group reading for early readers
 - An emphasis on consistency and routines
 - Book banding to gradually build challenge and to ensure pupils and books ‘match’
 - Targeted support for lower attainers
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- ▶ DfE has launched a new process to validate complete systematic synthetic phonics teaching programmes. This process is for both previously assessed programmes and new applicants.
 - ▶ Programmes that feature on the current list will need to apply by 28 February 2022. If they do not apply, they will no longer feature on the list.

Validated so far

- Bug Club Phonics
- Essential Letters and Sounds
- Letterland
- Little Wandle Letters and Sounds Revised
- No Nonsense Phonics
- Phonics International
- Read Write Inc.
- Reading Planet Rocket Phonics
- Success for All Phonics

Ofsted, and Letters and Sounds

<https://educationhub.blog.gov.uk/2021/05/17/the-removal-of-letters-and-sounds-2007-from->

[the-departments-list-of-validated-phonics-programmes-teachers-questions-answered/](#)

“No. You don’t have to stop using Letters and Sounds 2007 now, or at all. Ofsted do not have a preferred programme or approach. What’s important is that schools take an approach that is rigorous, systematic, used with fidelity, and achieves strong results for all pupils, including the most disadvantaged.”

Developing self-regulation in learners

“Self-regulation is about the extent to which learners are aware of their strengths and weaknesses and the strategies they use to learn. It describes how they can motivate themselves to engage in learning and develop strategies to enhance their learning and to improve.”

Components

Cognition is the mental process involved in knowing, understanding, and learning

Metacognition is about the ways learners monitor and purposefully direct their learning

Motivation is our willingness to engage our metacognitive and cognitive skills and apply them to learning

7 key strategies

- Build self-regulation of behaviour
- Build the skills of focusing and attending
- Develop metacognition
- Model metacognition and cognition e.g in modelling a maths problem or reading a poem
- Build opportunities for independence
- Support independence (with goals, strategies and structures)
- Develop accuracy of judgements e.g. success criteria

The full presentation can be found on the EPHA website at

<https://essexprimaryheads.co.uk/meetings/termly-area/west/>

Jonathan Bond’s contact details are

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3. SOUTH EPHA MEETING

Nicky Barrand shared the following information:

- a) **The Spring term EPHA newsletter**, including dates for the 2021/22 school year, was circulated to headteachers in advance of the meeting -these can also be found on the EPHA website www.essexprimaryheads.co.uk.

b) **Evaluations of the area meetings**

Nicky acknowledged the changed format this term, with the usual LA Education Team update online rather than at the beginning of the headteacher meeting. We will be going back to “normal” next term, with the LA update in the morning and the safeguarding forum, led by Jo Barclay, in the afternoon.

The Professional Officer will send out a questionnaire after the meeting to ask everyone’s opinions about the termly headteacher meetings and, in particular, the format used this term.

c) Conferences

The annual Headteachers' conference will be held on Friday 25 March 2022 at Chelmsford City Race Course. Please note the change of date and venue, to enable us to accommodate everyone who wants to attend. The programme and booking form for the conference has been emailed to headteachers – please contact Pam Langmead if you want to attend. Key note speakers include Lady Marie Stubbs, Gillian Bridge and Ben McBean.

Next year's Deputy Headteachers' conference will be held on Friday 7 October 2022, at the Colchester Football Stadium. Presenters will include Jonathan Bond and Lee Parkinson (of Mr P fame).

d) Managing Complaints

EPHA has had a key focus this term on the management of complaints, recognising how challenging and time consuming they can be for headteachers.

Alongside two training sessions, delivered by Natasha Taylor, EPHA has developed a number of resources:

- Refreshed model complaints policy/procedures;
- Updated concerns/complaints leaflet;
- Rewrite of the Complaints Toolkit, now in line with the DfE 2019 guidance;
- A 7-minute staff meeting on managing complaints.

All of these resources are available on the EPHA website.

The online training session was also recorded – the link to the recording can be found at <https://youtu.be/p8bXEMFzExE>

e) Small Schools Support group

There are 59 schools in Essex with fewer than 120 pupils on roll; the smallest currently has just 40 children. Running a small school comes with its own unique challenges, the size of the budget being just one.

Other problems include the limited number of staff, including the size of the leadership team, the fact that a small-school head often has a timetabled teaching commitment, lacks administrative and support staff, and often has no caretaker – all of these pressures have to be managed and it is usually the headteacher who fills the gaps.

In addition there are logistical challenges, including how to deliver and lead the curriculum, educational visits and trips and so on. Parents of children with special educational needs often feel that a small school will offer a nurturing and secure space for their child – and they often do – but this adds hugely to the pressure on an already limited budget. Many of these schools are rural and the difficulty of accessing support from other services adds to their workload.

Finding and recruiting good governors is a challenge for all schools, but may be even harder in a small school in a rural location, with a limited local population.

EPHA recognises all of these issues, and so has decided to set up a Small Schools group, to support these headteachers and to offer a regular forum for discussion, as well as a chance to share ideas and expertise. The first meeting of the group will be on Thursday 17th March at 3.30 pm – the Professional Officer has sent an invitation out to the small-school heads; we look

forward to developing the group and offering support to these schools.

f) SEND Strategy – please try to complete the survey about Early Intervention and Inclusion

Following on from the recent Education Essex editorial and agenda items at EPHA and Headteachers Round Table meetings on the Inclusion Framework, the LA is completing a wide reaching piece of research and evaluation related to early intervention and the Inclusion Framework.

The **research and literature review** looks at statutory processes, provision in Essex and pupil life trajectories. The conclusion supports a shift in culture and practice across the local area towards early and timely intervention.

There is now an online **survey** to all schools to build on the research and determine what this could mean in practice in Essex, particularly what support, processes and initiatives are needed to enable and enhance inclusion in mainstream settings. The survey is an online activity with closed questions for the purposes of data analysis. This will be combined with qualitative information, feedback and case studies to inform recommendations going forwards.

g) Stop and Think!

Nicky shared information about a study being conducted by the Education Endowment Foundation. Primary schools are invited to take part in this free study, developed by neuroscientists, using quizzes and games to bust misconceptions in science and maths. In a previous EEF study, pupils who used the programme had higher attainment in science and maths. The impact expectation is 2 months.

To sign up, email stopandthink@bi.team

4. FUTURE DATES

SOUTH headteacher meetings 2022/23

Thursday 23 June 2022

Thursday 17 November 2022

Thursday 2 March 2023

Thursday 15 June 2023

Headteachers' Annual Conference 2022

Friday 25 March 2022 Chelmsford City Race Course

Deputy Headteachers' Annual Conference 2022

Friday 7 October 2022 Colchester Football Stadium