

**WEST ESSEX PRIMARY HEADS' ASSOCIATION AREA CONFERENCE
MANOR OF GROVES HOTEL AND CONFERENCE CENTRE
FRIDAY 2 FEBRUARY 2018**

MEETING SUMMARY: ISSUES AND RECOMMENDATIONS

| | | | | | | | | | | | | | | |
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| p 2 | ATTENDANCE LIST AND APOLOGIES | <p>Welcome to the following Headteachers:</p> <table border="0"> <tr> <td>Matt Curzon</td> <td>St Mary's CE Primary, Stansted</td> </tr> <tr> <td>Nikki Larkin</td> <td>Dr Walker's CE Primary, Fyfield (Interim)</td> </tr> <tr> <td>Sharon Simpson</td> <td>Stapleford Abbots Primary Academy</td> </tr> <tr> <td>Kim Thakray</td> <td>Stapleford Abbots Primary Academy</td> </tr> <tr> <td>Jane Pomfret</td> <td>Nazeing Primary</td> </tr> <tr> <td>Andre Rall</td> <td>Theydon Bois Primary</td> </tr> </table> | Matt Curzon | St Mary's CE Primary, Stansted | Nikki Larkin | Dr Walker's CE Primary, Fyfield (Interim) | Sharon Simpson | Stapleford Abbots Primary Academy | Kim Thakray | Stapleford Abbots Primary Academy | Jane Pomfret | Nazeing Primary | Andre Rall | Theydon Bois Primary |
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| Andre Rall | Theydon Bois Primary | | | | | | | | | | | | | |
| p 3 | INFORMATION UPDATE AND GDPR BRIEFING | Isobel Barron, Pam Langmead | | | | | | | | | | | | |
| p 6 | TEACHING CREATIVE THINKING: DEVELOPING LEARNERS WHO GENERATE IDEAS AND CAN THINK CRITICALLY | Professor Bill Lucas | | | | | | | | | | | | |
| p 10 | CHANGING THE CONVERSATION BETWEEN HOME AND SCHOOL | Professor Bill Lucas | | | | | | | | | | | | |
| p 13 | DATES AND TIMES OF FUTURE MEETINGS 2017 - 19 | <p>WEST meetings with the Local Authority officers 2017 – 18 at the Weston Homes Business Centre, Takeley</p> <p>Wednesday 28 February 2018 Wednesday 20 June 2018 Thursday 15 November 2018 Wednesday 13 March 2019 Wednesday 19 June 2019</p> <p>WEPHA Conferences, Manor of Groves</p> <p>Friday 18th May 2018 Friday 21 September 2018 Friday 1 February 2019 Friday 17 May 2019</p> <p>Headteachers' Annual Conference 2018</p> <p>Friday 23 March 2018 Stock Brook Country Club, Nr Billericay</p> <p>Deputy Headteachers' Annual Conference</p> <p>Friday 5 October 2018 Weston Homes Community Stadium</p> | | | | | | | | | | | | |

WEST ESSEX PRIMARY HEADS' ASSOCIATION AREA CONFERENCE
FRIDAY 2 FEBRUARY 2018

Headteachers present

| | | | |
|-------------------|-------------------------------------------|------------------|-----------------------------|
| Ros Allsop | Clavering Primary | Michelle Hughes | Thaxted Primary |
| George Athanasiou | Great Sampford Primary | Sarah Hurwood | Epping Upland Primary |
| Debbie Attridge | Ongar Primary | Nikki Larkin | Dr Walker's CE Primary |
| Gina Bailey | St James CE Primary | Claire Jackman | Great Easton Primary |
| Isobel Barron | Roseacres Primary/Chair | Ian Kendal | St Alban's Catholic Primary |
| Claire Berry | Birchanger CE Primary | Christine Lee | The Henry Moore Primary |
| David Burles | Fawbert & Barnard Primary | Victoria Marrow | Hatfield Heath Primary |
| Karen Cayford | St Mary's CE Primary, SW | Lucy Mawson | Stebbing Primary |
| John Clements | Hatfield Heath Primary | Bernadette Miele | Tany's Dell Primary |
| Mandy Copper | Wimbish Primary | Sophie Pardalis | Limes Farm Juniors |
| Sarah Cowley | The Henry Moore Primary | Christine Peden | Pear Tree Mead Academy |
| Matthew Curzon | St Mary's Stansted | Jane Pomfret | Nazeing Primary |
| Mary Evans | The Henry Moore Primary | Julie Puxley | Katherine Semar Infants |
| Alan Gardiner | Farnham & Rickling Federated Primaries | Andre Rall | Theydon Bois Primary |
| Lawrence Garside | Felsted Primary | Colin Raraty | Rodings Primary |
| Elizabeth Gelston | The Downs Primary | Linda Todd | Radwinter Primary |
| Annette Graham | Katherines Primary | Jonathan Tye | Churchgate CE Primary |
| Clare Griffiths | Dunmow St Mary's Primary | Emma Vincent | RA Butler Academies |
| Kim Hall | Henham & Ugley Primary | Karen Wallace | Moreton Primary |
| Mary Jo Hall | St Thomas More Catholic Primary | | |

In Attendance

| | |
|--------------|---------------------------|
| Pam Langmead | EPHA Professional Officer |
| Bill Lucas | EPHA Professional Officer |

Apologies

| | |
|----------------|-------------------------|
| Julie Lorkins | St Andrew's CE Primary |
| Alison Kerrell | Great Bardfield Primary |

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

**NOTES OF THE SPRING TERM WEPHA CONFERENCE HELD ON FRIDAY 2 FEBRUARY 2018
COMMENCING AT 9.15 AM**

Action

1. EPHA UPDATE AND INFORMATION

i) Welcome from Isobel Barron, WEPHA Chair, to headteachers, and in particular the new headteachers (or those new in post) in the West Area.

| | |
|----------------|-------------------------------------------|
| Matt Curzon | St Mary's CE Primary, Stansted |
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ii) Update from Pam Langmead, EPHA Professional Officer

Penalty Notice Code of Conduct – updated November 2017

The ECC Penalty Notice Code of Conduct was updated with a minor change in November, to include reference to lateness. The criteria now reads:

Penalty notices for irregular school attendance /leave of absence

Penalty notices may be issued where there has been at least 10 sessions of unauthorised absence during the previous ten school weeks. This includes unauthorised late arrivals, coded U, which count as unauthorised absence for the whole session.

In addition to the above criteria, due to the importance of pupils settling into school at the commencement of the school year, penalty notices may also be issued if there have been at least 6 consecutive sessions of unauthorised leave of absence during the first two weeks of September due to a term-time holiday.

Please ensure that you refer to the most up to date code of conduct when deciding whether or not to trigger a penalty notice and update your Attendance Policy to reflect the code of conduct.

iii) Keeping Children Safe in Education – consultation

The current version of Keeping Children Safe in Education is still September 2016.

The DfE has launched a consultation seeking views on revisions to *Keeping children safe in education* (KCSIE), the statutory guidance to which all schools and colleges must have regard when carrying out their duties to safeguard and promote the welfare of children. KCSIE sets out the legal duties that schools and colleges must comply with, together with good practice guidance on what schools and colleges should do in order to keep children safe.

The department is consulting on a wide variety of proposed changes to KCSIE. The aim is to

help schools and colleges to better understand what they are required to do by law and what is strongly advised they should do in order to safeguard and promote the welfare of children.

Key proposals for the new document include (as outlined in Annex H):

- ensuring that schools have more than one emergency contact number for pupils
- ensuring that safeguarding and welfare concerns are taken into account when restraint is used on children with SEND
- clarifying that when 'homestays' are arranged by schools in the UK, that parents (and others over 18) hosting children are subject to an enhanced DBS and a barred list check (and that the DBS will process these without charge).
- schools should have their own child protection policy that reflects local circumstances
- clarifying that MATs do not need to maintain separate Single Central Records for each school
- ensuring that the role of deputy DSL is included in their job description
- ensuring that in sole proprietor owned schools, the DSL can perform their duties with 'sufficient independence' from the proprietor and their family by, for example, writing into the job description that they may need to call the LADO for advice; and that such schools should consider engaging external safeguarding consultants to support them; and
- adding in new information about county lines, honour-based violence, and sexual violence and sexual harassment between children

Following this consultation, the government proposes to update and replace the current statutory guidance 'Keeping children safe in education 2016'. The government will also consider revising the advice on sexual violence and sexual harassment.

<https://www.gov.uk/government/consultations/keeping-children-safe-in-education-proposed-revisions>

The consultation closes on 18 February 2018.

iv) Update on the Sports/PE funding grant

A change around the potential use and accountability of the PE fund, in relation to swimming.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport you offer.

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

There are 5 key indicators that schools should expect to see improvement across: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school the profile of PE and sport is raised across the school as a tool for whole-school improvement increased confidence, knowledge and skills of all staff in teaching PE and sport broader experience of a range of sports and activities offered to all pupils increased participation in competitive sport.

For example, you can use your funding to:

- provide staff with professional development, mentoring, training and resources to

- help them teach PE and sport more effectively
- hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- increase pupils' participation in the [School Games](#)
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

You must publish details of how you spend your PE and sport premium funding. This must include:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- the impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future

For the 2017 to 2018 academic year, there is a new condition requiring schools to publish how many pupils within their year 6 cohort are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

There is a template which can be used to report the impact of PE and Sports Premium funding.

v) **GENERAL DATA PROTECTION REGULATIONS (GDPR) UPDATE**

The group watched a new Youtube clip from the DfE about preparing for the GDPR.

<https://www.youtube.com/watch?v=y09IHxv6u6M>

The video is presented by Iain Bradley, Head of the DfE Data Modernisation Division. It is intended to help schools with preparation with the GDPR, which comes into force on 25 May 2018.

He stresses that much is similar to current data protection laws, but there is a stronger focus on demonstrating compliance with the regulation, and care about how we use and process personal data.

Personal data ecosystem

A term the DfE used to understand where you store personal data and how those systems

interlink.in schools

Data Projection Officer

Needs to be highly knowledgeable, able to understand the school's systems and policies, promote a strong culture of data protection and training, able to carry out risk and impact assessments.

Solutions

- Realign responsibilities within your current team.
- Share the DPO function between a group of schools or be the DPO for each other's schools
- Contract – buy in a DPO for your school or a group of schools
- Seek volunteers – but they have the same statutory responsibilities as a paid DPO.

In the next DfE video:

- How do you start to communicate this to parents?
- Conditions you can rely on for processing
- Data retention periods

The Professional Officer circulated a briefing paper, written by EPHA, giving information about how to prepare for GDPR. She stressed the need to carry out an information audit, and to consider who the DPO might be.

All available on the EPHA website at <https://essexprimaryheads.co.uk/info-and-documents/data-protection/>

vi) Statutory policy and website checklists

The EPHA Professional Officer has produced lists of statutory/mandatory policies for maintained schools and academies, and has update the website checklists.

Available on the EPHA website

<https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

2. TEACHING CREATIVE THINKING: DEVELOPING LEARNERS WHO GENERATE IDEAS AND CAN THINK CRITICALLY

Professor Bill Lucas

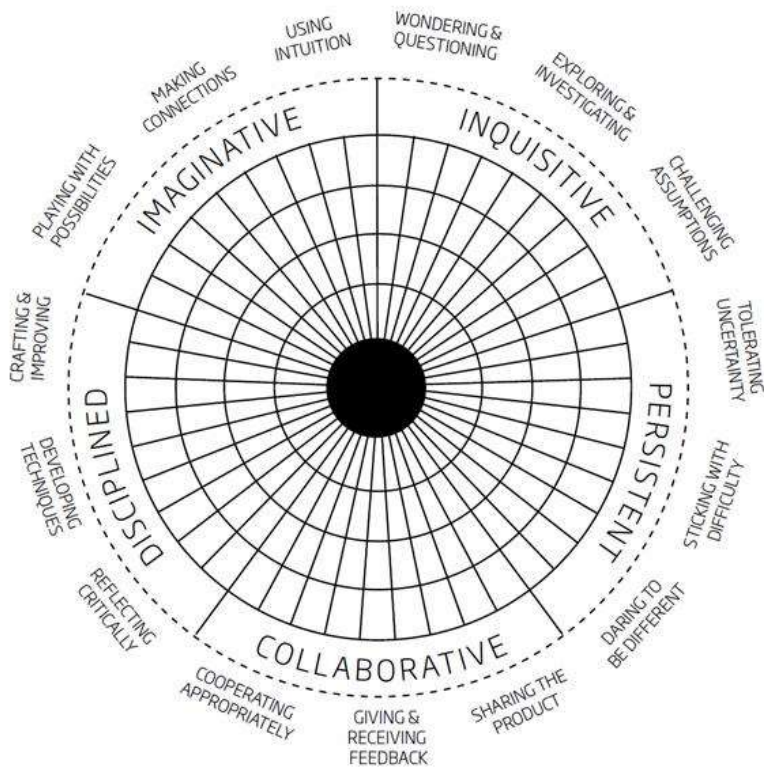
Professor Lucas explained that he was the son of a headteacher, who eventually caved in and became a teacher himself, teaching across primary, secondary and then university level. He now continues to work with schools as well as writing and lecturing.

The focus of much of his research on teaching creative thinking is to learn how to introduce what is important to teach, but which isn't within the national curriculum.

Three key books he referred to:

- A practical guide to Teaching Creative Thinking – Bill Lucas and Ellen Spencer
- Educating Ruby – Guy Claxton and Bill Lucas
- Expansive Education – Bill Lucas, Guy Claxton and Ellen Spencer

He referred to a “five-dimensional model of creativity”.



The CBI has identified twenty-first century business needs in Britain

| Characteristics, values and habits that last a lifetime | |
|---------------------------------------------------------|-------------------------------------------------------|
| The system should encourage young people to be | This means helping to instil the following attributes |
| Determined | Grit, resilience, tenacity |
| | Self-control |
| | Curiosity |
| Optimistic | Enthusiasm and zest |
| | Gratitude |
| | Confidence and ambition |
| | Creativity |
| Emotionally intelligent | Humility |
| | Respect and good manners |
| | Sensitivity to global concerns |

Professor Lucas referred to educational research in a number of continents and countries, including Asia-Pacific, Canada, the USA and Australia.

Evidence from educational research -
The impact of non-cognitive skills on outcomes for young people.
Leslie Gutman & Ingrid Schoon (2013)

NON-COGNITIVE SKILLS

1. Self-perception – an individual's belief about whether or not they can accomplish a task – includes self-efficacy, which relates to how they feel about past performance, and expectations about performing specific tasks in the future
2. Motivation – why individuals think and behave as they do
3. Perseverance – steadfastness on mastering a skill or completing a task (it includes engagement, ie: how committed students are to academic tasks, and grit, ie: perseverance and passion for long-term goals)
4. Self-control – the ability to forgo short-term temptations, appetites, and impulses in order to prioritise a higher pursuit
5. Metacognitive strategies – consciously focusing on thinking, selecting, monitoring and planning strategies that are most conducive to learning
6. Social competencies – social interactions and relationships with others, including leadership and social skills
7. Resilience and coping – resilience is adapting positively to challenges despite the presence of risk; coping involves using skills when faced with specific difficulties, and this process of coping leads to resilience
8. Creativity – the production of novel and useful ideas

The Thomas Tallis School has embedded these habits within its curriculum and practice and has a range of free online resources available on its school website.

TALLIS HABITS "Learning to understand the world and change it for the better"

- INQUISITIVE:**
Wondering & questioning
Exploring & investigating
Challenging assumptions
- COLLABORATIVE:**
Co-operating appropriately
Giving & receiving feedback
Sharing the product
- PERSISTENT:**
Sticking with difficulty
Daring to be different
Tolerating uncertainty
- DISCIPLINED:**
Crafting & improving
Reflecting critically
Developing techniques
- IMAGINATIVE:**
Using intuition
Making connections
Playing with possibilities

The Tallis Habits are based on Bill Lucas, Elin Sjöström and Guy Claxton (2013), *Programme to Student Creativity in Schools: Final steps towards new forms of formative assessment* (OED) Education Working Paper No. 95. Paris: OECD Publishing.

Professor Lucas has identified the 7 “C”s - Expansive capabilities

- Craftsmanship
- Confidence
- Commitment
- Curiosity
- Creativity
- Collaboration
- Communication

Professor Lucas suggested **three key approaches to teaching creative thinking:**

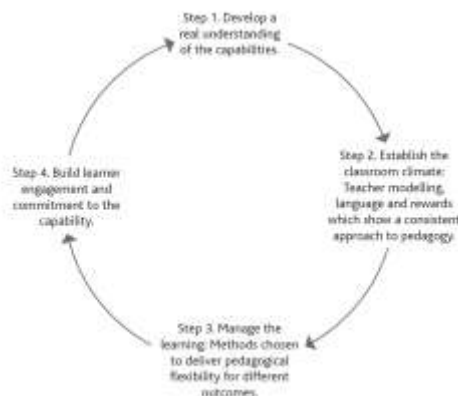
1. Split Screen Teaching – this is making everything teach “and”, not “or”. Teaching both knowledge and capabilities.

2. Visible Thinking – embedding core routines

3. Signature Pedagogies - for example:

- case studies
- problem-based learning
- thinking routines
- philosophy for children
- role play
- games
- deep questions
- teacher modelling
- authentic tasks
- thinking out loud
- peer teaching
- coaching
- self-managed projects
- enquiry-led teaching

Four steps to embedding capability



3. CHANGING THE CONVERSATION BETWEEN HOME AND SCHOOL

Three key books Professor Lucas referred to:

- Educating Ruby – Guy Claxton and Bill Lucas
- Happy Families – help your child to succeed – Bill Lucas
- Help your child to succeed – Bill Lucas and Alistair Smith

He also noted that Unicef and Pisa reports - Child Well-being in Rich Countries – noting that there is a negative correlation between the wealth and development of a country and the happiness of its children and young people.

Booklet – Engaging Parents, why and how

Available on the EPHA website <https://essexprimaryheads.co.uk/info-and-documents/good-practice/>

The argument

1. Parenting has always been challenging
2. Parental engagement has always mattered
3. [Some schools don't really want parents involved]
4. We are preparing young people for different times
5. We now know more about how it works
6. We need to shift our focus onto learning for our commonly agreed futures



When parents engage in their children's learning it

- helps to raise their achievement
- develops their social attributes
- helps shape how they think of themselves as learners.

Three aspects of character are especially important:

- Self-regulation
- Empathy
- Mindset

Review of Best Practice in Parental Engagement 2011

Janet Goodall and John Vorhaus

The Executive Summary states:

Parental engagement has a large and positive impact on children's learning. This was the single most important finding from a recent and authoritative review of the evidence: Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).

It is, therefore, a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education or who are not involved at all. That is the purpose of the review.

Summary of evidence

1. Integrated whole-school approaches work best, with needs analysis, priority-setting, ongoing monitoring and public awareness raising
2. Effective leadership of parental engagement 'is essential to the success of programme and strategies'.
3. Staff lack confidence and knowledge and will need training.
4. Parental Engagement with children's learning works best 'when parents receive clear, specific and targeted information from schools.'
5. ICT can help in a number of ways
6. Extensive evidence on benefits to children's literacy and also numeracy
7. Also evidence relating to other learning related outcomes e.g. motivation

Joyce Epstein's Six Types of Parental Engagement

Parenting Helping all families to have the basic home conditions in place including active parenting strategies and chance to understand more about how children learn.

Communicating Designing effective home-to-school and school-to-home communication methods which engage all parents regularly.

Volunteering Recruiting volunteer parents to help around school, in classes and in extra-

curricular activities.

Learning at home Providing good information to enable all parents to create family learning activities and to understand how best they can help.

Influencing decision-making Including parents in decision-making activities to build a sense of ownership.

Collaborating with community Finding and using resources from the wider parent community to enrich school life.

| Achievement | % variance attributed to | |
|-------------|--------------------------|-----------|
| | parenting | schooling |
| Age 7 | 29% | 5% |
| Age 11 | 27% | 21% |
| Age 16 | 14% | 51% |

It is what parents do 'at home' that has the greatest impact on children's achievement.

What kind of talk?

1. Listening with attention
2. Talking that acknowledges feelings
3. Talk that tries to solve problems
4. More questions than answers
5. Praise that is descriptive

6 key areas where parents can help

Expectations - Setting high and consistent standards

Routines - Establishing good learning habits

Opportunity to learn - Proactively looking for ways of extending and intriguing

Support - Showing interest, certain kinds of praising and teaching social skills

Culture - Creating a warm, cooperative and positive environment

Role modelling - Demonstrating the habits of mind of successful learners

MarvellousMe

MarvellousMe is a **whole school parental engagement and praise system** that get parents engaged by giving them positive feedback on their children's activities and achievements at school. This in turn inspires better family conversations about school and greater home learning support. Parents will be happier, children do better, and teachers save time and get better results.

- Most teachers use MarvellousMe in plenary sessions, 2-3 days a week, and for a total time of less than 5 minutes!
- The average level of parent engagement across all schools using MarvellousMe is over **85%**. This includes schools with hard-to-reach parents.

Interested in creating a West Essex expansive education cluster? Learn how to lead your own school enquiry?

3 twilight sessions led by Professor Bill Lucas.

bill.lucas@winchester.ac.uk

Contacts and resources

www.winchester.ac.uk/realworldlearning

www.expansiveeducation.net

www.marvellousme.com

www.educatingruby.org

bill.lucas@winchester.ac.uk

@LucasLearn

@EducatingRuby

@MarvellousMeApp

4. DATES AND TIMES OF FUTURE MEETINGS 2017/18/19

WEST meetings with the Local Authority officers-at the Weston Homes Business Centre, Takeley

Wednesday 28 February 2018

Wednesday 20 June 2018

Thursday 15 November 2018

Wednesday 13 March 2019

Wednesday 19 June 2019

WEPHA Conferences, Manor of Groves

Friday 18 May 2018

Friday 21 September 2018

Friday 1 February 2019

Friday 17 May 2019

Headteachers' Annual Conference 2018

Friday 23 March 2018 Stock Brook Country Club, Nr Billericay

Deputy Headteachers' Annual Conference

Friday 5 October 2018 Weston Homes Community Stadium

The meeting ended at 12.30 pm