

**WEST ESSEX PRIMARY HEADS' ASSOCIATION AREA CONFERENCE
MANOR OF GROVES HOTEL AND CONFERENCE CENTRE
FRIDAY 17 SEPTEMBER 2021**

MEETING SUMMARY: ISSUES AND RECOMMENDATIONS

p 2 **ATTENDANCE LIST AND APOLOGIES**

p 3 **TEACHING AND LEARNING IN THE 2020s** Jonathan Bond

p 5 **EPHA update** Isobel Barron and Pam Langmead

p 5 **DATES AND TIMES OF FUTURE MEETINGS 2019 - 20**

WEST meetings with the Local Authority officers 2021/22
 Wednesday 17 November 2021 – online
 Wednesday 9 March 2022 – Manor of Groves
 Wednesday 22 June 2022 – Manor of Groves

WEPHA Conferences, Manor of Groves
 Friday 28 January 2022
 Friday 20 May 2022

Headteachers' Annual Conference 2022
 Friday 18 March 2022 Stock Brook Country Club, Nr
 Billericay

Deputy Headteachers' Annual Conferences
 Friday 8 October 2021 Colchester Stadium
 Friday 7 October 2022 Colchester Stadium

WEST ESSEX PRIMARY HEADS' ASSOCIATION AREA CONFERENCE
FRIDAY 17 SEPTEMBER 2021

Headteachers

Jeanette Allen	The Downs Primary	Nick Mallender	Staples Road Primary
Debbie Attridge	Ongar Primary	Natasha Nee	Longwood Primary
Gina Bailey	William Martin Schools	Annette Norris	Katherines Primary Academy
Isobel Barron	Roseacres Primary/Chair	Tracy O'Donnell	Epping Primary
Emily Bartram	Radwinter CE Primary	Teresa Phillips	Thomas Willingale School
Nikki Batt	Moreton CE Primary	Christine Peden	Pear Tree Mead Primary
Katherine Benson	Abbotsweld Primary	Rebecca Pine	Newport Primary
Claire Berry	Birchanger CE Primary	Jane Pomfret	Nazeing Primary
Emma Bloomfield	Purford Green Primary	Colin Raraty	Rodings Primary
Bryony Collins	Felsted Primary	David Rogers	Bentfield Primary
Sara Cowley	Henry Moore Primary	Helen Russell	Chipping Ongar Primary
Casey Cox	St James CE Primary	Linda Todd	Elsenham CE Primary
Matthew Curzon	St Mary's CE Primary, Stansted	Amy Wareham	Matching Green CE Primary
Vicky Early	Harlowbury Primary	Nikki Willis	Dr Walker's CE Primary
Jodie Evans	High Ongar Primary	Hannah Wheatcroft	Farnham and Rickling Primaries
Renette Faurie	Hereward Primary		
Elizabeth Gelston	Hatfield Heath Primary		
Ann Grisley	The White Bridge Primary	School leaders	
Claire Jackman	Great Easton CE Primary	Rebecca Arnould	Pear Tree Mead Primary
Chris Jarman	St Mary's CE Primary, SW	Dean Boddington	Great Easton CE Primary
Andrew Laing	Great Sampford Primary	Keeley Chandler	Newport Primary
Sophie Laing	Little Parndon Primary	Victoria Marrow	Learning Partnership Trust
Lawrence Llewellyn	Dr Walker's CE Primary	Rhonda Smith	Purford Green Primary
		Sharon Vessey	Birchanger CE Primary

In Attendance

Pam Langmead	EPHA Professional Officer
Jonathan Bond	Educational Consultant

Apologies

Ros Allsop	Clavering Primary
Dale Bateman	Coopersale & Theydon Garnon
Michael Doughty	Milwards 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 AUTUMN TERM WEPHA CONFERENCE HELD ON FRIDAY 17 SEPTEMBER
2021 COMMENCING AT 9.15 AM**

Action

1. EPHA WELCOME

Welcome from Isobel Barron, WEPHA Chair, to West headteachers and senior leaders. This was the first WEPHA conference since January 2020, and it was really special to be with colleagues, in person, once again.

A particular welcome was extended to new headteachers (or heads in new posts) in the West, including:

- Emily Bartram Radwinter Primary
- Justine Brooks Thaxted Primary (Acting, from Autumn half term)
- Michael Doughty Milwards Primary
- Jennifer Hone Helena Romanes (Primary)
- Ian Kendal St John Fisher Catholic Primary (Interim Headteacher)
- Andrew Laing Great Sampford CE Primary (Head of School- autumn term)
- Tom Le Masurier Stebbing Primary
- Nick Mallender Staples Road Primary
- Linda Todd Elsenham CE Primary

Jonathan Bond was welcomed to the conference.

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 offer 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

1. Embedding mastery

Benjamin Bloom's solution

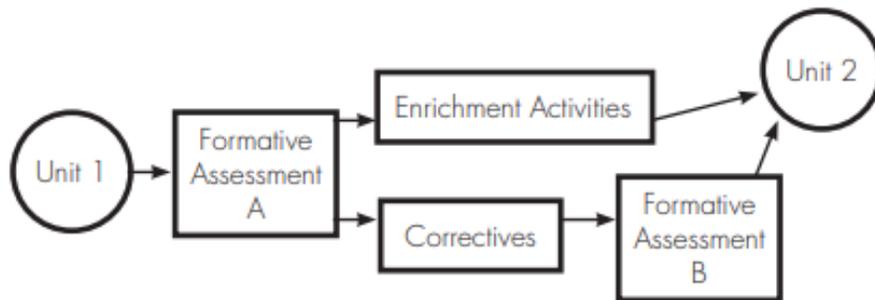


Figure 2. The mastery learning instructional process.

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

2. 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 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.

3. 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

4. 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

5. 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

6. 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

7. 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/>

8. 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)

9. **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
-
- ▶ 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.”

10. 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. EPHA UPDATE

a) Dates for the diary

The EPHA Professional Officer noted a number of forthcoming dates, including:

EPHA Annual General Meeting – Thursday 30th September – The Lion Inn, Boreham

WEST meetings with the Local Authority officers 2021/22 *(please note the varied venues)*

Wednesday 17 November 2021 – online

Wednesday 9 March 2022 – Manor Suite, Manor of Groves

Wednesday 22 June 2022 – Manor Suite, Manor of Groves

WEPHA Conferences, Collonade Suite, Manor of Groves

Friday 28 January 2022 – Robin Launder

Friday 20 May 2022

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Friday 8 October 2021 Colchester Stadium – this is full!

Friday 7 October 2022 Colchester Stadium

- b) Pam noted that her attention had been drawn to a document sent out by a local School Effectiveness Partner, which listed the statutory website and policy requirements. However, as a composite document this inferred that all statutory policies must be published on the school website, which is not the case. She suggested that schools might want to use the EPHA policy and website checklists, which are in line with current guidance.
- c) The group discussed the problems that have been caused by the transfer of the payroll contract from ECC to Juniper in April 2021. The handover has caused huge problems for schools and there continue to be mistakes and delays, as well as extremely poor training and communication. The Professional Officer explained that Gavin Freed, the CEO of Juniper, will attend the EPHA Executive meeting on 30th September, and later in the day representatives from ECC People Operations Team will also meet with the Executive. This team managed the original procurement bid for the contract, and there are real concerns about how well the contract was managed. Headteachers were asked to send their experiences and concerns to the Professional Officer in advance of that meeting.

4. DATES AND TIMES OF FUTURE MEETINGS 2021/22

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The meeting ended at 12.30 pm