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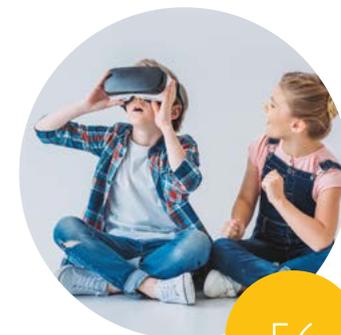
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Welcome

to the third edition of the Innovate My School Guide

By Michael Forshaw

Welcome back to the Innovate My School Guide. For this third edition, we've brought you amazing insights from 40 of the most exciting educators on the scene. These articles are spread across 10 hot topics, ranging from *Assessing Assessment*, to *The Hottest Edtech Trends*, to *Accelerating Creativity*. Did you know that there's a wellbeing network being run for teachers, by teachers on Twitter? Read more in *Community Partnerships*. Meanwhile, in *Leading The Way* you can read one bestselling author's take on what British schools could learn from the United States - and vice-versa. Want to see how one of the UK's top educators is setting up her ideal school? *This Is Your Year* awaits.



These articles, written by over 40 authors, are spread across 10 hot topics.

This year's Guide content is split into two kinds: not only are we bringing you never-before-seen articles from some of education's most innovative minds, but we've also included a selection of our most popular articles from across the 2016/17 year.

The education landscape continues to evolve, and so do we. In July 2017 we kicked off a new school budget-centric roadshow: Innovate My School LIVE. Travelling the UK and beyond, these events show how school leaders are innovating even when funds are limited, and introducing the tools that can help them achieve more with less.

We'll be delving deeper into each of the topics throughout 2017/18 via our website - www.innovatemyschool.com - where you will find even more thought leadership articles, opinion pieces, interviews, videos and case studies by some of education's biggest names and rising stars. If you too would like to share your ideas with our community, get in touch.

This is going to be a school year full of opportunity and advancement, and this Guide is the perfect place to get started if you're an educator. We hope to collaborate with you soon. Enjoy!



M. Forshaw

Michael Forshaw
Founder & CEO



Want to write about your work? Then come and join our community!



Some of our contributors share why they enjoy being part of the collective...



"I've really enjoyed writing pieces for Innovate My School. It's a great chance to put down some of your thoughts, ideas and successes to share with other professionals. The feedback has always been constructive and positive, allowing me to hone my writing to suit

the audience and depth required. Being part of the educational voice has been rewarding enough, although it has led to other exciting opportunities, such as being the 'face of Science teaching' for the recent DfE recruitment campaign and being invited to write for journals and blogs across the world."

Mat Galvin, deputy headteacher at Winsford Academy, Cheshire - @Mjogalvin



"I wanted to write for Innovate My School due to the huge reach that they have in education circles, as well as their focus on inspirational and innovative teaching. As well as enjoying a huge increase in my following on social media (and therefore my reach), I've been

pushed by the team to create high-quality content for others. Also, I'm now part of a huge network of inspirational teachers and teacherpreneurs. I could not recommend it enough!"

Nicole Ponsford, author and founder of TechnoTeachers - @NicolePonsford



"I would like to thank Innovate My School for taking an interest in my work and giving me this opportunity to help spread the word. I really do appreciate this opening - I've had some great feedback, lots of new Twitter

followers, and even a request to be an inspirational speaker on the topic!"

Rose Russell, Art / D&T instructor, technician and STEM coordinator at Ursuline Academy Ilford - @STEMRussell



"Innovate my School can offer you exposure to a huge audience and provide you with an opportunity to share and disseminate your ideas to the people that matter. One of my articles was shared over a 100 times on Facebook, and the

exposure has helped build my profile in an area of education where I previously had very little publicity."

Russell Stannard, consultant and training specialist - @russell1955

Guide Contributors



Mark Anderson is one of the UK's most in-demand keynote speakers, independent strategic consultants and trainers. He is a passionate advocate for the purposeful use of technology linked to pedagogy. [@ICTEvangelist](#)



Mick Walker is the former executive director of education at the QCDA and a CIEA trustee. He is an educational adviser to Life After Levels, a collaboration founded by the NAHT and Frog Education. [@lifeafterlevels](#)



Eric Sheninger is a senior fellow and thought leader on digital leadership with the International Center for Leadership in Education (ICLE). Previously he was the award-winning principal at New Milford High School. [@E_Sheninger](#)



Patrick Hayes is director at BESA, trustee of the Education Media Centre and a HuffPost blogger. He was a director at Tes, and has chaired judges at the Bett Awards and ERAs. [@P_Hayes](#)



Hannah Wilson is the executive headteacher of Aureus School and Aureus Primary School. She is the strategic lead for the GLF Teaching School Alliance, and is cofounder of grassroots gender equality movement [#WomenEd](#). [@TheHopefulHT](#)



School leader **Bukky Yusuf** has spent over a decade in London schools, teaching Science, A level Chemistry and Level 3 BTEC. She's a [#WomenEd](#) leader and a DfE-registered leadership coach. [@rondelle10_b](#)



Lee Parkinson has been a Primary teacher for eight years, and has built a wealth of ideas for how technology can be embedded right across the curriculum. [@ICT_MrP](#)



Mark Martin, aka the Urban Teacher, has a passion for all things education and technology. He has taught ICT for over 10 years, and has become an expert in effective edtech use. [@Urban_Teacher](#)



Simon Davenport is senior marketing manager at Lego Education. His role sees him supporting teaching in an inspiring, engaging, and effective way. [@LEGOeducationUK](#)



A teacher and school leader for 30 years, since leaving headship in 2010 **Jill Berry** has completed a doctorate and written *Making the Leap*, a book about the transition from deputy to head. [@jillberry102](#)



Primary assistant vice principal **'That Boy Can Teach'** is an upper Key Stage 2 leader, Maths lead and Year 6 teacher at a school in northern England. He has been teaching for 11 years. [@thatboycanteach](#)



Cherryl Drabble is AHT/SLE/DSL at a special school in Blackpool. She's recently published a book, *Supporting Children with Special Educational Needs and Disabilities*. Cherryl has a Masters in Inclusion/SEND. [@cherryl-kd](#)



Paul Dix is a speaker, author and notorious teacher-wrangler who is in huge demand. He is founder and executive director of Pivotal Education, and co-hosts the Pivotal Podcast. [@pivotalpaul](#)



Award-winning teacher **Adam Speight** is head of ICT and Computer Science at Cardiff's Mary Immaculate High School. He is a frequent educational writer and speaker. [@Mr_Speight](#)



Pete Sanderson has been working in schools since 2002, and is interested in ways to make learning more effective. He leads teaching and learning at The City of Leicester College. [@LessonToolbox](#)



Action Jackson is a motivational speaker. With the FIXUP TEAM, he runs workshops and assemblies on resilience self-belief and motivation in schools and colleges across the UK. [@ActionJackson](#)



Outdoor learning consultant / speaker **Mike Watson** is a teacher at Eagle Primary School in Lincolnshire. He is a Showbie champion, ClassDojo ambassador, Apple teacher and [#PrimaryRocks](#) team member. [@WatsEd](#)



John Galloway is a specialist in the use of technology to support inclusion, particularly pupils who have special educational needs and disabilities. [@Johngalloway](#)



Julian 'The Ultrpreneur' Hall is Ultra Education's founder and CEO. He is an entrepreneur, speaker and best-selling author (three books and counting) determined to make a difference. [@theultrpreneur](#)



Tim Head is an assistant head at a large Nottinghamshire Primary school. Part of the [#PrimaryRocks](#) team, he has helped to organise the annual live event. [@MrHeadComputing](#)



After working for a multinational company, **Julie Hunter** was inspired to spend most of her teaching career preparing students for the global workplace. She is deputy headteacher at Aureus School. [@MsHMFL](#)



Claire Bracher is an assistant headteacher at West Thornton Primary Academy (part of The Synaptic Trust) in Croydon. She is also an ambassador for UKEdChat London. [@cjabracher](#)



Adam Chase is the Y5 teacher and Assessment & Computing lead at Old Hall Primary School. He is also a Bury LA leading teacher for Computing, amongst other roles. [@_geekyteacher](#)



Dave Strudwick is headteacher at Plymouth School of Creative Arts. His mission is to work with others to transform the education system, and has a love of learning, music, sport and architecture. [@PSCA_FreeSchool](#)



Allana Gay is a deputy headteacher at Lea Valley Primary School in Tottenham, as well as a [#WomenEd](#) London leader and BAMEed cofounder. She champions authentic leadership, equality and diversity in education. [@AllanaG13](#)



Asha Alexander is principal at The Kindergarten Starters in Dubai., a GEMS Primary school catering to 5,500 students. She received her Master of Science in Educational Leadership from Walden University in Minneapolis. [@ashex16](#)



Kim Constable has been a teacher for 10 years across multiple subjects in the Secondary curriculum. She blogs and tweets as Hectic Teacher, and shares cross-curricular resources and ideas on her website. [@HecticTeacher](#)



Deputy headteacher **Dylan McCarthy** had a global business career encompassing sales, marketing and investment banking before making a move into teaching. He is the founder of Stepping Into Business. [@dylan_dmc](#)



Hilary Goldsmith is the director of Finance & Operations at Varndean School in Brighton. She is also the part-time agent for the celebrity phenomenon that is the Varndean Goats ([@varndeangoats](#)). [@sbm365](#)



Mark Herbert is head of schools programmes at the British Council. He has a particular interest in how school systems can be improved through international collaboration to improve access and quality. [@BritishCouncil](#)



Lisa Pegman is deputy headteacher at Simonside Primary School in Jarrow, Tyne and Wear. She is also Year 1 class teacher, assessment leader, English subject leader and immersive learning leader. [@MrsPegman](#)



Retired educator **Paul McGuire** lives in Ottawa. He's married to Heather, a teacher, and has three children. An avid blogger, Paul's also interested in trekking, and summited Mt. Kilimanjaro in April 2017. [@mcguirp](#)



Ritesh Patel is currently subject lead for DT and SLE at an outstanding Secondary school in North London. Passionate about driving collaboration, Ritesh has led large-scale TeachMeets for the past three years. [@Mr_Patel100](#)



Deputy headteacher **Andrew Carpenter** is responsible for Plymouth School of Creative Arts' performance and pedagogy. He is passionate about looking at strategies and ideas to enthuse, motivate and support students. [@PSCA_FreeSchool](#)



Autism school coordinator **Craig Smith** frequently writes and presents on autism, universal design, pedagogy and technology at national and international conferences. He lives in Newcastle, Australia. [@wrenasmir](#)



Claire Stoneman is deputy headteacher at Dame Elizabeth Cadbury School in Birmingham, leading on teaching and learning and curriculum. She has also led the development of the school's anti-homophobic, biphobic and transphobic work. [@stoneman_claire](#)

This Is Your Year

Introduced by Anthony Coxon, co-founder at GCSEPod

The authors featured in this chapter showcase just how they are using edtech, classroom tactics and innovative thinking to tackle the year ahead.

Recently, we were particularly impressed by the work of Andrew Mackereth, who joined **The Parker Academy** when they were under special measures. As regional education director, Andrew made the decision to focus the attention of the school on pastoral structures, introducing a house-based system. He organised an old-fashioned sports day to help student engagement, and attitudes began to improve. This emphasis on whole-school wellbeing led the academy to pull in its best ever set of five A*-C GCSE exam results, and will be developed even further during 2017/18.

Meanwhile, through working with **Archbishop Temple School**, we loved how much they embrace mobile technology, and asked headteacher Gill Jackson why this was:

“We have a very clear vision when it comes to mobile technology in school, which is why I think it works. There’s wifi which can be accessed during lessons by teachers and is turned on for students to use in the run up to exams. We really believe in mobile technology as something which can successfully supplement and support traditional learning but by no means do we use it to replace traditional methods. That said, we have been very careful in what software and content we invest in. This is why we have chosen to limit the options we offer the students and use only two resources: **GCSEPod** and **Firefly**. Because we focus our efforts on two key providers, the students have fully adopted them, and in the main are using them to maximum benefit. We’re really excited to see how this can be developed from September 2017 onwards.”



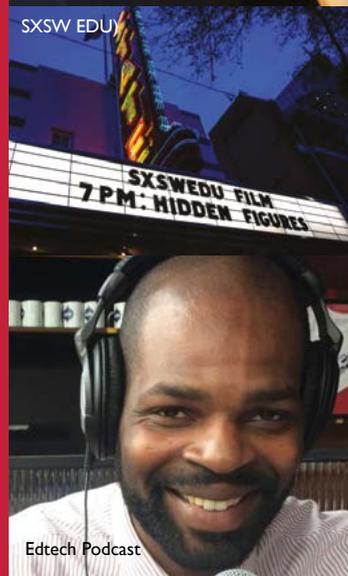
This emphasis on whole-school wellbeing led to their best ever results.



Aureus School



Patrick Hayes, GET



Edtech Podcast



Nina Iles / EdTechXEurope



SXSW EDU

GESS Dubai



GESS Dubai



A Year In Edtech: What You Need To Know

by **Patrick Hayes**, director at **BESA**

A year in edtech in one word? ‘Bett’ - as in the **Bett Show** (24th - 27th January 2018, www.bettshow.com). The largest edtech show in the world takes place in London every January. Over 900 exhibitors fill the vast hall of ExCeL London, with upwards of 35,000 people visiting from across the globe. From the cutting-edge

of virtual reality, to innovative initiatives helping schools cut down on workload and help save money, it’s all there.

Admittedly to a first-timer, it can seem a lot to take in – so some advance planning is useful. Look at the floor plan to locate edtech companies you already know and use, who will give you a warm



welcome and show you what exciting new plans they have for the year. But also allow yourself time to wander through the stands and see what grabs your attention. Also, keep a close eye on Twitter – a blizzard of big new announcements about new edtech products or partnerships are made at the show.

The Bett Futures area is always a buzzing hive of activity. Full of new ideas, usually developed by teachers themselves, this is where you see the next generation of edtech products and services activity being forged. Also, the discussions and presentations are always stimulating, giving you lots of ideas for the classroom.



British edtech companies are renowned the world over, though there are other fantastic events throughout the year across the globe.

Meanwhile, in June, **London EdTech Week** brings together a wide range of edtech influencers to engage in debates and showcase new products. Every day of the week there is something exciting happening, from BESA-organised debates about edtech policy in Parliament, to EdTech Exchange networking drinks.

But many of the best edtech events take place throughout the year. To get intimate with the latest developments in edtech, visit one of the many **Innovate My School LIVE** (www.innovatemy-school.com/upcoming-events) events scheduled to take place across the country and “speed-date” with some of the best companies to get a dazzling overview of what might work for your pupils.

We at BESA also run debates and discussions that connect edtech companies and educators across the country. Recently we’ve discussed issues ranging from ‘reasons to be cheerful about education’ – where we put aside the doom and gloom and celebrated the profession – to ‘what is the role of the teacher today?’

British edtech companies are renowned the world over, and while many of the best events are in the UK, there are other fantastic events throughout the year across the globe. In America, you have **SXSW EDU**, the “Glastonbury of edtech” in March, followed by **ASU GSV** – the largest gathering of edtech start-ups and investors - in San Diego in May, and the conference for school ICT leaders, Texas-based **ISTE** in June. In China, it has to be **GET (Global Education Technology)** in Beijing every November. In the Middle East, it’s **CESS Dubai**, which takes place every March. And in Australia, it’s **EduTech**, which takes place in June. Bett is also now conquering the world, with landmark events taking place in Mexico, Brazil and Malaysia. Who knows where next?

An essential resource to keep tabs on the movers and shakers in education technology is the **EdTech Podcast**. The editor, Sophie Bailey, is a perennial figure at all of the best edtech events. Armed with her recording equipment, she’s always at the forefront of activity, asking stimulating questions and identifying new trends. If you have a calendar clash and can’t make it to an edtech event – it’s a safe bet the EdTech Podcast will have been there, and at many more you might not have heard of too!

Essential edtech resources:

- **BESA’s Events Page** – full of cutting-edge edtech events taking place all over the world. Find us at www.besa.org.uk/events or [@besatweet](https://twitter.com/besatweet).
- **Edtech Podcast** - if you can’t make it to the latest edtech event or launch, then let editor Sophie Bailey transport you there: www.theedtechpodcast.com/ / [@podcastedtech](https://twitter.com/@podcastedtech).
- **Innovate My School Events Page** – speed-date with many of the most innovative edtech providers, coming to a venue near You! Visit www.innovatemy-school.com/upcoming-events/ / [@innovatemy-schl](https://twitter.com/@innovatemy-schl).

Students' Progress Levels Are Remarkable At Great Barr School

by **GCSEPod**

Great Barr is a larger-than-average, coeducation Secondary school in Great Barr, Birmingham. The specialist Science college has a very mixed urban catchment. An increasing number of free schools now in the area means that its catchment is far wider than it once was, and often students travel a considerable distance into school.

The school is proud of its varied curriculum, and is working hard to improve both attainment and progress. Leaders at the school have been keen to find a resource that would not only help them to improve results and progress in subjects such as Maths, but one that would also support students across the board.

Last year, the school significantly increased its usage of GCSEPod, a resource to which they subscribe. As a result, they have reported a direct impact on students' progress; those who used it made significantly more progress than those who choose not to.

Jenny Bashford, director of learning for Year 10, said: "We are able to track usage vs progress and,

without a shadow of a doubt, students who use GCSEPod make better progress. Generally, we can see that students who have used GCSEPod on a regular basis have made up to four levels of progress in a given subject, but in some instances our top users have jumped even more levels."

She added: "GCSEPod forms a part of a cohesive strategy to improve progress. For example, in Maths we run regular lunchtime Maths clubs where we can use the podcasts to focus on a very specific topic, and then set the students assignments to complete independently with GCSEPod on their own mobiles and PCs.

"We can then easily track who is downloading the content and assess their answers to establish what they understand and where they need more support. It allows us to provide a very individual level of support and really identify where students may need extra help and as result, overcome barriers and help them to improve and make progress."

How GCSEPod is helping to raise standards at North Huddersfield Trust School

It's been a rollercoaster journey for North Huddersfield Trust School, a coeducational school which was established back in 2011 on the site of a former Secondary school.

In 2015 Ofsted labelled the school as in need of improvement – particularly with regards to attainment – yet, fast forward two years and the school is achieving some of the highest Progress 8 scores across all high schools in Huddersfield – a sure sign that things are improving at the school, which has almost 600 pupils age 11-16.

Nick Howe, a consultant at the school, explains how a simple education resource subscription has played a large part in helping to raise attainment standards.



"Progress 8 is generally agreed to provide a much fairer means of comparing schools, and goes a long way to demonstrate the efforts and inroads that improving schools are making across the UK.

"Whilst our exam results are not the highest in the local area, we are most certainly helping our students to progress. Our positive Progress 8 score, which is way above many high achieving schools, is a true reflection of all our hard work and determination.

"We have worked tirelessly to help students across the board to raise their attainment and set individual goals, and are delighted with how far we have come. As part of our commitment to raising standards we introduced GCSEPod - a digital education publisher which I believe is being used in more than a quarter all of all UK Secondary schools



- to help students to learn both inside and outside of the classroom. The short bursts of video content covering the whole curriculum have been designed to help students to consolidate their learning away from the classroom and can be accessed across any device – perfect for our students who live their lives on their mobile devices!



Whilst our exam results are not the highest in the local area, we are most certainly helping our students to progress.

"Last academic year we really pushed the benefits of GCSEPod amongst both our students and teachers and saw a huge uplift in usage. Whilst not all students chose to use it, those who did certainly benefitted.

"Our highest GCSEPod user also achieved the school's second highest Progress 8 score. But she was not alone; data shows a direct correlation between usage and positive progress amongst our top users."

Nick added: "In the same way as we know categorically that those who have good attendance will make better progress, we can now see that students who use GCSEPod have higher Progress 8 scores."

To find out how GCSEPod can help you to raise progress without breaking the bank contact us on 0191 338 7830 / info@gcsepod.com, or visit www.gcsepod.com.



Class Of 2022: Aureus School's Inaugural Year

by **Hannah Wilson, executive headteacher at Aureus School and Aureus Primary School**

Aureus School (www.aureusschool.org) opens to its first cohort of Year 7 students in September 2017. It has been a whirlwind of a year since applying, interviewing, negotiating and accepting a life-changing role. Last year was all about personal change. I moved schools, roles, trusts, LEAs and regions. This year is about professional change, leading change and challenging the system. Our founding team are pioneers and committed to doing things differently; our founding children and parents are excited to be trailblazing.

Our vision:

Our trust's vision is to Grow, Learn, Flourish – we are committed to developing the whole person, staff and students alike. After 15 years teaching in London I have a very strong sense of what works, what does not work, and instincts about what could work. This resonated with my team and I through the recruitment process. Our vision is to develop the whole child by nurturing hearts and minds.

Our specialism:

Our holistic ethos will explore the sciences through the arts and will develop the skills of creativity and



innovation in our community. Designated as a STEM school, we have put Arts at the heart of Aureus and rebranded ourselves with a STEAM specialism. Our vision to provision for the arts include an art therapy room, an artist in residence and a community art gallery.

Our values:

Our first task as a team in our new staff induction week was to go through a values-scoping journey. We did the inner work and bonded on a deeper level by articulating and aligning our values. We began to co-design a values-based education, and reflected on values-led leadership. We want our values to be in our DNA and to be tangible in our school – lived, not laminated.

Our flipped school day:

We have made subtle changes to the school day, including moving our student wellbeing time to the start of the day. Conventional pastoral time at the beginning of the day has become administrative, and never reaches the hardest-to-reach students whom we most need to see. Therefore, we have moved our tutoring time to the end of the day so that we can more effectively support our students.



Our mindfulness programme:

We are committed to a holistic ethos, and are keen to be preventative and proactive rather than reactive to our students' needs. Each morning we will build our resilience and develop our self-care toolkit. Through regular practice of mindful strategies we are convinced that our young people will be more focused learners.

Our family dining experience:

All of our community will sit and have lunch together every day. We will model family values and prioritise our mental health and wellbeing by being connected with each other through meal times. By feeding our bodies with healthy meals, we will feed our brains.

Our community coaching sessions:

We will be reflecting on our learning, processing our challenges and learning from our mistakes each day through our coaching sessions. All students will be in teams led by coaches.

Our personal development time:

Our Extended Learning will be in the form of Spelling, Reading, Language Skills and Maths. We will encourage our students to engage in the personal development opportunities on offer each night in our Extended Day. Our Martial Arts Academy and Community Choir started in September.

Our passport:

We will be drawing up an overview of all of the trips and experiences that we will pledge for our Class of

2022. We will ensure that our students are pushed outside of their comfort zones to experience new opportunities.

Our team:

We have a recruited a dynamic team of committed professionals, with a high proportion of black and minority ethnic (BAME) leaders and flexible opportunities. All of our team will be leading an area of interest.

Our professional learning:

We are launching a Mental Health and Wellbeing Network, as well as hosting a mental health conference with the Charlie Waller Memorial Trust. We will also be collaborating on a Lead Practitioner Centre with the SSAT and exploring Spirals of Enquiry with Whole Education.

Our pledge:

As a team we are keen to show that there is a different way. That we can create a culture of wellbeing that looks after our staff and our students, not one at the expense of the other. We have pledged to our parents that we will develop their children into global citizens. We will not be an exam factory, but do hope that by making some fundamental changes to how our school operates that we will nurture a healthy, happy and successful community.

This is Our Year. We are excited and up for the challenge – bring it on! Follow @AureusSchool and #growlearnflourish to follow our journey in our first year.

You can read more here: thehopefulheadteacher.blog/new-staff-induction-values-scoping.

This Year, Make Your School's Progress Completely Transparent

by **Derventio**

Last year, Rolleston Primary School in Leicester implemented a new integrated performance management system, and immediately began seeing extensive benefits. Headteacher Dwayne Toon was keen to learn how the school could seamlessly integrate Performance Management, School Improvement, Self-Evaluation and Continual Professional Development (CPD) for staff in one easy-to-use system. Here, he explains why Rolleston Primary loves SchooliP, and how the system will be used this year:

"Initially, we liked the fact we could ensure more accountability for teachers who cover different subjects, tying in with the school improvement plan and with budgets. This allowed us to work together as part of a full and continual process. Within SchooliP, staff are an integral part of school improvement, as their objectives directly link to the school's improvement plan. This allows school leaders to see progress towards achieving not only individual staff objectives, but also wider school improvement at any point during the academic year.

"After a scheduled training day, staff could see actions that were assigned to them, which not only secured accountability, but also made them feel part of the school improvement plan. Plus, with handy email reminders, staff are always aware of any actions assigned to them. Teachers can see they are part of the school moving forward, and how they fit in with the whole school process, not only as a class teacher.

"What I found really interesting was when we first showed staff the software; they gasped at how many actions there were, and how many things go into the school improvement plan. They were delighted at the fact that they were already doing so many of these already, and that the system would now bring it all



together centrally. Teachers can now really see their impact on the school's progress.

"SchooliP champions transparency, and is geared in a way that allows staff to see their objectives and areas of development at any point throughout the academic year, as well as enabling them to manage their progress towards achieving their objectives. They can also see how their actions directly impact areas for school improvement. Staff have the ability to upload evidence to support their objectives, which in turn allows them to contribute to wider school improvement.

"The appraisal process has become sharper, as they now fit in with the school improvement plan - with a click of a button, outcomes and success criteria are already there. This has allowed us to focus the time spent on appraisals discussing what we are going to do, instead of doing paperwork. Paperwork is no longer left on my desk to get lost under a pile; it's all done automatically online.

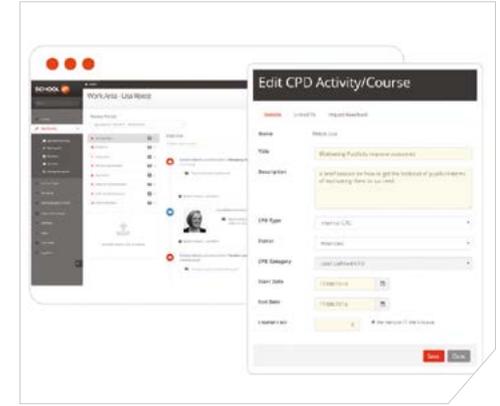
"SchooliP has an intuitive reporting system which allows you to select any criteria you wish to report on, and with a click of a button this information is available in a range of formats. It's ideal for



justifying budget spending against outcomes for key stakeholders, such as governors, or evidencing improvement plans for inspection bodies.

"We have utilised the various reporting functions in SchooliP to help support our Schools Financial Value Standard (SFVS) assessment form. SchooliP allowed us to clearly outline where our budget was being used, and also evidence the impact for school improvement. This information allowed us to provide assurance to the LA that we have secure financial management in place, and any expenditure was justified.

"We love the fact that we can use tablets within the classroom as part of observations, which are then uploaded straight into SchooliP, so no follow-up paperwork is required. As the School Improvement Plan is already embedded into the system, the software drives this for me, and allows me to focus on next year's improvement plan.



"We have included more stakeholders into our school improvement processes, and we have used SchooliP to facilitate useful dialogue, secure wider accountability, and also to help different members of staff buy into the bigger picture.

"We found the online webinar training really useful, and the school training day was great as all staff were able to see how easy the system was to use. It is really important for headteachers to initially invest time in both the software and staff, as to ensure that everyone is onboard. The activities tab within SchooliP has proven to be invaluable - we have been able to use it as a basis for planning out the whole years' CPD.

"The software makes everything transparent. Teachers can really see both their impact on the school and what the school is trying to achieve. Another benefit? If a member of staff is on long-term sick, for example, people can still access all of their work, so important documents are not locked away in a draw and can be accessed when they are needed. The activities tab within SchooliP has proven to be invaluable; we have been able to use it as a basis for planning out the whole years' CPD and staff inset days, ensuring meetings we have are far more robust, relevant and not so ad hoc."

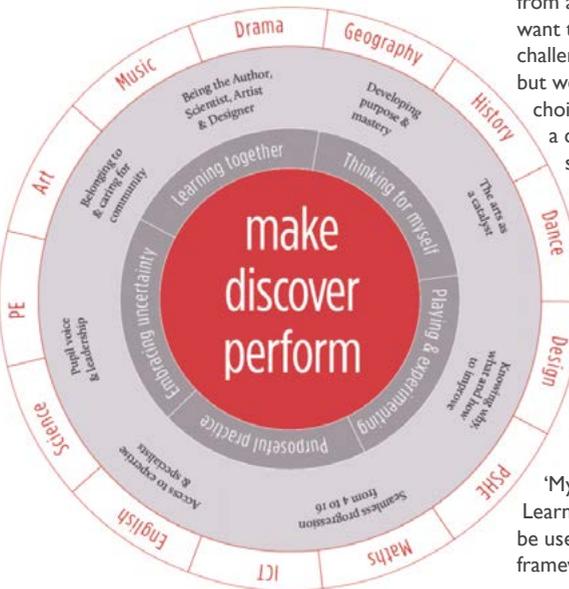
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A Horse Of A Different Colour: Creative Teaching At The Red House

by **Dave Strudwick**, headteacher at **Plymouth School of Creative Arts**

Plymouth School of Creative Arts (www.plymouthschoolofcreativearts.co.uk) is an all-through free school, sponsored and founded by Plymouth College of Art in 2013. It currently enrolls 750 students aged between 3 and 14, with an eventual capacity of 1,050 in September 2018. It is located in an area that is in the first percentile of need nationally in terms of LSOA (Lower Layer Super Output Area). The school is open every evening and every weekend. The building, known as 'The Red House', does not feel or run like a typical school.

This year the school will continue to exercise its curriculum freedoms to make a horse of a different colour. We do not aim to deliver a static model, but one which changes with our community over time.



Working with excluded youngsters reinforces significance of relationships in all learning.

Whilst our practices are changing the principles and values that are driving our development stay firm. We are making our school and actively creating community as a part of the process. You are welcome to visit to see how we work and we look forward to hearing your story.

The circular model (see left) reflects our curriculum with making at the core. It was derived from a set of principles and values that we didn't want to be compromised. Yes, we have been challenged by the Progress 8 accountability measures, but we have decided that it cannot drive the option choices of students. Why shouldn't you choose a course that, whilst it won't count for us as a school in an accountability measure, would be great for your future? My experience of working with excluded youngsters meant that I knew the significance of relationships in all learning. I also recognised that these students typically internalised their failures and externalised their successes. A key question then is how can we support this to be different through behaviours such as purposeful practice and recognise that this approach will help every young person?

More recently I have been inspired by the 'MyWays' framework from Next Generation Learning Challenges (see next page), and this will be used more extensively during 2017/18. The framework helpfully supports a curriculum design



that not only recognises the obvious need for content knowledge, but places this alongside the vital ingredients of Habits for Success, Creative Know How and Way Finding. Placed alongside a pedagogical approach which is blended, we are doing things differently and making a difference.

The Tate described our school as looking to develop a new kind of student.

This year we must continue to create an educational model and curriculum that has purpose and integrity. Anna Cutler, director of learning at the

Tate, described our school as looking to develop a new kind of student. That is one who can take creative thinking, and action into making theirs and others' lives better. A key question to staff and students is: 'what makes you want to get up in the morning?' We need to harness this energy, and rather than teachers 'delivering' the head's or government's vision they need to connect to the passion and purpose that is already in themselves and their students. This does suggest there is not one scheme of work!

Video 'The Red House': vimeo.com/198714257
 Website [PSCA: plymouthschoolofcreativearts.co.uk/](http://PSCA.plymouthschoolofcreativearts.co.uk/)
 learning-distinctiveness
 Website [MyWays: myways.nextgenlearning.org](http://MyWays.nextgenlearning.org)





Interview: Michael Forshaw, founder and CEO, Innovate My School.



Q Why did you found Innovate My School and what is the background behind the brand?

A My dad was a headteacher of a large Secondary school in Liverpool - Cardinal Heenan Catholic High School - where I also worked for a number of years. Part of my role was to innovate the school with new products and services, particularly around ICT (now edtech). This was a very satisfying role that led me to make two distinct discoveries: 1) teachers are ridiculously generous when it comes to sharing ideas and inspiring others, despite having a million and one things to do; and 2) there is a huge gap between the education industry and schools, with many game-changing innovations struggling to get in front of the right people, and vice-versa. I set up Innovate My School in 2010 to do just that: to share precisely what other schools are doing to push boundaries, and support the discovery of emerging tools and trends. This mission has remained true throughout everything we do.

Q What does being part of the Innovate My School community mean to you?

A Our community has grown somewhat over the years, and I think the fact that our content is written on a voluntary basis says a lot about the value people get out of it. The community is diverse, ranging from grassroots teachers in need of quick lesson plans to CEOs of multi-academy trusts seeking new leadership tools and strategies. We support exciting startups and industry leaders to share their story through our content ecosystem and themed speed dating events, helping them to grow. I guess the community could mean different things depending on who you are, but what I find everyone does have in common is the drive to solve problems and improve outcomes for our future generations.

Q Who inspires you?

A Other than my family, I am a fan of Eric Reis and the lean startup model. Simon Sinek's "start with the why" talk is good. I get inspired by other entrepreneurs on the same mission as myself, and enjoy hearing their stories and ambitions. I try to surround myself with people that have experience in areas I don't, as well as give back where I can. I just love learning new things and then putting into practice the refinements to my own business.

Q Where do you see yourself in five years?

A Bigger everything, hopefully. I was recently asked to support the Department for Education with a UK edtech strategy - this is a massive area that I believe schools are getting very little support in. I envisage Innovate My School doing a lot more in this space over the years. We will continue to offer our school leader speed dating events as a free bespoke solution for identifying the industry's best products - a successful concept that we have pioneered since 2012 that has produced some very interesting data. Watch this space! The plan is to also keep growing our international reach, collaborating with more schools, and progressively drive innovation throughout the sector. Five years is a long time, and my company moves at pace, so I expect us to continue creating more ways to inspire schools and help them to innovate as a partner they can trust.



*Numbers in green relate to Community growth

Accelerating Creativity

Introduced by Khurshid Khan, managing director of Britannica Digital Learning UK

Creativity is about thinking differently, as well as actually having the *time* to think. Unfortunately, time constraints can also be a real killer of creativity in an environment where there is too much fixation on testing and meeting the grade, so how do you balance the limitations of time against promoting creativity in learners?

How does a teacher foster a creative environment? How do they constantly innovate in their lessons? How do they get students to unlock the power of their own imagination?

It can be easy for teachers to simply plan a lesson, list a set of topics for students to read and have them learn by rote the answers 'needed' to pass exams. However, engendering a love of learning through expanded content, personal research and creative approaches will lead learners into an appreciation of education beyond the strive for certification.

There is already a wealth of resources available for teachers, including content both interesting and inspiring in equal measure. Used well it, teaching resources can add immeasurably to the quality of lessons, but gathering and shaping is the challenge for already-stretched teachers.

Essentially, everyone knows that teachers' time is stretched as it is, with many of them spending hours at home preparing creative lessons plans. If teachers had more time to think creatively, rather than preparing resources, it would benefit teachers and learners all over. Enjoy the great ideas ahead.



Engendering a love of learning through creative approaches will lead learners into an appreciation of education beyond certification.



Fostering Creativity In The Classroom

by **Mark Anderson, ICT Evangelist**

My partner writes a bit. In fact, she has in recent weeks secured a contract to write a book on teaching and learning which I personally cannot wait to read. What's more, she's asked me to edit it - what an honour. The thing is though, despite doing well in my 11+, having authored a number of books myself, having an award-winning blog, my knowledge of grammar is pretty terrible. I do know how to use commas, full stops, semi-colons and so forth. I also have a decent vocabulary. I wouldn't want to inculcate anyone into thinking that a knowledge of frontal adverbials is a bad thing; not at all. The thing is, despite me not being always 100 percent on the names of the rules, it has never stopped me securing top marks at GCSE or A Level in English or English Literature.

Creativity is something that has seen a real hit in recent years as a topic in schools. With the curriculum being squeezed ever tighter there is a huge pressure on schools to perform in and focus on more academic subjects. Forcing children younger and younger to learn about things which may or may not have impact upon them in later life. Do these knowledge-based results help children to develop critical thinking? Do they help children to respond creatively to challenges so that when confronted with unusual scenarios, they are able to apply their previous knowledge so that they can overcome these

hurdles? I would suggest not. I would suggest that fostering so called 'critical thinking' and 'creativity skills' in young people is an absolute requirement. These skills are not so easily tested in the way that children are tested now but that doesn't mean to say that we do not have a duty to develop these in our pupils; we do!

I'm currently reading a book by someone many would say is the Godfather of thinking around creativity in education: Sir Ken Robinson. In *The Element: How Finding Your Passion Changes Everything*, Sir Ken makes a very persuasive argument for getting us to think differently about how we engage with our learners and the responsibilities we have. Throughout the book there are case studies of a variety of people, both famous and not, who have through luck or by chance, have been able to find their 'element'. He uses the term 'element' to describe "the place where the things we love to do and the things we are good at come together".

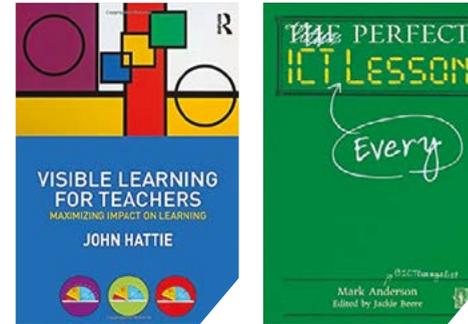
He goes on to say: "People who love what they do often describe themselves as lucky. People who think they're not successful in their lives often say they've been unlucky. Accidents and randomness play some part in everybody's lives. But there's more to luck than pure chance. High achievers often share similar attitudes, such as perseverance, self-belief, optimism, ambition, and frustration. How we perceive our circumstances and how we create and take opportunities depends largely on what we expect of ourselves."

If we are going to develop our young people in ways so that they are able to cope with the pace of change and achieve happiness in their adult lives, then we have a moral duty to help instil these critical and creative skills. How can we go about making sure that our young learners become the high achievers of the future? Plus, with my edtech hat on, what role does technology play in enabling this to happen?

How can we foster creativity?

Developing anything cultural needs the right conditions for success. Our classrooms therefore need to be safe environments where children can make mistakes; where children don't see mistakes as failure, but just part of the journey towards success. The best model that we can provide to our learners is to demonstrate us living our lives as lifelong

learners. It isn't about young people thinking that they can just fail summative testing and things will be okay, it's about demonstrating that every day is a learning day, whatever your age and that you're never too old to learn new things or make mistakes.



A significant role that technology can play in learning is in that of feedback. In his book *Visible Learning for Teachers*, Hattie writes that feedback to progress learning needs to be "just in time, just for me, just for where I am in the learning process and just what I need to move me forward". If we are going to give our learners these opportunities mentioned above, then technology can play a huge role in moving how we give feedback on work to our learners. In my book, *Perfect ICT Every Lesson*, I go through lots of simple edtech techniques linked to effective teaching and learning practice that can have an impact on learning.

Whether it's through low-stakes testing using tools such as Kahoot, Socrative, Quizizz, Plickers or Nearpod, or more advanced resources such as Microsoft Teams, Google Classroom, iTunes U or Explain Everything, edtech give us as teachers the opportunity to create that culture of learning in our classroom so that children can try hard, do their best, reach for the stars and beyond.

What else?

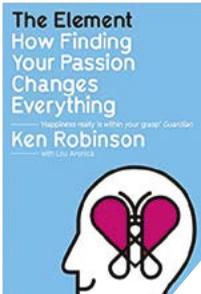
As teachers we have the power to make or break dreams. I often share stories around the power of saying 'yes' to learners and the implication that positive responses to their questions can have. When it comes to edtech, if a child comes to you and asks if they can use technology to complete their work, it is incumbent upon us to give them those opportunities. This isn't about you as a teacher knowing how to use the edtech tools to complete the outcome; all you would need is to be able to view the outcome the children

generate. If you're unsure though, try asking them. "How would creating a podcast show me that you've learned about different types of vocab in French?" / "How is doing it this way going to show that you've understood the work?" is a good way to draw out the metacognitive benefits of the techniques that your pupils are trying to share with you. Just because you as a teacher might not know the tool, doesn't mean that it doesn't have any pedagogical value to its use in the classroom. Engaging with conversations about learning with technology with children who are keen to demonstrate their skills and knowledge in new and interesting ways is a good thing to be embraced, whether or not you've had training on it or not.

A recent example of this would be when I taught Year 1 recently about pollination. In order for them to demonstrate their knowledge of the new learning, I asked them to create a short stop-frame animation with a model bee and a photo of a sunflower field. In 30 minutes the class had created their animation and recorded a short narration over the top to explain the process too. 30 minutes. Year 1. Topic covered and an edtech solution they hadn't used before was able to be employed successfully. Try out new things. You'll be amazed at what your young people can produce in creative and new ways.

In summary

Create a culture of creativity and critical thinking in your classroom is important - it ensures that young people know that your classroom is a safe place to try new things. Being open to new things yourself is key too. Modelling that you are able to learn new things (sometimes from learners) is another key way to ensure that the culture in the classroom facilitates learning in this way. This isn't about developing a new curriculum or asking children to undertake new knowledge; it's about asking your young people to think critically about the topics and work that they are learning about and to respond to them in creative ways. Small steps for you in what you do with your pupils will in turn become bigger steps when you add them together. The cumulative effect of these small steps added together will mark a shift in your young people where they are braver about trying new things, be able to respond to stimuli in new and interesting ways. Additionally, if you incorporate some of the edtech that you and your pupils have access to in your classroom, you'll be amazed at the quality of the work and demonstrations of their knowledge and understanding that they will produce.



Classroom Creativity Without Limits

by **Britannica Digital Learning**

“I think it’s fair to say that personal computers have become the most empowering tool we’ve ever created. They’re tools of communication, they’re tools of creativity, and they can be shaped by their user.” – Bill Gates

In the digital age in which we live, creativity teeters on a dangerous ledge, especially in education. With a wealth of information, imagery, ideas, opinions and facts (or falsehoods promoted as fact) at our fingertips, there is a fine line between empowering creativity in learning and drowning it in a sea of content.

So how do you ensure that learners are given the correct tools, in an appropriate environment, to ensure that, through creativity, they can learn, grow and succeed in their education?

With a society focused on results-based learning, it can be easy to forget that the best way to encourage learners to succeed is to engender within them a love of learning, and the most effective way to do this is through channels with which they are familiar.

Britannica Digital Learning products are designed to support curricula and encourage learners to think creatively. With these resources, learners are given

tools that help them to become self-guided learners. This could be through Britannica® School, with thousands of articles that suggest further reading, or Britannica ImageQuest™, with over three million images, or Britannica LaunchPacks™, with collections of content to save time researching.

“It’s more fun than Google and has more things for your age group. - Year 5 student Maisie.

Promoting creative problem-solving skills through the use of technology is important for establishing a strong educational foundation for students, even at a young age. All Saint’s C/W Primary School were no strangers to technology in the classroom, and when they began using Britannica resources, they found fantastic tools for encouraging their learners to work creatively.



“We use it to spark questions, and students can take ownership of their work,” explains deputy head Aled Williams. Giving students the power to lead their learning from end to end – asking questions that they then use technology to answer – enables them to think creatively. Aled goes on to say that “I can start equipping them with independent skills for lifelong learning.”

The breadth of content available allows – and indeed encourages – students to develop their own paths of research. Content is suitable for all ages, and is developed so that different ability students can access the same material at a level appropriate to them. With built-in functions like text-to-speech, double-click dictionary and translation tools, it is a powerful tool for enabling students to improve their language skills, whether English is their first language or not. This means that the path to creative learning is available no matter the age or ability of the learner.

With recent studies showing that, on average, UK children own phones by the age of seven, iPads just a year later, and smartphones by the time they’re 10, it is key that education keeps up with technology and meets students wherever they decide to learn. With all Britannica products accessible across all devices, they promote learning outside of the classroom, and encourage students to not just learn and research at their desk – after all, learning doesn’t finish there.

Teachers can use Britannica’s newest product LaunchPacks to further encourage a creative environment. These are pre-made collections of content, which can be amended, added to and annotated by both teachers and students. Articles encourage learners to proceed through a series of

connected topics and expand their knowledge of a subject, while images and media engage, inspire and challenge pupils to develop understanding of topics. Search functions and the layout of content is familiar to students, designed to remind them of other sites they might find when searching the internet. This intuitive interface allows students more time for meaningful research, rather than being constrained by outdated systems or bewildered by a plethora of unmitigated content they might find with online search engines.

“I use Britannica more because if you type something into search engines it’s not always true. - Year 5 student Sofia.

Britannica has designed resources that meet the technology needs of today’s learners while keeping creativity at the forefront of research. Learning to navigate through the wealth of available information is important, but should not prevent students from finding interesting and reliable content that will help them to succeed in the classroom and beyond.

1. <https://news.co.uk/essentials/news/technology/children-first-mobile-phone-aged-seven-browse-internet-five/>

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Using Digital Media and PBL to Inspire Independent Learning

by **Discovery Education**

Project-based learning (PBL) is gaining a popular following in UK schools. This dynamic classroom approach puts pupils at the very heart of learning, encouraging them to undertake extended projects and solve problems in creative ways. Teachers like it because it builds learning within a real-world context; pupils enjoy the independence it promotes.

The evolution of classroom technology has given PBL a huge boost, giving pupils access to a wealth of resources and enabling them to share their findings in sophisticated ways.

Discovery Education Espresso is a fantastic tool for supporting PBL, and many Primary schools use its resources to facilitate the technique. The award-winning digital learning service houses a huge content library, with over 23,000 multimedia resources covering all areas of the curriculum. This provides a framework for children to learn independently, equipping them with resources which support their learning and enquiry in a safe and

stimulating environment. Teachers from three very different schools explain how Discovery Education's dynamic content supports the delivery of PBL in their classrooms.

Dan Ferry, teacher at St Joseph's Catholic Primary School in Islington, North London

I'm a Year 5 teacher with a specialism in English, but I really enjoy using technology across the curriculum.

We use PBL a lot and it has an immediate impact. I like the fact that PBL is cross-curricular, helping pupils see that subjects needn't be pigeon-holed. The immersive nature of PBL inspires their independent learning.

Discovery Education Espresso is a great tool to facilitate PBL, because it offers so many dynamic resources. Digital media acts as a stimulus and gives children real life examples of what they are learning.

Our Year 5 PBL has spanned a number of subjects, including the Maya, Walls and Barricades, Anglo-Saxons and Rivers. We've supported these projects



Powered by Britannica Digital Learning



by giving pupils access to digital resources on the Discovery Education site. This flipped learning gives children a chance to learn outside the classroom and enter a new topic with confidence.

Discovery Education Espresso's power is that it harnesses independent learning and provides great content. Espresso's videos are a real engagement point for pupils – and the matched transcripts also help children with vocabulary. This is really effective in PBL, because it strengthens understanding and builds confidence.

We use the Discovery Education Espresso Video Zone to learn about other non-curriculum topics.

As a teacher, it's great to see children use new a new skill creatively. My Year 5 class now love to create. PBL and Discovery Education Espresso have definitely had a huge impact on their independent learning.

André Boulton, head of ICT at Claires Court School in Berkshire

At Claires Court, ICT is used across all subjects to support learning.

PBL provides the opportunity for pupils to have the freedom to explore a topic and organise their own learning in order to achieve goals. They enjoy being without the limitations of more traditional methods of learning, such as answering the teacher's questions. The questions they answer are their own.

Discovery Education's resources are integral to our delivery of PBL - giving pupils access to high quality multimedia content and helping them to develop many important skills. Such skills include how they research, sort information and present their findings.

www.britannica.co.uk

Today's pupils don't have a shortage of information available to them. In fact, there is more information online than ever before, but they can sometimes struggle to refine this material into meaningful learning. Discovery Education helps them to do this.

Ed Broyd, teacher at Beatrix Potter Primary School in Wandsworth, London

At Beatrix Potter we've been using Discovery Education Espresso for some time, and find that the resources really inspire independent learning.

PBL is important to us because it allows children to link learning from multiple lessons and learn teamwork, communication and social skills. One of the projects we recently undertook involved making our own silent film.

For some children PBL will be the only time they feel they can really excel. Discovery Education facilitates this well as it is adaptable and children are very responsive to it. Introducing digital content into our projects always inspires a lot of excitement.

Discovery Education Espresso is one of the UK's leading digital learning services, delivering dynamic curriculum matched content and video-rich resources to 1.8 million pupils.

Let Discovery Education Espresso inspire your pupils. Visit www.discoveryeducation.co.uk/ims and start your free trial today.

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How PBL Inspires Creativity Through Intrigue

by **Lisa Pegman, deputy headteacher at Simonside Primary School**

“People protect what they’ve learned to be proud of.” Kevin Honeycutt (@kevinhoneycutt), 2017

This simple-yet-powerful phrase struck a real chord with me as I listened intently to Kevin’s message at a conference earlier this year. Having led curriculum change in our school recently, I often question if what we’re doing is the right thing; right for our school, for our children, for our context and for a 21st century education, but listening to Kevin eradicated any doubts I may have had. Project-based learning (PBL) does just that; it gives our children something to be proud of and for that reason, we have seen a dramatic change in the attitudes children have to their learning. They are engaged. They are motivated. They care.

The themes

Our aim is to develop our curriculum themes with children’s interests placed at the heart. We do not anticipate that the themes will be the same year



on year; they will change with each cohort, keeping learning fresh and interesting for the children. We change our themes each term – these need to be ‘meaty’ to allow the children to explore of a range of avenues; they are essentially a never-ending ‘hook’ for the duration of the term (wider themes like ‘magic’, ‘adventures’ and ‘dream destinations’ are good options but the possibilities are endless). During our summer transition meetings, we share the interests of our current classes with their new teacher to support the planning process. It would be wrong to say this was a quick and easy process - the challenging aspect initially is finding ways to link the objectives to the theme but after a while, it becomes much easier and when the children start making links that you hadn’t even thought of, you know you’re doing it right.

The question

This is key to each project and possibly the most difficult part to ‘get right’. Each project needs



an overarching question that draws the theme, objectives and subjects together. There are two rules with this: 1) It must generate intrigue and 2) It can’t be ‘Googled’. We’ve found that question stems, such as: ‘What if...?’; ‘How can...?’; and ‘Could you...?’ work well to generate intrigue and discussion, although there are many others. When the question is shared with the children, a discussion instantly ensues and a real buzz is generated as children challenge one another and themselves.



It matters to them because their work is going to be viewed on a larger scale.

The environment

Based on the theme and question, we transform our learning environments each term to fully immerse our children in their learning; when they arrive in school at the start of each term, they find their classroom has taken on the sights, sounds and smells synonymous with the theme. We have found that this is important as it provides our children with a real, sensory ‘hook’ for their learning, alongside additional experiences to draw upon. During a recent curriculum discussion with a member of our staff, they commented: “The children ‘become’ their learning...it’s at the heart of everything they do.”



The project outcome

Once the theme and question have been established, we plan a project outcome for the children to achieve by the end of the term. The children have responsibility for deciding on how this will be achieved (guidance is permitted, of course). This is where we really see learning that goes beyond the walls of the classroom; a real-life outcome, with a real-life audience really gives the children something to take pride in. It matters to them because their work is going to be viewed on a larger scale – it’s not something that is going to stay in an exercise book and only ever looked at by their teacher. This is not to say that the children don’t take pride in the work in their books – quite the opposite, in fact. Since starting our project-based learning, the quality of the work produced by our children has improved as they know these activities are supporting them in developing skills and knowledge that will allow them to achieve their project outcome. Examples of some of our projects include: artwork for our local A & E department; organising and hosting our own Olympic Games; creating a museum exhibit; contributing to local travel guides; and publishing our own story books.

Although I am reluctant to use the term ‘journey’, that is exactly what we are on at Simonside Primary School. We are by no means ‘finished’, nor do I ever expect we will be, but we are really starting to see the benefits of our revised approach, despite it still being in its infancy. As with anything new, there have been some teething problems and we have had to make some tweaks along the way but after a year in operation, I can honestly say that this works for us – for our children, our staff and our parents.

Learning English And Maths By Bringing The Indoors Out...

by **Mike Watson**, teacher at **Eagle Primary School**

Outdoor learning can be a powerful tool in the teacher's rucksack. But like any tool, you need the right one for the job. You can cut wood with a screwdriver, but it's tricky and messy! Here are some ways that learning outside the classroom can make an impact on English and Maths.

Story walks & imagined worlds

Use the playground to create really large-scale story maps.

Children of any age can use this planning method to create the worlds in which they can either retell, modify or create stories. They can add details, descriptions, vocabulary or whatever else they need to form and sequence their narratives. The added bonus is that once the map is drawn it allows the children to play 'within' their story and outside the lesson. The true power comes when they can invite other children into the story and continue to build it.



In one instance, my class were struggling to image a journey across an unfamiliar landscape, so I took them out to make it happen. At first they just went through the motions, but by building a clear and shared narrative with them, they were soon holding on, trying not to fall off the mountain pass, even retracing their steps to help each other, adding more and more to their world.

Once back inside we could retell the story and build ideas together. The room positively buzzed as they



developed more and more detail and remembered more and more of their adventure - the writing they produced was some of the best of the year.

Instant Maths ideas

We have all done calculations in exercise books, on paper, on whiteboards, but have you, I wonder, considered the benefits of completing calculations on the playground? It's a different experience to working on paper.



www.felldykeprimary.org/blog/category/year-4/page/2

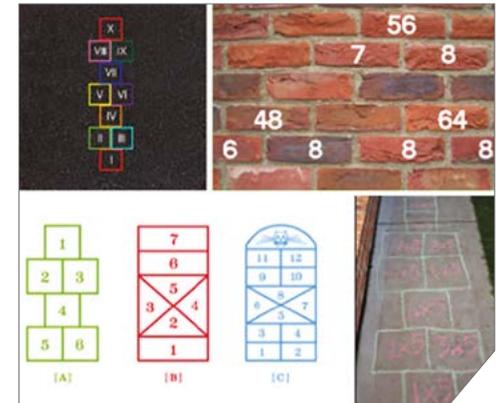
'Big working' makes it easier to work together and allows children to experiment and explore. Whether or not the children are completing written methods of addition, subtraction, multiplication or division, or if they are simply writing out multiplication tables or addition bonds to 20, there is a semi-permanent record of the work. The conversations of other children at playtime about the work is also worth listening to!

Once again, the activity you complete with your class has the potential to impact on the learning of pupils beyond your class.

Bricks and hopscotch

Hopscotch is a great gateway into so much Mathematics. Using hopscotch games to learn multiplication tables, chant the table as you play... Creating a regular hopscotch game but substituting Roman numerals instead of the traditional characters/digits makes for an interesting adaptation.

Similarly, change the hopscotch boxes into equivalent fractions. Anything that can be done to create a game to support the in-class learning, that can be done outside, before or after school and at



break and lunch times gives a continuity of learning that can be as tangible as it is powerful. Rest assured; if it is there, children WILL use it.

Write the products of multiplication tables on bricks with the multipliers below and you've created the multiplication/division trios. The fact that these are written and recorded beyond the classroom mean they impact every child. I completed this task with a group of Y4 children and they were being quizzed on it by a couple of Y2 boys. Those same boys the following day were able to tell me, "Mr W, 8×7 is 56, and 6×7 is 42". They knew because it was there for them to see and they remembered.

There are so many ways that a class teacher can enhance and vary their teaching through allowing children to work and learn outside the classroom. When it comes to showing creativity and progression across the school, perhaps the writing really is on the wall (and floor...!).

More examples can be found at: www.holmprimary.co.uk/paddington-p23



New Classroom Technology To Solve Schools' Textbook Problems

by **A Star Education**

Most schools would recognise the problems of budget strain resulting from decreasing per-pupil funding whilst costs are rising, and new GCSE curricula require additional spending on new textbooks. The options for the new History syllabuses alone have given rise to a plethora of new titles.

The appearance of tablet computers and e-book readers after 2010 promised a revolution in the way educational material could be disseminated, and a consequent dramatic reduction in the price of textbooks. But the potential of e-books to deliver savings to schools has not materialised.

Schools spent just £23 on textbooks per GCSE pupil last year, whilst parents paid more than £30 on average because textbooks are not being issued to pupils for use at home.

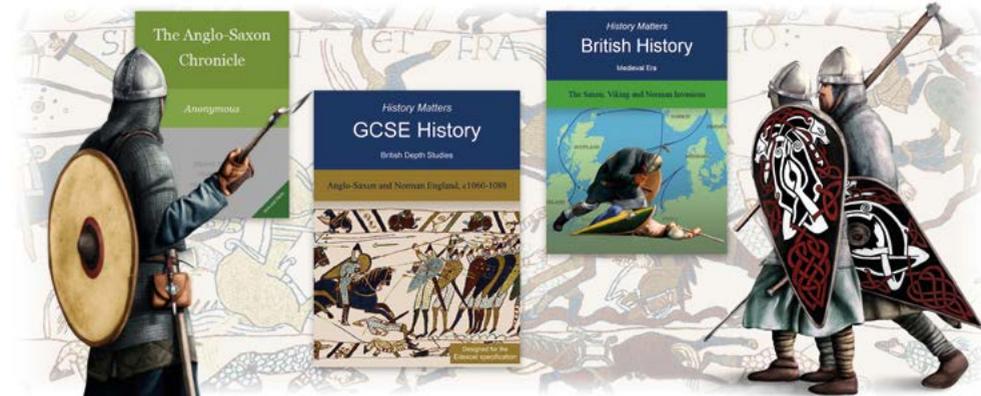
A digital strategy can address this problem, and A Star Education has been working to help all schools wanting exciting material to use in class, at a price that will appeal to schools with budget problems. Starting with History (and progressing through

Maths and Science), we are releasing libraries of e-textbooks, supported by a range of electronic resources – presentations, timelines, flashcards – suitable for Primary and Secondary schools, for a fixed price.

And it's a tiny price. Access to the History Matters library (www.history-matters.co.uk) is just £80 per year for the whole school to use. Teachers, students and parents can access all of the resources, anywhere, on any device, and there is no restriction on use at the front of class, so it's easy to see how it's possible to make savings of thousands of pounds every year.

The requirements for digital delivery

The success of any strategy for delivering the curriculum digitally depends crucially on the availability of suitable software. Does it work on every type of computing device, particularly mobile, so that it is available to everyone? Does it work on the latest hardware and operating systems? Does it work on older computers? Is the content well presented and engaging?



Powered by Britannica Digital Learning



delivery. The latest iOS and Android devices have very high-resolution screens, and simple pictures of pages of a print book only offer a disappointing and fuzzy reading experience. Text and pictures need to be sharp to be usable.

All A Star Education products are designed specifically for digital delivery. All of our content is written in our

Design for accessibility

Ultimately, no matter how the software is delivered, it must work on the devices that are in the hands of teachers and students – and for students, the most common device they have to hand is the smartphone. Mobile phones have a crucial role to play to provide a “learn anywhere, anytime” capability.

The ubiquity of the smartphone puts a powerful minicomputer in the pocket of each student (and teachers) that they keep with them all the time - a device which they can operate expertly. This makes smartphones ideal tools for learning – if the right content is available, at an affordable price and access does not require constant connection to the internet.

To be usable on devices with moderate screen sizes, design is crucial. E-books cannot be just a replica of a printed book – with zooming required to read the text – they must be designed for electronic



Master-Class platform, which allows us to output content in any suitable format (including HTML5), dramatically lowering development time and cost. This means that one creative process produces content that is accessible on any device (Android, iOS, PC, Windows 10 app, Chromebooks, Apple Mac®), and the content automatically adjusts to fit any screen size. Our software offers the highest levels of interactivity, making full use of the features of every device.

Our History Matters product currently contains over 50 books, with full textbooks and supplementary reading material around the topics from famous authors.

Our First World War collections contain 27 titles, most specially written for History Matters, and include over 1,600 black-and-white photographs and beautiful colour illustrations, but other collections feature first-hand accounts of the war from people who experienced it, and this wealth of content is accessible to every pupil, any time, on whatever device they happen to have to hand.

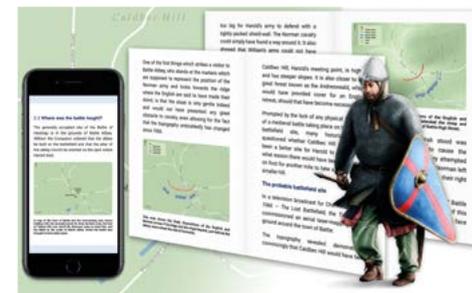
In the classroom, the presentations can be used by teachers to ease the lesson-preparation process and interactive timelines allow students to visualise the order in which historical events happened, providing context. Essentially, the products act as a mini library that is available on demand, to anyone - a “curriculum in your pocket”.

Ongoing expansion

New content and new topics are being added to History Matters all the time, making signing up even more of a time-saver for your teaching staff and a better experience for your students, as well as benefiting your school's budget.

**All trademarks acknowledged.*

www.history-matters.co.uk
www.astar-education.co.uk
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www.britannica.co.uk

Get Dynamic With Active Learning

by **Claire Bracher**, assistant headteacher at **West Thornton Primary Academy**

West Thornton Primary Academy in Croydon is a unique, and, in my humble opinion, innovative school in its approach to learning. For a start, I do not have a traditional 'classroom'. Instead, I share the space of an 'Open Learning Zone'.

The space is exciting. Three teachers team-teach ninety children who lead their own learning. Pedagogy is at the forefront of everything we do. No longer do I lead the children to their educational waterhole. I now facilitate genuine independent questioning, thinking and learning. The professionals I work with share a vision of teaching not only the curriculum, but life skills.

Building genuine learning power into every child and instilling a sense of wonder in the journey of learning is very much key to the role we play as educators.

This is finely balanced with ensuring that every child progresses and develops in their knowledge, understanding and learning of and developing new skills. It is, without any shadow of a doubt, the most exciting experience I have had to date.

Our approach is dynamic and adaptive to the learners it caters for. It takes account of the real life scenarios that might be met and acknowledges that real life skills are as important as the curriculum. Envisage an environment where independent thinking and learning is encouraged and nurtured; where the children are able to demonstrate an appreciation of being 'stuck', and where there is quite literally a genuine 'buzz' for learning.

Within the learning space the children have a working 'Wonder Wall'. The wall is home to the children's 'wonders'; a place to add their

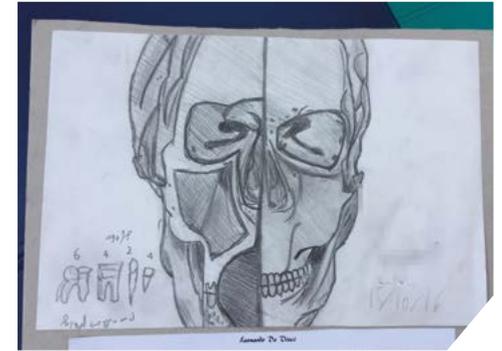


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thoughts, feelings and questions from the outset and throughout their learning journey. It is an environment where curiosity is an essential part of the learning.

Practical features of the learning zone include the **Edit Bench**, which is a place for the children to go to up level and improve their work. The **Pit Stop** provides a place to locate resources. Equipped with their own **Independent Learning Toolkits**, the children are mobile within the space. They choose where and how they work, which may for



example be up in the **Learning Tower**. They do not wear shoes in the zone; they are working in an environment which allows them to relax and feel comfortable.

West Thornton is a growth mindset school. Its pupils are familiar with 'being stuck in the pit', a phrase used to describe the challenge of working through difficult work. Being 'stuck' is not a bad thing. At the heart of their learning, the children understand that not all learning is easy; mistakes are positive.

There is no such thing as a typical day at West Thornton. Each day brings new learning and new discovery. The children use technology to enhance their learning. QR codes are regularly used to access sources or challenges and a Padlet wall is continually available for them to add their ideas and suggestions. **The Big Question Wall** is where the children will find all of their independent learning challenges.

So far this half term the children have used an aging app to see what they will look like in the future. Their learning topic of 'Who am I and what do I want to be?' enabled them to learn about the iconic Martin Luther King Jr and draw on their own dreams and aspirations to create their own 'I have a dream' speech.

My favourite part is seeing the growing love of the challenge. As with every year, the curriculum stretches their knowledge and new skills are learnt on a daily basis. Watching the children begin to understand that achieving involves hard work and perseverance has been incredible. The adventure continues for us all. Where will it lead? No one yet knows, but we are all feeling the excitement of what is to come.



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Animate Your Teaching And Learning In Any Subject

by **HUE**

Stop motion animation has been around for many years. But previously it was only for the few, and they were mostly professional movie makers. Now there are many easy-to-use software products available for children which can introduce them to the world of filmmaking. By using a USB camera or visualiser the images can be captured instantly and edited in real time. Children can see the results of their efforts very quickly.

With our range of creative devices, students can start animating anything from a favourite toy, Lego figures, clay creations or a 2D drawing with the click of a button. They can then edit their creation, add sound, text, and special effects where they like, or they can delete or fix any errors.

The uses for stop motion animation in the classroom are endless. Fostering the 21st century skills of creativity, collaboration, and critical thinking, stop motion animation elicits a high level of engagement from students as they plan, execute, and present their creations. It can be used across the curriculum in any subject where students will be developing both creative and digital literacy.

"This is a fantastic resource which we have used in our school for several years," enthused Mrs Moran, headteacher at Lionel Primary School, about



the HUE product range. "It has been instrumental in raising standards in a range of curriculum areas. Pupils are inspired and motivated and thoroughly enjoy making their own films and animations. Staff use them daily to model/display pupil work/lesson objectives and exemplary work."



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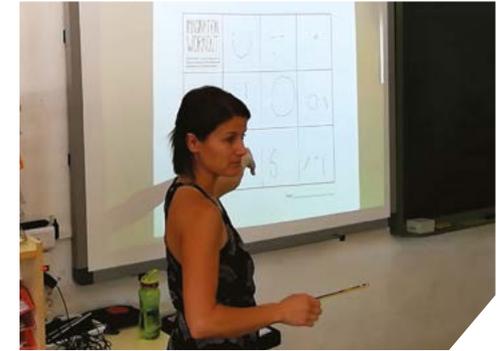
HUE products are truly international and in use in schools all over the world. Spain is the latest country to embrace the benefits that the colourful, affordable technology brings to the classroom.

Combining the use of both HUE Animation and the HUE HD Pro Visualizer is Spanish teacher Alberto Molina, from CEIP San Isidro Labrador in Granada, who used the HUE HD Pro and HUE Animation to teach his students about diabetes. One of the students in his class suffers from the disease, and the others were curious to learn more about it.

Having learned the facts about the disease, the students worked in groups to create colourful drawings, diagrams and texts of which they were able to take snapshots and then share with the whole class using the HUE HD Pro. Class discussion was made so much easier and all the more productive by



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being able to project the students' work onto the whiteboard with each student showcasing their own work in front of the class.

The final task was to create an animation showing what they had learned. Some chose to show which foods are good for a diabetic to eat, some chose to show the areas on the body where they would inject the insulin and others chose to discuss the symptoms of diabetes and how to spot them. All of the animations were highly creative and showed how much they had learned about this important disease.

Primary school teacher Raul Gomez Verdú is an Art and English Language teacher at CEP Pintor Sorolla in Alicante, and is passionate about new technologies. He's been working with the HUE HD Pro Visualiser:

"It's just not the same seeing the teacher demonstrate a point by holding the sheet up in front of him and somehow trying to point with his finger in the right place. With the HUE HD Pro the teacher can project work onto a 70 inch screen for all to clearly see. What's more, he/she can sit comfortably whilst writing and drawing!"

HUE products are available for Windows XP, 7, 8, 10 and Mac OS X 10.5+. They are available to buy from our website or from Amazon for delivery throughout the world.

www.huehd.com
sales@huehd.com
@HueHD

“How Can We Make This Lesson Absurd?”

by **Craig Smith, Aspect practice specialist and coordinator at Autism Spectrum Australia**

One of my students ran into school a few years ago, on warm Summer's morning at Aspect Hunter School, which is part of Autism Spectrum Australia. He came up very close to my face, staring intently at me with wide, excited eyes, and he started to speak with an attempted steadiness that tried to mask his excitement. “You'll never believe what happened to me this morning. I. Have. Super. Powers. I can actually, really and truly, melt ice cubes just by staring at them with my eyes. It takes about thirty minutes, but it happens!”

There is a side to teaching in special education that very much focuses on being very orderly and sensible, following a model of structured teaching, balanced and moderate with a gentle voice and no sudden movements, keeping the excitement levels down so as to maintain a focused and settled classroom environment. And, as with everything, there is also a flip side, where moderation is flattened out and tossed into the air like a twirling pancake, where classroom structure is deconstructed into some cloudscape of puzzle pieces that were never intended to fit together, and unbridled laughter is the lesson for the day.

I remember one day going into my classroom to set things up for the morning, and realising that electricity was not working in the school. The whole suburb was without power. This worry lasted about

thirty seconds before I realised the solution - take the classroom outside, actually create a classroom as if it had been teleported straight into the yard, and embrace a bit of morning absurdity.

Before my students had arrived, I had all our tables and chairs on the grass, my teacher desk beneath an oak tree, standing beside a floor lamp with a fabric lamp shade swaying gently in the breeze, our pet fish swimming around a fishbowl resting on top of a small mountain of leaves. When my students did arrive, the bizarre tone of the morning created a sense of fantasy and quizzical whimsy in their eyes that defused any anxieties that may have resulted from the lack of classroom electricity. Sometimes you have to make the real surreal.

In line with our focus on thinking about autism through a lens of ‘a different brilliant’, we have a school-wide pedagogical focus on using the special interests of our students to help them work towards their personal goals and academic outcomes. This is, of course, not a new technique. It is the very basis of taking a child's lead and going with it, the fundamental element of play. When a child starts pushing a car around on the ground, we get down on the ground too and push the car around.

As the child gets older and, say, starts to play Minecraft, we get into the Minecraft world and creatively render a world of learning experiences



and functional life outcomes that build on the special interest the child has. This is also the spirit by which we eagerly run with a joke that a student enjoys in order to engage them in play and learning outcomes that they can latch their mind on. So many wonderful play situations start with a moment where the child needs to decode whether the play situation is serious or not - is the teacher really chasing me in order to catch me, or are they chasing me to make me laugh and turn this into a game?

One day, a few months into the school year, a particularly serious student walked into the classroom and sidled next to me. He said, “I don't know if anybody has mentioned this to you, but I am now feminine. You know, I have heard that those who are masculine are rather immature and never actually grow up. I don't want to be like that, you know how sophisticated I am. Hence, I will now be feminine. My name will now be Milli. Milli Enium. It's nice to meet you.”

Milli then did a little curtsy, and sat down ready to start the day. There is a spirit of really owning a sense of self definition, a creative sense of inventing oneself, having fun with words and taking hold of reality and moulding into a highly malleable, flexible shape that can



become absolutely anything at all. This is surely the true value of humour, of absurdity, in the classroom. To foster a boundless state of potential and infinite jest, so that our students can define who they are. To foster all manner of unique futures they can imagine that we can help them to establish and bring to life. That is my kind of classroom. I can spend all day making ice melt with my eyes in a classroom like that.

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iPad in education

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We help bring Apple products into the classroom to make magical learning experiences happen much more often, for everyone. Lessons come to life in ways that students really love. We are an enabler, working with you to develop long-term, cost effective and innovative iPad learning solutions.

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 **Solution Expert**
Education

Leading The Way!

Introduced by **Lawrence Royston**,
managing director at **Groupcall**

This chapter is all about being an effective school leader; staff wellbeing, school communities, curriculum planning, CPD, networking, and so on. But what about edtech?

To state the obvious, technology is now fully embedded in our lives. It therefore stands to reason that a school in which technology is not part of the very fabric of the place is likely to be seen as somehow not quite part of the 'real world'. This is something that school leaders need to keep in mind.

Being a technology-rich school is no longer merely a 'nice-to-have' - it is essential. For example, there have been incidents where bad weather or a disaster has closed a school physically, but where pupils and teachers have been able to carry on anyway via the internet.

Some teachers take technology into account when deciding on whether to work in a school, or to remain working in it. Put simply, why would anyone stay in an environment in which their job is made harder because of the lack of time and labour-saving software, if they have the choice of working in a better-equipped school?

Technology can also now make it easy to process school data and, crucially, to provide the SLT with the information it needs to ensure the education provided is as good as it can be. The bottom line is that progressive school leaders should be asking two questions:

1. How can we use technology to improve what we do?
2. What legal requirements, if any, will our answers to question 1 entail?

Be sure to take these into account when deciding on your school's resources - the right technology can aid all facets of a school leader's day-to-day.



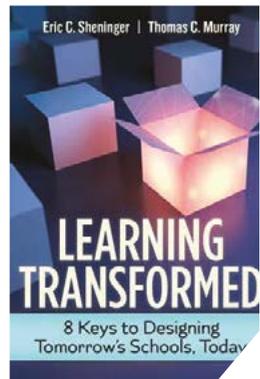
Being a technology-rich school is no longer
merely a 'nice-to-have' - it is essential.



Interview: Eric Sheninger, International Center For Leadership In Education

Tell us about something that's amazed you in the last year.

You know, there are some incredible projects out there. I just released my sixth book - it's called *Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today*. In that book, we profile not only the latest research as to how technology and innovative practices are improving student learning and achievement, but we back that up with what we call "innovative practices and action" sections, or IPAs. These showcase schools that are utilising the latest research-based strategies to improve learning.



So as we look at that, there are many schools that are revolutionising their learning spaces. You know, we think about all the amazing technology that's out there, and we think about how pedagogy is changing. If the learning space is not changed, we're wasting our money and our time our time on purchasing the technology and

changing our practices. Research has shown that classroom design - furniture, layout, acoustics, temperature - can impact learning by as much as 25%, positive or negative. In our study, we found numerous schools that are just revamping their learning spaces so that they're more collaborative, more brain-friendly and stimulative of multiple senses in students.

So that's one aspect that we're seeing a lot of change in the last year. Another exciting change that we're seeing regards connectivity. You know,

connectivity today is a right for every student. Doesn't matter what their socio-economic status is, whether they come from an area where there's lots of money, or if it's low income. And what we're seeing is, schools understanding that connectivity is a right for kids. What they're doing is innovating in a way that they provide internet access. We've seen over the last year schools putting wifi routers on the top of school buses. They're putting them on the outside of their buildings, so not only can kids learn outside, but the community can get wifi access for free after the school day. Other schools are establishing wifi kiosks, standalone kiosks all over their community for kids to get access. Another innovative school has invested in creating their own cellular network, their own LTE (Long-Term Evolution) network, so that their kids can get access and really unleash the opportunities that the internet provides.

Those are just a few broad examples, but in *Learning Transformed*, we get into the weeds, into the specific schools that are doing it and how they're doing it.

How has social media helped you as an education leader?

Wow, well we could be here for a while! Let me see if I can summarise it... We don't know what we don't know. Classrooms, schools and countries are silos. Rarely before social media did we look beyond our silo at scale to see what's possible, to push our thinking, to acquire resources, ideas, strategies, get feedback.

For me as an educator, social media opened my eyes to a whole new world that I never knew existed. Social media helped me work smarter - not harder. Now I can access not only the best minds in education, like Sir Ken Robinson, or Robert Marzano or Michael Fullan, but social media allowed me to access practitioners that were doing the work in the

trenches. I now have 24/7 access to teachers, leaders, schools and organisations who are using the latest innovative strategies and getting results. So it changed my thinking; I would say that social media pushed me from a fixed mindset to a growth mindset. I've now written six books - I wouldn't have written one book without social media, because that's where I got solicited to do so. As we utilise this tool, think about how we're using social media right now to engage in this conversation. You're across the pond, and we're able to seamlessly connect! We can share those ideas, we can help each other no matter where we live.

Here's a phrase I often use in my presentations: "If you're the smartest person in the room, you're in the wrong room." Social media makes your room the entire world, and I would say to those that are resistant, give yourself 15 minutes a day. 15 minutes a day to engage, connect, learn and grow. I think the proof is in the pudding - the more we connect, the more we think is possible, and that's how we can change education globally to benefit our kids.

You stay busy; how important is downtime for a school leader?

Downtime is critical. Critical! I would say that we have to make a decision - I make a decision to use social media 90% professional, 10% personal. Now, I'm not one to say "Oh, I've gotta go on a digital detox. I'm gonna shut down for a week, a month..." Come on, if you have to do that, you can't balance your digital life with your personal / professional life. My thinking is this: Give yourself the fifteen minutes a day for social media, or whatever you allocate yourself, but when I'm home on the weekends I'm present with my kids and my wife. At certain times during the day I'm



Sir Ken Robinson

working, but if I wasn't travelling today, come a certain time I'd put technology away. It's about finding that balance and understanding that with all the benefits that technology provides, we have to be empathetic educators and leaders. We have to understand that the face-to-face communication, the being present for our conversations, listening, engaging is so important. We have to find that balance.

My call-to-action for educators is, you know how to allocate your time better than anyone else. Don't let the technology component consume your life to the point where you can't interact face-to-face, because that's really what defines our humanity, and our humanity is being able to look each other in the eye, see expressions, elicit expressions that have nothing to do with a piece of technology.

What are your favourite methods for enhancing a school community?

Well, you just led into my other book that just came out! In April 2017, book number five came out and it's called *BrandED: Tell Your Story, Build Relationships, and Empower Learning*. If we want to strengthen the relationships with our community, we have to build a certain level of trust. Without trust, there's no relationship. Without relationships in place, no significant learning will occur. *BrandED* is about all the amazing learning that happens in our schools, across the world.

There can be bad news when PISA scores come out, or we're not doing well on our standardised exams, but in education we know that greatness happens all the time. If you don't tell your story, someone else will. When someone else tells your story, it's not necessarily the story you want told. In the digital world, it's like a jungle. Define, or be defined. So if we want to build those strong relationships with our community, we need to harness the power of storytelling. Showcase how we're not preparing kids for something, we're preparing them for *anything*. Showcase how we're how we're achieving, how we're focusing on other methods to reach the hidden greatness in our kids. Talk about how we're communicating, collaborating, creating.

Now, we think about this concept of 'BrandED'; branding in business is about selling, it's about business. In education, BrandED is not about selling, it's about telling, in order to build those powerful relationships. So if we want to get our community involved, we've got to think about crafting amazing stories about the work we do, using a multifaceted

approach that combines face-to-face communication and social media tools - Twitter, LinkedIn, Google+, Facebook, Pinterest, school apps... It's about using all the means that we have to make learning more transparent. When people truly know what's going on within the walls of our classrooms and our schools, we can build more support for the admirable, noble work that's happening across the world. Not only that, the work that schools in UK are doing, the success that you're having there, can empower educators in the United States, in Australia, across the world! You know, we have an obligation to become the storyteller-in-chief, which means knowing that greatness occurs every day, and developing a consistent strategy to get that news out. That is how you build community relations in a digital age.

Tell us about something that's commonplace in the US and should be adopted by the UK.

Before I answer that, I'll say that the problem we're having - not just here in the United States, but across the world - is implementing innovative ideas and strategies at scale. So we see many isolated pockets of excellence. What we have to be cognisant of is: Are we preparing kids for a world that no longer exists? Are we taking a critical lens to our work in order to give kids the skills, mindsets and competencies to be successful in a world that is changing at an exponential rate?

So, with that being said, we're seeing an influx in schools using micro-credentials and digital badges to acknowledge the learning of students as opposed to grades and marks. We're also seeing schools leverage open education resources such as entire courses from the likes of Harvard, Yale, MIT, Stanford. That's something we did at my school four years ago. We let kids choose a course from the most prestigious universities in the world; they took that course in their own time, showed us what they learned we graded them on a standards-based rubric and actually personalised their transcripts. So I think we see a little bit more of a push for innovative practices [here in the US].

There's a real focus on makerspaces in schools, often in the US but also in schools around the world. There are places where kids can tinker, invent and make to learn. One other thing is that a lot of US schools are going towards blended-learning, where they're making learning more personal. The



most common form of this is the 'station rotation' model, where you'll have a teacher-directed station, an independent reading station, a station where kids are working independently on a formative assessment-type tool, and a group setting where kids might be working together through technology. This all gives the teacher more time to focus time to work on the strengths and weaknesses of the kids, as well getting more feedback on how they're doing with mastering concepts.

In the next school year, what's something EVERY school leader should do?

I think every school leader should ask their kids what they think about their school. It's a very important question - if kids don't understand why they're learning what they're learning, we're not really preparing them to be successful. One of the hardest things for any leader to do is get that critical feedback from kids. We can't be afraid of what our kids might say; as leaders, we've got to understand that we work for kids. We don't work to appease our teachers, our parents, our communities. Finding out from kids how they feel about their school experience will give leaders an invaluable insight on how to begin to implement meaningful change that benefits everyone.

To see more of Eric's work, visit www.ericsheninger.com. You can follow him on Twitter at @E_Sheninger.

Embracing GDPR And The Cloud

by Groupcall

Most articles about cloud computing in education start off talking about funding and reducing the cost of service delivery, and there is a lot to talk about here! for both schools and Multi-Academy Trusts². However, there is another strong business driver towards embracing cloud computing that you should be thinking about as an IT professional in your school or trust.

The 'cloud' is a term used for servers and services held off-site which can be accessed remotely via any compatible device connected to the Internet. This means that data isn't stored on site, and everything is managed externally.

Why is 'cloud computing' important now?

The security and reliability of cloud services have improved in recent years. It's much easier now to sign up and use cloud-based services than even five years ago.

For suppliers, the landscape has improved too. Developers can respond to customer requirements quickly and deploy multiple service updates in a single day, removing the need to visit each site to apply updates. Software quality is improved as a result and suppliers benefit from economies of scale, which drive the cost of service delivery down, enabling free access for education to services like Google G-Suite and Microsoft Office 365. Groupcall provide our cloud services using Microsoft's Azure Cloud Services, the only public cloud platform in the UK rated G-Cloud OFFICIAL³.

The evolution of cloud computing over the past decade has seen the introduction of powerful tools for monitoring and improving pupil attainment and attendance, cloud services to support school administration and cut operating costs, and many exciting and innovative services that most of us haven't even thought about yet.



So, why is it important to embrace cloud services?

Recently it was revealed that NHS workers routinely use the WhatsApp messaging service to communicate anonymous patient information quickly between each other rather than using 'archaic' NHS systems⁴.



The evolution of cloud computing over the past decade has seen the introduction of powerful tools for monitoring and improving pupil attainment.

This phenomenon is called 'Shadow IT', where external IT services are used in your organisation without the knowledge or support of your centralised IT function. These are often free services that might be used by teaching staff or managers to work around the shortcomings of the official services provided. Examples for schools might include

document sharing services like Dropbox, survey tools like SurveyMonkey, and free learning resources.

Some of these services operate outside of the European data border. Imagine the personal data that could be uploaded to these services – without central IT functions even knowing – and how the lifecycle of that data and administrative access to it would be left dangling if a staff member left, maybe even the service subscription itself!

With GDPR replacing existing data protection legislation in May 2018, the onus on your school or trust to control and track the movement of personal data is vastly increased, and new financial penalties encourage a proactive approach. While the potential fines are sizeable, being able to demonstrate good practice shows that your organisation is in control and will be considered favourably.

Where the centralised IT services in your school can provide secure and simple managed access to ‘best of breed’ cloud services, empowering your staff and students with easy access to productive technology, the chances of personal data sneaking around via CSV files in the shadows reduces significantly. Having tools that make it easy to safely enable data sharing helps your organisation demonstrate governance and controls around personal data.

How can Groupcall help?

Groupcall is ISO 27001 accredited and is taking an active lead to help the education sector be fully GDPR compliant by early 2018. Within the Groupcall suite of products, our Xporter on Demand service already provides safe GDPR aligned data sharing. Our



cloud-native IDaaS automated identity management helps manage user life cycle and access to personal data by students, parents and staff. Messenger and our Xpressions app help provide audited communications to parents, and our Emerge app and web portal provide safe and secure access to student MIS data wherever your work takes you.



While the potential fines are sizeable, being able to demonstrate good practice shows that your school is in control.

Groupcall helps your technical compliance with GDPR by not only securely integrating with leading cloud services like Microsoft Office 365 and Google G-Suite, but also with almost 100 leading education partners including CPOMS, MyConcern, ShowMyHomework and many more. Using Xporter and Xporter on Demand to integrate the products in your school or trust ensures that there are audits and controls in place and guarantees data flows to the right places and is only accessible by those who should be accessing it.

However, compliance is not just technical. Groupcall have partnered with GDPR in Schools⁵ to provide an all-in-one compliance monitoring solution that encompasses data movement, training records, incident management, auditing and more.

To find out more about how Groupcall can help your school or MAT achieve compliance, visit www.groupcall.com.

1. www.bbc.co.uk/news/education-39758108
2. www.bbc.co.uk/news/education-40741918
3. www.microsoft.com/en-us/trustcenter/compliance/uk-g-cloud
4. www.theguardian.com/healthcare-network/views-from-the-nhs-frontline/2017/jun/05/should-doctors-use-whatsapp-to-bypass-archaic-nhs-tech
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5 Tips For Managing A Senior-Leader Workload

by **Jill Berry**, leadership consultant and author

Managing your workload is something that, as I found in my years as a headteacher, most teachers and school leaders struggle with. There's certainly no magic bullet. Some would even say that it's impossible to get the balance between your professional and personal lives right, but that doesn't mean you stop trying. It may be a journey rather than a destination.

At senior leadership level this is a double challenge. In addition to trying to get a workable balance yourself, you also need to be aware of how the staff in your school (teaching and support staff) are coping with their own workload. You need to consider whether initiatives you may be introducing, or systems you're changing, are increasing staff workload in a disproportionate and unreasonable way. Helping others to balance their time and prioritise their work is arguably even more demanding than trying to achieve that yourself.

While accepting that this is a complex, sensitive and potentially controversial issue, I offer here five tips for senior leaders, including heads, who are trying to address the issue of their own workload management, and hope this is to some degree useful.

1. Try not to be too hard on yourself about not getting the balance right

Managing your workload in a demanding job like school leadership is difficult. The real no-win scenario is where you feel constantly guilty about working so hard you're neglecting your family, your friends and your health, while you still feel you're not working hard enough to cope with the multifarious demands of your job. Try not to be overly self-critical. Accept that if you are aware of the issue and doing something to address it, that's a good beginning. Give yourself credit for not giving up on the challenge!

2. Accept that you are in control

This is potentially controversial and will, I'm sure, make some readers cross, but I really do believe that most of us work as hard as we demand of ourselves. We

do have choices, and decisions, and we can do things differently. We may feel that governors, parents, other staff, even the students are exerting pressure on us, but often the greatest pressure is self-generated. We need to be mindful of when our own expectations of ourselves are becoming unreasonable.

3. Be clear about priorities

It is all about priorities. When you catch yourself saying "I didn't do that because I didn't have time", think about what it means. The time was there, but if you didn't do x it was because you spent that time on y. Time is finite, and you have to make decisions about what you should spend it on. What will give you the best return for the investment of your time? What matters most?

4. Know yourself

Easier said than done, but being self-aware is critical here. Know, for example, when you're really too tired to do a job well, and reschedule so that you can tackle it when you're fresher. Know when you are starting to jeopardise your health and wellbeing, and take action/seek help. And watch that perfectionist streak, if you have one. It doesn't necessarily lead to the most productive outcome, and you can risk your health and happiness unless you manage to get a grip on it.

5. Make the most of holidays

You will work hard in term time, and in holidays, too; there will be catching up and preparation to do. But ensure you carve out some time in holidays when you can switch off; properly rest and refresh. You should go back to school after a holiday feeling re-energised, rather than already drained and weary. I'd advise against having constant contact with school. You need to have time when you try not even to think about work, when you don't respond to emails and check educational Twitter. You need to take a break – and you deserve it. It will make you more productive in the long run, and should certainly help you to feel more positive.

Good luck!

Teach Yourself And Train Others: Designing A CPD Programme

by **Bloomsbury Education**

WE all know that when teachers are exposed to high-quality training, their teaching improves and they are able to have a greater impact on student attainment. Schools are increasingly choosing to cover CPD in-house, which (aside from saving money), has many benefits:

- Those running the training will be aware of the specific school context and the day-to-day issues the school faces, and will be able to tailor the training accordingly.
- In-house CPD can unify staff behind a common school improvement goal, helping teachers to work together more effectively and to feel less isolated in their own classrooms.
- Providing individual staff members with the opportunity to run sessions in their chosen specialism can empower them, give them a sense of autonomy over their own practice and help them to develop key leadership skills.

Nevertheless, designing a CPD programme can be daunting. Whether teachers are looking to better

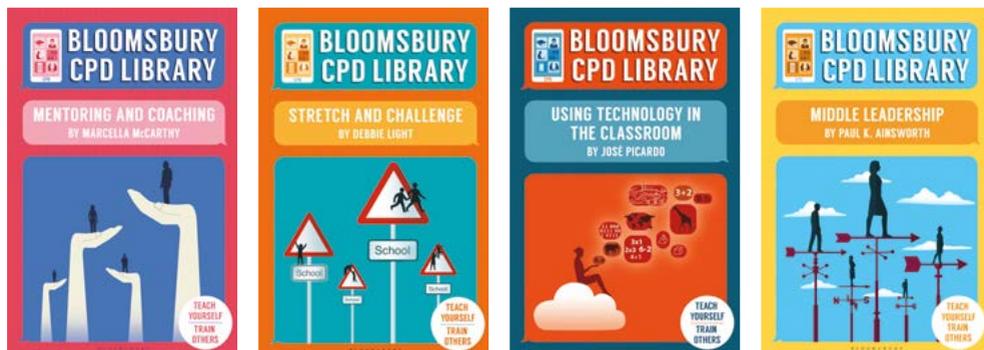
their own practice or coach their colleagues, it can be hard to know where to start.

Bloomsbury CPD Library

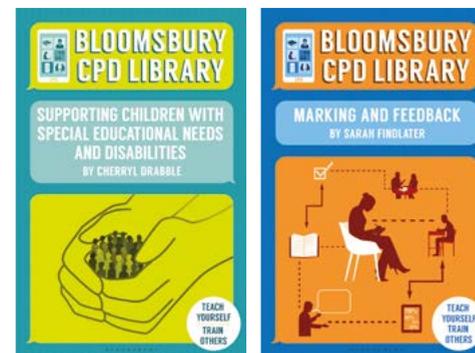
The Bloomsbury CPD Library is a series of books written by teachers, for teachers, with guidance, advice and strategies that are designed to be practical, relevant, adaptable, informed and affordable.

Books in the Bloomsbury CPD Library cover topics such as marking and feedback, special educational needs and disabilities (SEND), Secondary curriculum design and assessment, becoming a middle leader, stretch and challenge, mentoring and coaching, using technology in the classroom and independent learning.

"A comprehensive guide that will increase your knowledge about children with SEND, support you in improving your classroom practice, and help you train your colleagues as well. This book is simply indispensable." – Sue Cowley, teacher trainer, on **Bloomsbury CPD Library: Supporting Children with Special Educational Needs and Disabilities**.



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The books are split into two halves: Part 1: **Teach yourself** and Part 2: **Train others**. In Part 1: **Teach yourself**, readers are encouraged to assess, improve, evaluate and excel in their own practice, while Part 2: **Train others** offers guidance on how to lead successful in-house CPD sessions.

Part 1: Teach yourself

Readers are taken through a four-stage process that will help them to improve their own practice in the specific area covered in the book. In *Bloomsbury CPD Library: Stretch and Challenge*, for example, this four-stage process is as follows:

Stage 1: Assess introduces the concept of stretch and challenge and why it is integral to excellent teaching and learning. In addition, there is a self-assessment questionnaire, which will help readers to reflect on their current stretch and challenge practice, as well as identify priority areas for development.

Stage 2: Improve moves on to exploring the different approaches to planning excellent stretch and challenge provision. A range of key educational thinkers are introduced with summaries of their research, alongside several case studies of teachers implementing new strategies and reflecting on the impact they have on their students.

Stage 3: Evaluate focuses on evaluating what steps readers have taken to develop their approach to stretch and challenge; there is a self-assessment questionnaire to complete to support readers in identifying how they have developed as a practitioner.

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Stage 4: Excel looks at how readers can continue to develop and embed their stretch and challenge practice and begin to influence the teaching and learning of colleagues.

"An invaluable and comprehensive book for both classroom teachers and CPD leaders. Debbie Light's book will definitely be my 'go-to read' for clarity, innovation and a common sense approach to this topic." – Debbie Ferrer, associate assistant head, Bentley Wood High School on **Bloomsbury CPD Library: Stretch and Challenge**.

Part 2: Train others

This section of the books in the Bloomsbury CPD Library looks at how teachers can develop practice more widely across their school to benefit both staff and students.

Whether readers would like to start things off with one whole-school session, or would like to run a series of training sessions for a specific group of staff, this section provides the training plans and resources to set up in-house CPD with the minimum of fuss. It includes:

- Advice on how to run effective CPD.
- Training plans for whole-school and small group sessions aimed at different audiences.
- A complete set of PowerPoint presentations to match the training plans, which are ready to use straightaway.

"The 'must have' reflective toolkit for every ambitious teacher on their journey towards middle leadership." – Jon Tait, deputy headteacher at Acklam Grange School, on **Bloomsbury CPD Library: Middle Leadership**.

Online resources

There are a wealth of online resources accompanying the books in the Bloomsbury CPD Library, including templates, questionnaires and PowerPoint presentations. These free electronic resources can be downloaded and adapted for CPD sessions – a big time saver!

bloomsbury.com/education
bloomsburyeducation@bloomsbury.com
 @BloomsburyEd

What I've Learned As An SEN School Leader

by **Cherryl Drabble**, assistant headteacher at Highfurlong School

There have been many changes to special education over the years since the Warnock (www.specialeducationalneeds.co.uk/warnock--sen) era, and leaders of special schools have had to develop certain characteristics and traits to keep up with the developments. Leadership is key to running an effective SEND school. Leaders set the tone and influence the climate of the school, helping to promote a commitment to positive pupil attitude leading to high pupil learning and attainment.

One characteristic leaders must have is resilience. They must be resilient to withstand the pressures of their ever-changing role. They now have budgets to oversee, staff wellbeing to attend to, and web design to contend with - to mention just three aspects of their role. They must remain positive in the face of adversity, and attempt to achieve a work/life balance for themselves. Not an easy combination.

SEND leaders must have good conflict-resolution skills. Conflict creates a negative atmosphere within a school and has the capacity to reduce staff

morale. Equally, leaders must also know when it is appropriate to keep a watch on a situation and resist the temptation to intervene. This is a skill I have learned from my own headteacher. In a nutshell, choose your battles carefully.



Leaders must remain positive in the face of adversity, and attempt to achieve a work/life balance for themselves.

Leadership is about trust and developing your staff. You need to trust your staff to do the tasks you have set them, give them time to learn their role without interfering and trust them to initiate their own professional development. Respect their opinion and listen to their views. Listening is key to gaining the trust of your staff. Their opinions as those working closely with the children should always be at the front of your mind. As my headteacher says, you can't run your school without your staff - teamwork is vital.

One of the greatest skills for a modern leader is to create an open and honest environment. This is something we have worked hard to create at Highfurlong School in Blackpool. We have moved from formal subjective observations to peer monitoring. We are honest with each other and share good practice in a non-threatening and positive manner. The impact of this has been improved learning for the children and improved teaching for the staff and respect for the skills of others. Leaders in special schools must have high expectations for pupil attainment, and must ensure their entire workforce are committed to this. Illness, disability or behaviour challenges are not a reason for



Credit: Highfurlong School



Cherryl Drabble (left) and Lynn McCann at Highfurlong School, Blackpool

lowering those expectations. In order to ensure staff have high standards, leaders must stay up to date with reading, professional development and training. They must look to their cohort of children and decide on the schedule of continuing professional development for staff. To this end, as leaders we invited Lynn McCann from Reachout ASC (www.reachoutasc.com) to deliver high quality training for our staff to help us learn more about Autism and how to teach children who are on the spectrum.

This year, to keep up-to-date with matters relating to SEND and CPD, staff have been invited to refresh their knowledge by reading my book *Bloomsbury CPD Library: Supporting Children with Special Educational Needs and Disabilities*, which we have available in school. When writing this piece I consulted my good friend Mary Isherwood, headteacher of Camberwell Park School in Manchester. Mary is a national leader of



Credit: Highfurlong School



Credit: Highfurlong School

education and has an MEd in Educational Leadership. Her top tip for SEND leadership is to keep the children and their holistic needs at the heart of every decision you make. When things come towards you, ask yourself what it means for the children and stay true to your moral purpose. Mary also said that it is the best job in the world and should be enjoyed. Wise words from Mary!



My own headteachers says that leaders should inspire, challenge and believe in the children, placing them at the heart of our school.

My own headteacher, Rosie Sycamore, has been a leader through three 'outstanding' Ofsted inspections. She said that leaders should inspire, challenge and believe in the children and always place the children at the heart of your school. Leaders should be a role model every minute of every day and have the highest expectations of staff and children. Sound advice.

My final thought is that leaders must develop confidence in their own ability to judge what's right for their school. They should resolve only to do things if they will have a positive impact for the children. Don't be tempted to do things in the name of Ofsted or for any stakeholders if there is no positive outcome for the children. In an ever-changing world of education, leaders must look to their children and be guided only by their needs.

Teacher Wellbeing Is Vital. Here's What School Leaders Can Do

by **That Boy Can Teach**, assistant vice principal

From the morning chats in each other's classrooms to the nights out just having plain-old-fun together, my colleagues have always had a bearing on my wellbeing. For example, in my first year I was placed alongside a super-organised and highly-enthusiastic teacher who patiently worked alongside me, sharing the load of all the planning and preparation ensuring that I could enjoy work-free weekend jaunts to visit my then-girlfriend (now-wife) at university. The organisational skills that colleagues modelled back then still support my wellbeing to this day. I currently work with a leadership team who are always willing to offer a listening ear and a helping hand when the going gets tough, even when the issue

doesn't relate to their own area of responsibility. I could not maintain my wellbeing without the aid of my colleagues.

Not so long ago I had my own annus horribilis. In short, it involved the death of family members and the very near loss of a sibling. The leader in question recognised the warning signs before I did and made the necessary steps to ensure my wellbeing was at its best, even going so far as insuring me on her car so that I could drive home from a Year 6 residential. I also recall times when, whilst still being held to the same high expectations as everyone else, it was taken into consideration that I was lacking in sleep due to having a newborn baby.



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More recently, I've benefited from being allowed to attend school award assemblies and Christmas shows - anyone who has been able to do the same will understand the unexplainable sense of wellness a parent gains from being present at such events. The goodwill that is generated by such actions I'm sure outweighs the fact that a teacher misses an hour of work!

Where leaders prioritise wellbeing they provide opportunities for their staff to be open and honest about their workload: I have been able to admit to leaders that I am struggling to complete work and have felt free to ask for the time I need to get things done. When given an afternoon out of class to perform some leadership duties which otherwise would have had to have been completed in my own time certainly helps to lower the stress levels.

Gestures like these will stay with me all my life, and have already informed situations I've experienced as a leader.

Whenever our senior leadership team discuss new ways of doing things, I will always raise the issue of how it will impact on teachers' workload, work/life balance and ultimately their wellbeing. As a result of such an approach, our feedback policy now emphasises feedback given in lesson, encourages symbol-based written feedback and doesn't specify regularity of work recorded in books, all of which lighten the load for staff.

Whilst workload and behaviour are the most oft-mentioned reasons for lack of wellbeing, I have experienced something else which I have found to be just as detrimental to a teacher's wellbeing: a lack of appreciation and recognition. My own experience of this culminated in my not being considered for a



middle leadership role despite having already been through the application and interview process for a similar role in school - another teacher was given the role without having to apply or be interviewed. This left me feeling undervalued and led me to start seeking opportunities elsewhere. I moved to another school where my skills were recognised and nurtured quickly, even to the point where after only three years I was ready to move into my current post as an assistant vice principal. This experience has left me keen to always let my team know when I am thankful for the work they are doing and to support them in their own professional development.

Having been a Year 6 teacher for the past few years, I've been very in tune with how the mental wellbeing of leaders can impinge on the wellbeing of children. It would appear that where leaders and teachers are put under pressure to produce particular results, there is stress which is passed on unintentionally to the children. Having been well-supported by leadership and colleagues myself, I have managed to maintain a good level of mental health. I believe that as a result the children I have taught, regardless of ability or setting, have always approached SATs week with confidence and without a hint of any unhealthy stress or worry. My wellbeing as a teacher, in my experience, determines the wellbeing of my pupils.

For me, wellbeing will always be a priority - people are too precious for it not to be. I'll constantly look back on my experiences, both positive and negative, and use them to influence my own decisions as a leader, always striving to look after the wellbeing of all I work with.

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The Hottest Edtech Trends

Introduced by **Tony Wild**, founder and director of **Meritec Limited**

A trend is born when a high number of people talk about something exciting. Word of mouth and 'buzz' generate that excitement and interest, and this wave spreads from person to person across a wide area. In edtech, this could be something that drastically saves valuable time, improves outcomes for children, improves communication between staff - anything that gets people excited enough to talk about it.

Having a wife who was a school secretary, I learned that school office staff and headteachers were being bombarded on a daily basis with sales calls by telephone, post and email. Not only did this appear to be annoying to those key staff, but these intrusions meant that they were diverted from carrying out their daily duties. So much intrusion could never lead to a 'trend', as staff naturally wouldn't spread the good word about nuisance callers and time sinks.

Thankfully, schools are realising for themselves that technology can be used to improve circumstances across all areas, and are keen to discuss and share knowledge about the latest trends between colleagues and contacts. At **Meritec** we have seen school-driven edtech (including our own CPOMS resource, I'm proud to say) become part of the natural discussion. If a company's resource or device is being used in schools these days, it's because of excellent quality and customer service.

With this in mind, when exploring the edtech opportunities available for your school, be sure to ask around and see what others have been saying. In fact, you can do just that by turning the page...

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Schools are realising for themselves that technology can be used to improve circumstances across all areas.



Conversations With A Viking



by **Tim Head, Primary school assistant headteacher**

Virtual reality (VR) and augmented reality (AR) are buzzwords in the current education landscape, but they're not new technologies. Where they differ is that in virtual reality we are creating an entirely new reality to explore, whereas in augmented reality we are adding layers to our own reality.

I love working with a green screen. This is perhaps the simplest form of augmented reality. We can replace the green background to become news reporters, to be floating in space or even exploring the deepest darkest Brazilian rain forest to find the *Temple of Boom* (A Tale Unfolds writing project - www.ataleunfolds.co.uk/shop/temple-of-boom). You can see this in our film here: vimeo.com/126194675.

Green screening allows us to transport the children to locations that will bring their writing to life. We have had children reading diaries inspired by Anne Frank while being augmented into an image of Auschwitz, and creating Attenborough-style documentaries about mythical creatures while 'interacting' with the image behind them. This requires some acting, but the results can be powerful and hilarious! One girl was telling a troll to be quiet because she was trying to speak to the audience. It is really handy if you can have a monitor where children can see the 'live result' of them being transplanted



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One girl was telling a troll to be quiet because she was trying to speak to the audience.

into the new setting. I achieve this by mirroring the iPad with the green screen software onto my laptop.

It is important to note that the focus of this was English and the children had to plan, draft and edit their scripts long before they stood anywhere the green screen. In knowing the final video would be shared with an audience, they focused more carefully and produced a much higher quality of work.

My other favourite way to use AR is a nifty little app called Morfo. It allows you to create an animated face which you can make talk. However, Morfo's party trick is it can also do this with any photo. You can take a photo of a child and turn them into a talking cartoon head. More powerfully, you can take a picture of a famous person and animate their face. I have done this with a viking warrior, Anne Frank and the leaders of World War 2 - it is incredible how engaging it can be when Anne reads an extract from her diary. Children can also add their own voices to characters, and therefore need to think carefully about what they are writing and the effect they wish to create.

Children used the Morfo viking to record their own characters talking in the first person about their day as a viking settler. This made them really think about not only how they would speak, but how important accuracy was.

Augmented reality is just that: augmented. It can only add to something worthwhile. Make genuine curriculum links and use it only when it will improve learning. Remember, as with any of this: pedagogy

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first. Decide what you want to achieve and what you would like the outcomes/learning to be. THEN decide how AR and VR could be used to achieve it. If you start with the technology first, the danger is the children will have a lovely time but learning will be minimal. Hopefully all of the examples I have given will allow you to see where it can be used to support the curriculum and bring it to life. You can see a collection of our videos here: www.chuterede.com/videos.

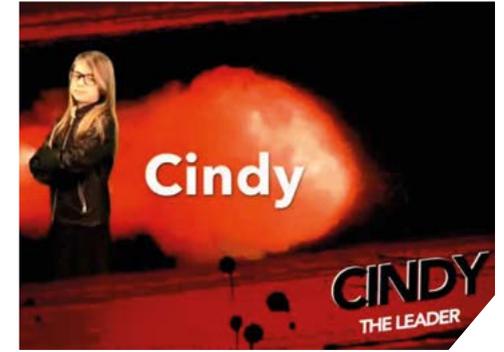
Augment and innovate. Take the curriculum you know and love, strap rockets to it and shoot for the moon. Go on, you too could be having a conversation with a viking!

Top resources

Imagine being able to beam a life-size, live holographic image of a person into your classroom! This is exactly



www.cpoms.co.uk



what is coming from ARHT Media (www.arhtmedia.com). It sounds like *Star Wars*, but it is possible now! The expert stands against a green screen and is beamed through the internet to a special screen in the classroom.

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If you start with the technology, the children will have a lovely time but learning will be minimal.

Partake AR (www.partakear.com) have some excellent historical artefacts that you can explore in 3D via their app. This is a fantastic way of exploring those objects you couldn't get up close and personal with in real life. Canopic jars, Roman jewellery or Tudor houses. While it isn't quite as good as holding the 3D object in your hands, it is the next best thing.

Talking of embedding content, apps like Aurasma (www.aurasma.com) allow you to embed videos, 3D models and the like into anything using a trigger. How about embedding a video into a newspaper to create a *Daily Prophet*-style paper that comes to life when you look at it through a mobile device? One incredibly clever idea I have seen was a display in a school where every piece of work had a trigger QR code, which when scanned launched a video of that pupil talking about their work. Imagine how you could "pimp your displays".

How We Ensure Safeguarding Success Across Our Multi Academy Trust

by **Meritec (CPOMS)**

Wayne Oldfield, safeguarding manager at Greenwood Academies Trust (GAT):

Here at the Greenwood Academies Trust (GAT), we currently have 31 open academies educating approximately 16,000 pupils across eight local authority areas, including Nottingham City, Nottinghamshire, Derby City, Leicester City, Northamptonshire, Peterborough, Lincolnshire and Central Bedfordshire.

Our mission is to enable every child within its academies to be the best they can be. We are a 'not for profit' organisation. Support services for finance, ICT, procurement, human resources, catering, data, curriculum development, staff development, health

and safety and personal development and welfare are led by a central team operating across the Trust.

The challenge

Safeguarding is a major consideration for any academy or Multi Academy Trust, and we are one of the few in the country with a dedicated safeguarding manager who is responsible for the strategic development of safeguarding.

It was quickly identified that current methods of recording and sharing safeguarding information was clunky and, in many cases, ineffective. This made it

difficult to build an accurate picture of safeguarding across the Trust, and also meant that performing regular central QA of case files was limited to during site visits. It also reduced the impact of the case support provided by the central team due to limited access to case files.

The solution

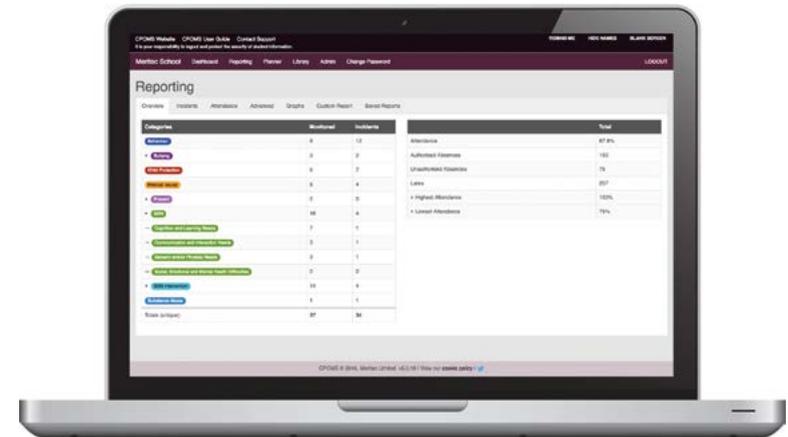
We began to look for a secure electronic safeguarding system, one which would record and manage safeguarding issues and cases effectively. After carefully considering a number of systems, CPOMS clearly became the preferred system. Through the procurement process it was identified as the most secure, user friendly and cost-effective product.

Initially, we rolled the system out in one Secondary academy and five Primary academies to undertake testing and ensure that CPOMS met our needs.

The results

CPOMS has now been rolled out across the Trust and is used to manage all safeguarding issues and cases. The benefits of using the system have far outweighed our initial expectations. The key benefits of the system are:

- Staff are able to report concerns using a quick and simple single reporting form.
- DSLs receive concerns quickly and are able to respond to and track cases from anywhere they can access the Internet.
- Information sharing is easier and more secure.
- DSLs are able to quickly get an oversight of the nature of concerns that have been raised for pupils.



- Safeguarding data is easy to access and analyse for identifying trends in incidents.
- Areas of need are more easily identified along with training needs.
- Staff are able to securely access records in meetings using tablet computers and update case files 'live'.
- The system works seamlessly with a number of MIS systems used across the Trust.
- The QA process is more effective, and records can be viewed without the need for a site visit.
- The support provided by the Meritec team is outstanding. Nothing is too much trouble.
- The system allows us to set minimum recording standards for the Trust, but also allows academies to personalise it to ensure it meets their needs in different Local Authority areas.
- The Trust safeguarding manager is able to access records in real-time to provide individual case support to academies.
- The Trust Board are able to use CPOMS to support their duties around safeguarding Governance.

Since rolling CPOMS out across the Trust, a number of academies have received OFSTED inspections with inspectors making positive comments about the system and quality of records it allows each academy to maintain.

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Cross-Curricular Impact Through Green Screens & Animation

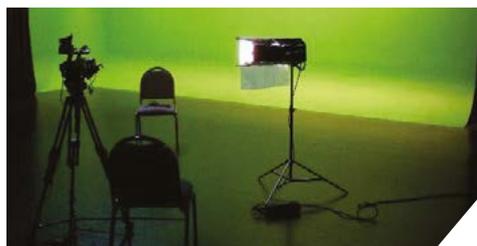
by **Adam Chase**, Assessment & Computing lead at Old Hall Primary School

Green screen and animation technology can be a blessing to any classroom, and a fairly cheap one too! Here are a few examples:

- **Cross-curricular learning** - Children could create a news article based on a school trip. This could be filmed in front of a green screen and feature segments of animation, and could involve writing a script.
- **Reinforce digital literacy skills** - According to Naace, the education technology association, this is an area of Computing which accounts for around 50% of the Computing Curriculum.
- **Speaking and listening opportunities** - Green screen and animation activities lend themselves easily to speaking and listening activities. At my school, Old Hall Primary, we have even used green screen and animation in Speaking and Listening interventions.
- **Mathematical reasoning** - This involves learning at greater depth. Children could be presenting to the class an answer that they have given using a green screen for visualisation.

Ultimately, the thing all of these ideas have in common is they put the child into their learning. The child can be placed into their work, they can be transported to Machu Picchu, the Great Barrier Reef of the Ancient Indus Valley. They can become a weather presenter, or present an area of Maths. These all involve 21st century learning skills: Collaboration, cooperation, empathy, higher order thinking skills.

Bloom who suggests that to engage learners most we should aim to utilise the higher-order thinking skills of creation. Dale also suggests that the best retention is when a learner needs to explain something - this is a whopping 90% (see diagram on next page)!



Green screens

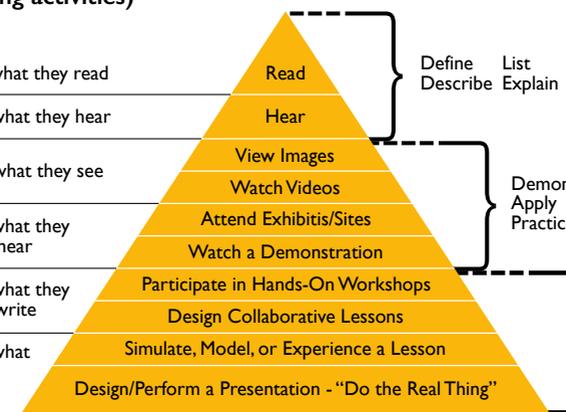
They are usually a bright green colour because it is a colour not used very often. However, they can also be blue. It is the software, or in my case the app, that does the clever stuff. The green can be anything - green backing paper, a canvas, some paint or even the best one green screen money can buy. The two apps I rely on are Green Screen by Do Ink and Veescape. When I want a still background I tend to use Green Screen by Do Ink, but when I want something moving, I use Veescape. As a side note, you can get some brilliant effects by playing around with the colour wheel on both apps. On Green Screen by Do Ink, I have changed the colour selection to a beige/yellow and had children disappear in a *Hollow Man*-inspired horror film, which I then used for some exciting horror writing.



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People generally remember...
(learning activities)

10% of what they read
20% of what they hear
30% of what they see
50% of what they see and hear
70% of what they say and write
90% of what they do



People are able to...
(learning outcomes)



Animation

Animation is again software-based, and works by taking a sequence of images using the camera on your device. The image or figure photographed is then altered or manipulated slightly in between images being taken. When the images are

played consecutively, they appear to move. Ultimately, this is about the child manipulating their learning.

This works with anything, but popular animation tools include plasticine and Lego, as they are fairly cheap and children love them! My preferred app to

use is StopMotion Studio, but others are available. It's worth noting that there are other animation apps that use little or no hardware input (that's right, no Lego). These are: Tellagami, Puppet Pals and Yakit.

How do green screen and animation meet the Computing NC requirements?

KS1 - use technology purposefully to create, organise, store, manipulate and retrieve digital content.

KS2 - use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

KS2 - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

What's the point?

I am not telling anyone to turn up to school first thing on Monday and suggest to the whole school that everyone should just go and make a video. Technology without pedagogy is useless; it is just a time filler. The first thing to go through anyone's mind should be what's the objective, what do I want the children to learn and will technology improve these outcomes. If the answer is yes then proceed and enjoy.



www.cpoms.co.uk

Personalised SEN Learning Through Edtech

by **John Galloway, ICT / SEN / Inclusion specialist**

Lisa is eight years old. She's in Year 3 in a mainstream Primary school. She is a little bit behind in some aspects of literacy, and can be uncooperative, stubborn even, but the biggest initial barrier to her learning is physical. She has hypermobility. This means that her joints have more flexibility in them than the majority of the population, sometimes referred to as being 'double jointed'.

For most people this is not a big problem, and can often lead to amusing party tricks such touching your elbows behind your back (as my son can do) or bending a thumb back to touch a wrist. In Lisa's case, however, there was nothing fun or funny about it. It could quite quickly lead to soreness and even pain, particularly in her hands, so activities involving fine motor control, such as handwriting - a fundamental activity in schools - could quickly become unpleasant. Understandably this made her very reluctant to write as she knew it would end in pain, and she would be unable to complete the task set. She wasn't able to demonstrate what she knew, to exercise her imagination. So why bother starting? This was especially frustrating when it was something that she knew she could do, a frustration that could then lead to challenging and confrontational behaviour.

She loved books but her writing level was well below her reading ability, and her spelling was not as good as teachers thought it should be.

The school had recently invested in a class set of Chromebooks, so one was allocated to Lisa to use as her own. The difference in her work and behaviour that this immediately brought about was remarkable.

From ICT lessons she had a good understanding of how to use a netbook, and could log on and navigate to online documents independently. It helped that the machine had a touchscreen, which she could opt to use instead of the mouse she had been given (a 'tiny' mouse, designed to fit small children's hands). Like the rest of the class, she had her own Google account, but unlike the rest of the class she could use this for any writing she needed to do, including things like copying down the week's spellings.

She also learnt to use Voice Typing in Google Docs, so if typing became tiring or painful - as it could, although not as quickly as with handwriting - Lisa was able to speak what she wanted to say in print and see it appear on the page. Admittedly it wasn't always accurate, but the corrections she had to do were little more than had she typed the document then edited it. She also quickly learnt to use the voice search option in Google, which meant she could find information about things she couldn't easily spell, such as 'ostriches'.

Whilst providing Lisa with appropriate technology has given her the means to engage with learning in her classroom, just like all the other pupils, one or two issues remain. For instance, just as her classmates learn to handwrite to record, so she needs to learn to type. Currently she defaults to using one finger on one hand to type. To properly address her hypermobility she needs to become a confident and competent keyboard user, spreading the load across her hands, working quickly, and using keyboard shortcuts to maintain the flow of her writing. Learning to touch type can be a laborious process, and it can be dispiriting in the time it takes to become proficient. And until that happens the adults around her have to maintain a regular mantra of "Two hands, Lisa."

It will be worth it if she can persist. Already the benefits are being felt. Lisa has gone from a pupil who was reluctant to record her work, who could be thought of as 'difficult' and who needed to be coaxed and cajoled, into one who is increasingly independent, taking charge of how she works, and using the flexibility that the technology gives her to overcome the barriers to learning she had encountered.

By focusing on the individual, personal, needs of this pupil the school enabled her to overcome the barriers to her engaging fully in the classroom alongside her peers. It not only addressed helped with her recording, but also brought about a shift in her behaviour, and allowed staff to address other issues, such as bringing up her spelling to an age-appropriate level.

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Top resources for SEN

As well as showing how the provision of appropriate technology can make a significant difference to a pupil's learning opportunities, this example also demonstrates how what was once highly specialised is now generic. All of us have personal devices that can understand what we say, read to us, respond to touch, provide an interface customised to our own requirements, and even translate content into other languages.

For more examples of how portable technologies, such as Chromebooks and iPads, are enabling more personalised learning experiences in our classroom, have a look at *Learning with Handheld and Mobile Technologies* (John Galloway, Merlin John, and Maureen McTaggart; David Fulton 2014).

All operating systems have 'speech to text' and 'screen readers' built into them. Windows consolidates these in its Ease of Access centre, with a magnifier, screen reader (Narrator), keyboard customisations and speech to text (see www.microsoft.com/en-us/accessibility/windows for more). Information on the Apple equivalents can be found at (www.apple.com/uk/accessibility).

However, these don't always work as well as commercially developed apps specifically for this purpose. Whilst the Dragon app on an iPad is probably no better than the built in system, Dragon Dictate (www.nuance.co.uk/dragon/index.htm), an installed program on PCs, is significantly better than the native version. Less expensive and with fewer features, but potentially more useable by school age learners, is WordqSpeakq (assistiveitsolutions.com). This toolbar sits on top of any application and provides dictation, screen reading and predictive functions. There are also a couple of Android apps and Chrome extensions now available.

If we are going to give learners these technologies we should ensure they are equipped to use them, by giving them the necessary skills, such as learning to type. The



BBC has quite a good free typing program at www.bbc.co.uk/typing, although, again, commercial products such as Kaz (www.kaz-type.com) are worth the investment.

The flexibility now available not only of technologies but also of their functionality, allows all of us to interact with them, and therefore with the everyday demands of the classroom in ways that can be tailored to our own, particular, needs. What is needed is a concomitant flexibility in our approaches to the use of technology in the classroom.

Going forward

Technology to support special educational needs and disabilities (SEND) can be very specialised. However, as can be seen here, it is also widely available, if not necessarily known about. When it comes to determining provision, a lot of the time an assessment will be little more than a common-sense appraisal of what difficulties a learner is encountering, combined with an appreciation of the capabilities of the technology to hand.

Sometimes, however, there is a need for specialist input. For instance, a child with cerebral palsy may need their equipment mounted in a particular way so that physical difficulties are not exacerbated when trying to use it. In such cases the input of an occupational therapist or physiotherapist will be helpful.

Similarly, electronic devices that provide learners with a voice, need the support of a speech and language therapist in order that it fits with the learners level of language development.

All local authorities are required to publish online their 'local offer', a directory of resources and services available to support local children and young people with SEND. This is a good starting place to find support for assessment and provision of specialised ICT resources.



Schools using IRIS Connect report lower spending and a higher chance of improving Ofsted grade.



Make better use of internal expertise

"After deploying IRIS Connect we cut our CPD budget in half as we were able to unleash the collective capacity of our teachers and stop sending teachers on courses that were too generic or not relevant".

Helena Bryant, assistant head of T&L, St Peter and Paul Catholic Primary School



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"I saw changes to teachers' practice almost immediately as a result of taking part in IRIS Connect Film Club".

Participant in IRIS Connect Film Club as part of an EEF project



Make teacher collaboration over distance cost-effective

"Two schools have created cross-school Groups in the IRIS Connect platform that allow peer-coaching between teachers of the same year groups across the two schools, which are 80 miles apart".

Rachel Tizard, director of learning at The Kemnal Academies Trust

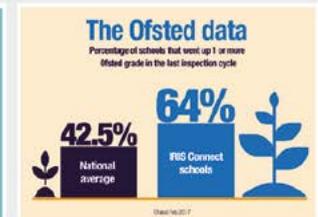


Improve teacher retention

"Ongoing professional development is increasingly key to recruitment and retention, IRIS Connect plays a part in that".

Nigel Currie, assistant head at Huntington School

An analysis of the DfE's CFR data shows that schools regularly using IRIS Connect spent 8% less on cover teaching and 9% less on CPD compared to schools not using IRIS Connect.



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Empowering School Creativity Through A Makerspace

by **Paul McGuire, former elementary school principal (now adventurer)**

Developing a makerspace in your school has very little to do with acquiring the newest toy or gadget out there. It is now very easy to get overwhelmed with all the innovative and sometimes expensive gizmos that pop up at every edtech conference you attend.

There are a few essential factors that need to be in place first, before you blow your meagre budget on flashy equipment.

First, for me there needs to be a willingness to be open to maker culture. It is a bit of a challenge to define exactly what a maker culture is, but I would say it starts with the drive to innovate and experiment and try new things. Makers like to build and experiment, and they are open to allowing their imaginations take over.

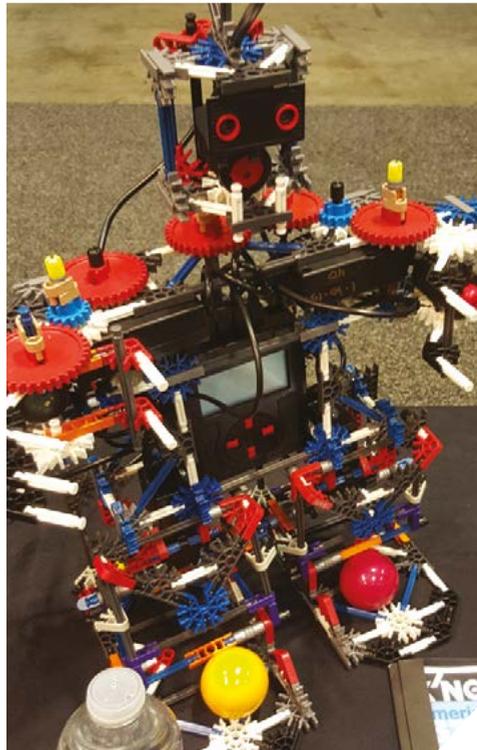
I was very attracted to the idea of this new culture long before we started our first makerspace. In truth, I'm still more interested in the people who promote and develop makerspaces than the actual materials themselves.

The next essential element for a successful makerspace in any school is at least one person who is open to developing this culture in your school - someone who is willing to experiment, risk and sometimes fail. As far as I know, there is no such thing as a teacher who is 'assigned' the school makerspace. Even if there is such a position, I don't think it would work. For a successful makerspace, you need an individual who really believes in developing a new culture in your school. You need someone who is willing to start small and bring students and teachers along slowly as new material is acquired. You also need someone who realises that it is all about making and creativity, not about flash. The most popular activities tend to be the simple ones.

Alison Evans Adnani (@maker_junior), the creator of Maker Junior (www.makerjunior.com) writes:

"If I was building a makerspace, this is how I would get started:

- **Planning.** Pencils, erases, paper – often this is overlooked and I'm usually looking for these materials when I'm helping to sketch out ideas. A whiteboard is useful - a whiteboard wall is even better!
- **Art supplies.** Paint, paint brushes, paint pots or a palette. Markers. Glitter? Sure, why not? Decoration is a valid step in making a project.



One of many programmable robots at FETC 2016

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Alison working with a group of students at our first school-based makerfaire

- **Basic sticky stuff.** Masking tape, glue sticks, duct tape, and a hot glue gun."

With the right people and an understanding of the new culture you are introducing to your school, you are ready to start.

As a principal facilitating our school's makerspace, I needed to get out of the way and allow the people with the vision to take over. In our school's case, we have a wonderful library technician, Cathy Iverson (@catherineivers1), who regularly turned the library into a maker center.

When money became available, we purchased Makey Makey kits (www.makeymakey.com), littleBits kits (www.littlebits.cc), Spheros (www.sphero.com) and Cubelets (www.modrobotics.com/cubelets). We supplemented these purchases with a Minecraft Education (education.minecraft.net) license and got involved with a local high school teacher who worked with groups of students to develop some very complex robots.

We continually looked for new things for our students to experiment with, including metallic tape (to make circuits), lots of LEDs, Squishy Circuits (courseweb.stthomas.edu/apthomas/SquishyCircuits),

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Ozobots (www.ozobot.com) and even some crazy mini drones (www.parrot.com/ca/minidrones). To be honest, Cathy probably became a little concerned when I returned from a conference with a whole collection of new gadgets for her makerspace, but she tried everything with our students and was always open to new material. Again, I can't emphasise enough the importance of having the right people in the right place to really make all this work.

Top resources & further reading

There are countless resources out now on how to develop a makerspace, and great people on Twitter that you can follow. Here is a Twitter list to get you started: www.twitter.com/mcguirp/lists/makerspaces - my suggestion is to follow all of these educators. I also continue to collect blog posts and articles on makerspaces using LiveBinder - you can access all the articles at www.livebinders.com/play/play?id=1309575. I started out with Eric Sheninger's (@E_Sheninger) post 'Creating Our Own Unique Learning Environments #DigiLead' (<http://esheninger.blogspot.ca/2014/02/creating-our-own-unique-learning.html>), but I don't think there is any definitive article that sums up everything about maker culture.

I may be biased, but I think one of the best guides on how to get started comes from Cathy, who wrote a series of guest posts on my blog. In April 2015, she wrote that a few simple things were important to consider when starting a makerspace:

- **Research,**
- **Spend wisely,**
- **Ask for help,**
- **Connect activities to the curriculum (it's not hard to do),**
- **Have fun**

You can read the entire post, 'Welcome to St. Anthony Makerspace! Our Seven Top Maker Tools' at: www.paulmcguire1.com/2015/04.

This by no means is an exhaustive list, and I still learn best simply by talking to people whenever possible on what they are experimenting with. This is the great thing about makerspaces: there is no defined practice, no established curriculum. This is the strength of the maker movement - it is always open to innovation and experimentation.



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A 21st Century Approach To Learning

by **Simon Davenport, senior marketing manager at Lego Education**

We've all come to appreciate that technology will play a significant role in the careers and workforces of the future. However, we're yet to see how this will manifest in practice, so preparing today's children for their future by arming them with transferable and relevant skills is crucial.

The new curriculum has evolved significantly to provide a 21st Century approach to learning, with Computing being added in 2014, and with STEM subjects (Science, Technology, Engineering and Maths) being developed to align with the needs of today's digitally-interconnected world. These subjects require logic, trial and error, communication, and resilience, and therefore the best way to teach them is by using applied and hands-on methods that reveal the real-world applications of topics.

A trend that's emerged recently is the use of hands-on technology to aid kinaesthetic learning in STEM and Computing classrooms. Teachers are

using versatile resources, such as robotics kits and practical tools, to enrich the curriculum. Technology is allowing today's classrooms to become more than just note-taking and reading from a textbook. And, when it comes to STEM subjects in particular, it's enabling teachers to provide pupils with learning opportunities that are truly beneficial and engaging, helping them to really delve deeper into topics and recognise the real-life applications, which, in turn, helps them to develop mastery over topics.

Another edtech trend that's emerging is the use of technology to enhance creativity and imagination within schools, and enable learning to be truly placed in learners' hands. While classrooms used to follow the 'sage on stage' set-up, it's now about 'bringing learning to life' and giving pupils the opportunity to work and think autonomously, so that they can use their imagination to develop their own ideas and solutions to problems. Yes, they're likely to stumble to begin with as they're not being given the answer on a plate, but often these situations provide students with some of the greatest learning opportunities.

They must be resilient enough to try and try again, and use their problem-solving abilities and creativity to devise a successful solution or outcome. When learning is placed in pupils' hands, it encourages them to become the resilient and adaptable thinkers needed for the future.

It's no revelation that 'hands-on, minds-in' learning is more engaging. When pupils enjoy learning, they learn better, and they learn more. This is why technology is being increasingly used to revolutionise the way STEM subjects are taught. We can't predict what the future holds, or what jobs are going to be available, however it's highly likely that technology is going to play a large part. Therefore, by using technology to aid learning, it's helping to arm Generation Z with the invaluable, real-world and transferrable skills, experience and knowledge needed for the classroom and any future endeavours.



The Disruptors

Introduced by **George Hammond-Hagan**, founder of **Studytracks**

Engaging students of any age is hard. From the start of anyone's educational journey all the way to the end there's a battle, both internal and external, for their mind's attention. Getting into a 'sweet spot' for learning takes preparation from the student, the educator but also includes elements like environment that has a part to play. It's a hard nut to crack as it has many variables and can be inconsistent.

This is why disruptive teaching methods are important. The educators included in this chapter are ones who have shown that they will do things a little differently to get the result. Personally, my own path has led me to using music to power teaching and learning. Music creates an environment in itself. This is an environment that we're instinctively attuned to as it modifies our mood, opens our mind, demands attention and transforms anywhere into a focussed sphere of influence. In many ways, with music our mind is hooked emotionally and intellectually to the moment. The brain is 'hacked' by music.

Studytracks is an app that uses music to teach students the core syllabus, using proven links with music cognitive recollection and retention. Studytracks for Schools brings this innovation to the classroom!

Turn the page, and see how other disruptive methods can have a tremendous effect on teaching and learning...



Music creates an environment in itself; an environment we're instinctively attuned to.



Interview: Lee Parkinson, Davyhulme Primary Teacher and Author / Consultant

Tell us about your first teaching position.

My first teaching position was at Davyhulme, where I still work today. It is a fantastic school with wonderful pupils and supportive staff. I have always felt challenged, and have continued to build experience in a variety of ways within the school.

Who inspired you early on?

There was a teacher when I was at school, Mr Crawford, who had such a positive influence on me and when I decided to go into teaching I wanted to

have that impact on others. Since I have been teaching, having Alan Peat (@alanpeat) deliver training at our school completely changed the way I taught literacy. I am very fortunate to now work alongside him.

If you could share one great thing about where you work now, what would it be?

I think for me having such a supportive staff makes all the difference. I love working at Davyhulme, and having a staff who are also friends means that we work hard for each other; we are a team. Most staff at my school will make sure they sit in the staff room at lunch and have 20/30 mins where we chat about things outside the classroom. I think it is important you give yourself a break during the day, so that you go into the afternoon with a smile on your face.

“

Davyhulme is a fantastic school with wonderful pupils and supportive staff.

What's the best part of your job?

I am in a very lucky to be in a position where I work part time in school and now lead training and INSET worldwide. I absolutely love it. To be able to run a project in school and then share it with teachers all over the world is amazing. I love the look on the children's faces when they see all the schools and teachers who have seen their wonderful work.

You spend a lot of your time training other teachers and sharing your resources. How did that all start?

Most of the training I lead focuses on using technology to raise standards in the classroom. A lot of the time, I talk about how powerful the internet can be as a way of showcasing and sharing work children do in class.



This is what happened with me: I started blogging some ideas and tweeting them, next minute I had a school contact me asking to lead a session in their school. Soon after, Alan Peat tweeted me having heard good things, and asked to watch one of my sessions. Now I am in this incredible position, where I get to travel and visit schools all over the place but still spend some time each week in class at Davyhulme!

“

What I try to demonstrate is how technology can give you more time to plan and deliver more creative and inspiring lessons.

What are the greatest challenges you face as a teacher?

I think trying to get other teachers to work smarter rather than harder. I see teachers working harder than ever before. What I try to demonstrate is that when utilised to its potential, technology can make your life as a teacher easier, meaning you have more

time to plan and deliver more creative and inspiring lessons for your pupils. The challenge is getting teachers to find their purpose in using technology, that is what I aim to do in my training. Once teachers can see the purpose in using technology themselves they are more open to utilising it effectively with their pupils.

What resources do you use every week? You seem to especially like pop culture-centric ones...

I do use technology a lot, but I make sure it is always to enhance the learning. I don't use technology for the sake of it, and I think that is important. I tend to talk to children and see what they are into, and try to be heavily led by them as I find engagement can lead into purposeful and meaningful learning. My blog - www.mrparkinsonict.blogspot.co.uk - shares a lot of the ideas I use including film, video games and music. Recently, we did a lot of work inspired by the new *Star Wars* film, and the quality of writing from the children was fantastic!

To see more of Lee's work, visit www.mrparkinsonict.blogspot.com. You can follow him on Twitter at @ICT_MrP.



Find Learning In The Rhythm

by **Studytracks**

Studytracks is the phenomenon sweeping the globe, and James Cartmell was 'student zero' - the first ambassador that was hooked and wanted to help to spread the word.

As with all the best stories, James' story wasn't planned; it started at that crossroads where coincidence and opportunity met. James was bored by certain subjects at school, but his impending GCSEs being just months away meant he had to do the best he could to just get on with it.

"In early January 2016 I first found Studytracks whilst on my phone looking for some inspiration. The Studytracks Instagram page popped up on my suggestions saying 'study anywhere and everywhere, even with your eyes closed #HackRevision'. I scrolled through their feed reading statements like 'Lose the desk, revise wherever and whenever'.

"It initially seemed like this app was too good to be true, but soon it became exactly what I needed. I felt excited and intrigued to discover what this new 'alien' revision app would be like. Not an app simply to track your studying, but rather an innovative approach to learning that teaches you the syllabus through music. It felt odd to be potentially putting my trust in an app that (at the time) had no reviews at

all, an app that hadn't even been officially released yet, but I am an early adopter so I downloaded it and set about testing.

"I clicked on History, as at school I found this subject dull, dry and a challenge to commit to memory; it would be a good test! The History syllabus was broken down into tracks for each topic. The songs were catchy, rhythmic and (you guessed it) all about History GCSE. The League of Nations, The Great Depression, The Versailles Treaty... a track for each of them and more besides.

☺☺

I was starting to get into my revision, doing a subject a day for about an hour after school.

"All the important topics within a subject are covered. This app certainly didn't seem to be a half-hearted attempt at something new. The amount of research and hard work put into making an app as good as this really surprised me.

"By February 2016, having used Studytracks for a month I was starting to see the benefits and I had tied it in well with my revision. I was starting to get into my revision, doing a subject a day for about an hour after school. I would make notes on each topic of a subject, read over them and then listen to the relevant track on Studytracks. For me, this was the best way to revise.

"I used everything I had: the textbook, flashcards, my notes, some YouTube videos, and then incorporated Studytracks into all this at home. Studytracks is mobile though; I can't take a textbook outside with me easily, so this is when the app really sings! I could be listening to Studytracks whilst I was on a run, whilst out on a long car journey, whilst I was making a coffee or perhaps in bed right before I go to sleep to refresh my memory of those lyrics



Powered by Studytracks



Start-up of the Year at the Education Resources Awards, March 2017.

once more. It doesn't matter what I was doing; if I could, I'd listen to Studytracks at the same time. I found that I had to listen to the tracks about three times before I knew them, could recite them back and had good knowledge of the content.

"At exam time I was prepared and ready. In the exams there were lots of 'triggers' that brought back the Studytracks songs and helped me to remember the core elements, which then helped trigger the other parts of the study. I was listening to Studytracks all the way up to entering the exam halls and it really helped me."

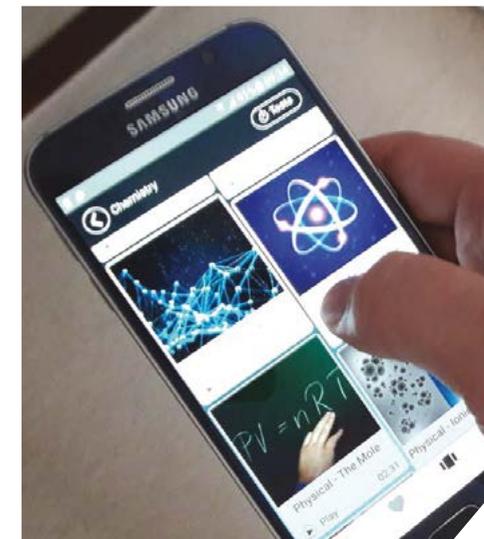
James' story has been replicated up and down the country as students discover Studytracks and utilise the power of music to improve their grades. As staff at The Gregg School, Southampton attested:

www.studytracks.education

- "We can see it has a lot of potential as an active classroom tool."
- "It's great for our students because it's an extra connection to their learning, it's nice for our staff because there's a sort of professional development element to it, and it's nice to be involved with something that's not just the straight old normal educational stuff."
- "Students had only been using it for a short while, but their recall and knowledge had improved significantly."
- "The impact to students and staff will be significant! It's something that's really going to help learning."
- "It's really powerful for students and for teachers."

Meanwhile, feedback from Monrovia High in Southern California showed the international compatibility of Studytracks:

"We had several students sign up for AP Human Geography, and they used your program as part of their study. Good news, ALL STUDENTS passed the test!"



www.studytracks.education
schools@studytracks.co
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How I Teach Generation Geek

by **Kim Constable, the Hectic Teacher**

Urban Dictionary defines the word “geek” as:

“A geek does not have to be smart, a geek is someone who is generally not athletic, and enjoys video games; comic books; being on the internet, etc. Not to be confused with ‘nerd’.”

Using this definition, it could easily be determined that the current generation is in fact ‘Generation Geek’:

- 7 of the 10 highest-grossing film franchises since 2000 are sci-fi, comic book or fantasy based.
- The global video game industry is worth over \$101 billion.
- 92% of teenagers are online daily and 24% would say they are online constantly.

But what does this mean for teaching and learning?

For me it means a great opportunity, as I can bring some of my favourite geek culture into my classroom, as well as try out new and exciting technologies to support learning.



Teaching Social Sciences means that I often have to teach some quite abstract concepts and ideas, and using TV / film clips helps to embed these ideas for the students. The days of films and TV only having a place in English lessons or at the end of term are waning. These forms of media offer a wealth of opportunity to put concepts and ideas into context, which then helps students to remember and apply them. It also gives me the opportunity to introduce the students to some of my favourite cult TV shows, films and franchises.



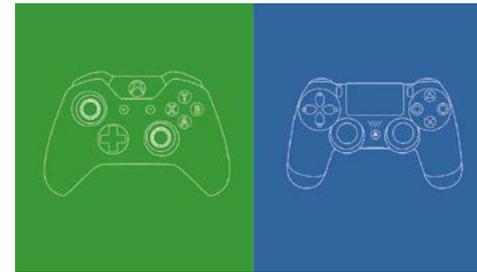
The days of films and TV only having a place in English lessons or at the end of term are waning.

One example is in Year 11 PSHE. As part of the sex and relationship education (SRE) programme we talk a lot about relationships and the identification of non-physical abuse, which can often be mistaken for love. To demonstrate this, I use clips and quotes from the *Twilight* series of books and movies. According to Women’s Aid, the relationship between Bella and Edward hits eight out of the 10 criteria for abusive relationship; thankfully not physical or sexual abuse, but there are plenty of examples of emotional and psychological abuse.

These include:

Destructive criticism and verbal abuse: shouting / mocking / accusing / name calling / verbally threatening...

- “Bella, it’s not my fault if you are exceptionally unobservant.”



- “Don’t be offended, but you seem to be one of those people who just attract accidents like a magnet. So try not to fall into the ocean or get run over or anything, all right?”
- “Must I always be the responsible one?”

Harassment: following you; checking up on you; checking to see who has phoned you; embarrassing you in public...

- Breaking into her house to watch her sleep without her permission (before they’ve even started dating), following her...
- “I followed you back to Port Angeles,” he admitted, speaking in a rush. “I’ve never tried to keep a specific person alive before, and it’s much more troublesome than I would have believed. But that’s probably just because it’s you!”

Threats: making angry gestures; using physical size to intimidate; shouting you down; breaking things; punching walls...

- “He lowered the automatic window and leaned toward me across the seat. “Get in, Bella.” I didn’t answer. I was mentally calculating my chances of reaching the truck before he could catch me. I had to admit, they weren’t good. “I’ll just drag you back,” he threatened, guessing my plan.”

Being able to put these criteria into context for the students makes it a little more real and shows that abuse is not just physical or sexual.

Other areas of PSHE open themselves just as much to the use of TV and film. I recently found a film on Netflix called *Into the Dark*, in which a group of students who are about to graduate from an American international high school in Jakarta



spend their final philosophy lesson discussing various Gedanken Experiments, in particular the Armageddon Experiment. I used this film to create a scheme of work for Year 9 or 10 looking at moral thinking. Specific clips were used to introduce the experiments and discuss the choices made by the film’s students, before getting my own students to make their choices.



I used a film called *Into The Dark* to create a scheme of work for Year 9 or 10 looking at moral thinking.

It is not just the Social Sciences that lend themselves to the use of film and TV. In History I used *A Knight’s Tale* for an activity to help students understand the idea of anachronisms. The idea being that they had to hold up a red card any time they spotted an anachronism in the film clip I showed. I have used episodes of *Band of Brothers* when teaching about the Holocaust and WWII, again to bring the topic to life. This example is particularly good, as at the start and end of each episode the surviving members of 101st Airborne are interviewed again putting the situation into context.

I am a self-professed geeky teacher, and I wouldn’t have it any other way. Being able to bring together my subject passions as well as my geeky interest can make for some very memorable lessons and discussions, which in turn can help to raise achievement.

Disrupting Punishment And Improving Behaviour

by **Paul Dix, director at Pivotal Education and author**

Certainty beats severity of sanction every time. It is the distance between the action and the consequence that is critical, not the length of sentence.

With the best of intentions many schools find themselves swamped with punishment, ever increasing, ever threatening. A headteacher recently told me that he had after-school detentions every day and on Saturday mornings too. "But it's not working," he complained, "the numbers in detention are rising." I asked him what he thought was the solution. After some thought he had his eureka moment: "Sunday morning detentions!"

At the heart of the argument is the Victorian idea of 'beating the sin out of the child'. The belief that increasing levels of fear and pain is the correct response to difficult behaviour. Behaviour policies and systems are rarely evidence-based.

Children who are regularly given lengthy punishments don't learn new behaviours. They simply integrate the inconvenience of punishment into their daily routine. Robert is always standing by the wall in the playground, Chelsea has her lunch in the deputy head's office, Ashraf goes home at 5.00pm every day after the daily detention routine. Of course, alongside the mild adjustment to the daily routine, there are fringe benefits for the child: the notoriety that comes with repeated visible punishment, the adulation of the class or friendship group and for many the affirmation of their place in the hierarchy. There are benefits to being bad.

In some Secondary schools there are large isolation rooms that are more severe than conditions for those in custody. Trapped in booths where they must not look to the left or right, some children spend day after day interned. Guarded by a growling deputy head whose own temper is as volatile as the children, they exist in an educational limbo. The liberal

use of isolation in some schools is shameful. Boothed isolation rooms, mini Guantanos where human rights are left at the door. I met a child recently who had spent 38 days in isolation. That isn't an education, it's a custodial sentence.

There is nothing wrong with separation for a short time to regroup, calm down or walk it off. Even major episodes of loss of temper are over within minutes. In 45 minutes most children have reached the post-incident apologies and shame stage. There is no issue with a well-run and inclusive time out room that is designed to calm and return to class as soon as possible. Schools who use punishment to teach behaviour need to look at their pedagogy.



Children who are regularly given lengthy punishments don't learn new behaviours.

For disruption in class, two minutes at the end of the lesson for a reminder, five minutes at break for redrawing of the lines or 10 minutes at lunchtime for a restorative conversation is enough. There is no certainty in "You are in detention every lunchtime next week with Mr Harris". By the time the punishment comes around most children will have forgotten why they are there in the first place. For children in the early years the consequence must be immediate: "Let's put the paint down and go and have a think about if that was the right way to mend the computer." Delay it even for a few minutes and the world has moved on.

Instant separation and a structured conversation has more impact than Sunday morning school. Make

your conversations consistent, predictable, even scripted, and you can hold the boundaries firmly while staying calm and professional. The repetition of intervention is also powerful. Same words, same boundaries, same utterly reasonable but relentless teacher. Be proportionate in your response. Don't allow your emotion to be a punishment accelerant. Small, planned, rational steps in response to poor behaviour are highly effective. Emotional punishments build resentment and don't teach new behaviours. They are a whole lot of 'NO' and not much else. "YOU ARE NOT GOING OUT FOR A MONTH" might feel good at the time, but it is an emotional rather than a professionally rational response.

Certainty of response and consistency of consequence are the perfect pincer movement for classroom disruption. Leading behaviour in your own



Small, planned, rational steps in response to poor behaviour are highly effective. Emotional punishments build resentment and don't teach new behaviours.

classroom demands that you are the one that provides that level of predictability. When you need support ask for others to stand alongside you and never supplant you. For the child who thinks they can play you like they play people at home, you need to set a new standard and pursue it doggedly: "This is how we do it here."

10 Reasons to Stop Shouting

- 1 Students resent being shouted at. They see it as an abuse of power.
- 2 Students see shouty teachers as teachers who lack control.
- 3 You would never shout at a student in front of their parents.
- 4 If your model of behaviour is poor it will affect the way your students choose to deal with each other.
- 5 Over-emotional responses to inappropriate behaviour will frighten many. It will also encourage others to push your buttons.
- 6 Your relationship with the student is damaged by shouting - mutual trust demands a more equitable relationship.
- 7 Colleagues hear your voice echoing down the corridor and begin to question your ability to manage behaviour.
- 8 Shouting in the workplace is not acceptable behaviour, so it goes in schools/colleges.
- 9 Managing behaviour through fear is unsophisticated, unproven and unsustainable.
- 10 Disproportionate responses to inappropriate behaviour encourage unfair punishment, "Right, that's it, you are in detention.....FOR EVER!"



Paul's best-selling newbook, *When the Adults Change, Everything Changes*, is published by Crown House and available everywhere!

Innovation On A Budget

Introduced by Helen Bowen, leading education consultant

The need to innovate in the classroom, despite having few resources available, is a challenge that has become very familiar to teachers and school leaders. In a school with little available budget, addressing just the day-to-day challenges in education can feel overwhelming. Innovation ought to bring improvement, but we've all encountered examples of 'the latest thing' that brought only confusion and delay. And in this context, the thought of changing practices in an attempt at innovation is easily dismissed. Why change what we know?

In what has become a cluttered market, I can only recommend that each of us becomes extremely picky when trying new products and services. Choose a product that you will be able to use throughout your school. Invest your time and energy on a product that supports best practice. Spend the little you have on a resource that can deliver meaningful long-term results in an area that needs help.

I, personally, believe that rich contexts for learning are key to raising standards and to the development of literacy skills both within English and throughout the curriculum. For example, I have recommended **Giglets** to many schools as a way to quickly update a library with high-quality fiction and nonfiction books, and also to ensure that provision for the reading range reflects good practice, including texts from other cultures, classic stories and poetry.

Change is good but it's also challenging. When considering which innovations could be the 'best fit' for your school, focus first on your needs and then on your ability to invest thought, time and resource in integrating something new. The best innovation is one where you can't imagine how you ever managed without it – but you need to be ready to take the first step.



The best innovation is one where you can't imagine how you ever managed without it.



Croissants and Chromebooks

by **Bukky Yusuf, curriculum director of Science at The Crest Academy**

The key to effective use is ensuring that teachers are a part of edtech implementation. Let's consider something as basic as interactive whiteboards. How many staff members can actually use them interactively? Unless we create time for educators to explore how they can take the use of any technological device (even our humble IWB) to the next level, there is little point in purchasing these devices in the first place.

Merely having edtech will not transform any of the pedagogical practices within our school. I believe that the key is to get staff involved in the use of the devices. Technophobes and technophiles alike require training in order to experience the initial benefits, and then time to see just how far they can go with the devices.

To model how staff deployment can be undertaken, I will share **three models** that I used in order to have people at the heart of driving edtech implementation forward at a whole-school level.

Model 1 – Five iPad champions (trailblazers):

When I started my senior leadership role to develop technology-enhanced teaching and learning, iPads were all the rage. I inherited a project where approximately one third of staff members had signed up to produce schemes of work which highlighted how the iPads could be used. *Unsurprisingly*, the schemes were never produced.

The iPad project was relaunched with just five classroom-based teachers within Maths, English, Science, Art and Humanities (History, Sociology, Religious Education) to help me clearly identify what impact the devices could have. A contract was drawn up for these iPad champions to outline expectations training and use of iPads.

Excerpt of Staff Agreement Contract for iPad champions:

In addition, by agreeing to be an iPad champion during 2013 – 2014, you will:

- Receive personalised support from Person Y (IT Educational Consultant).*
- Commit to attend regular half termly meetings.*
- Work upon projects across the year after the iPad relaunch training eg using e-book creation, Socrates etc. on a half termly basis.*
- Produce short case studies on the use of a class set of iPads (essential).*
- Commit to whole staff reporting back of iPad impact with projects you have done (essential).*

The project saw one-to-one training from the advisor that was part of the support package provided by the school's chosen IT company. This specialist also took part in class teaching with each iPad champion to demonstrate how the apps of their choice could be used. Each champion had a set of iPads which were booked via an online system. This project ran for two terms and culminated in a 'show and tell' to the whole staff. Apps trialled by the iPad champions were Showbie, Dropbox (to ease the setting, collection and feedback for homework), Creative Book Builder (to help students create digital textbooks and demonstrate their knowledge / understanding), and Socrative (to undertake in class formative assessments).

Impact on student learning included:

- Those with lower prior attainment were able to retain more knowledge.
- Great engagement all round.
- Enhanced learning and final outcome through development of multimedia (video, pictures and videos) skills.

- Tech was usable by all learners.
- Opportunities for students to easily copy and paste from the internet.

Marking time didn't decrease, but it is more enjoyable! Plus, it was fun teaching with an iPad.

Model 2 – Chromebook champions across the faculty:

The intended outcomes for our Chromebook champions project were twofold:

1. Could Chromebooks enhance workflow - ie scheme of learning planning - and ease the sharing of information within a faculty?
2. Could the devices improve the learning outcomes of students who were limited by the process of writing?

30 Chromebook devices were set up with staff and student Gmail accounts. This enabled the access of Google Classroom, Google Apps for Education and Google Docs (ie Google versions of Word, Excel and Powerpoint).

Action taken	Impact of action
30 Chromebooks and Google Classroom used in Y7 Set 1.	<ul style="list-style-type: none"> • High student motivation and engagement. • Easily facilitates whole class collaborative work. • The teacher can see each student's name and can easily see who is not working in real time. • Whole class could see also who was working via IWB.
30 Chromebooks and Google Classroom used in Y9 Set 3 lesson in place of exercise books.	<ul style="list-style-type: none"> • High student motivation and engagement. • Students analysed information via Chromebook and were able to demonstrate greater understanding.
30 Chromebooks and Google Classroom used in Y10 lessons as revision preparation for their end of year exams.	<ul style="list-style-type: none"> • Helped students to develop the appropriate structure of essays in order to gain marks for their 10 mark exam answers. • Students were able to rearrange text via Chromebook (which is not easy to do in exercise books). • Students that initially scored C/D grades were producing B grade responses within two weeks.

Model 3 - Faculty leads:

The idea here was for each IT faculty lead to ensure that mobile devices were being utilised and that good practice was being shared within departmental meetings. Initially, I approached each department head to get their involvement and so that they could nominate the most

As with the iPad champions, training was provided via the IT educational advisor. They met with the whole faculty to explain the expected outcomes alongside and gain a better understanding of how the department operated.

Chromebook impact (department level):

The use of Chromebooks during meetings reduced the need for photocopying, as documents were kept within secure Google Drive folders. Staff were able to readily access any relevant documents and collaboratively add points. Planning for schemes of learning meant that staff were able to simultaneously work upon the latest versions of each scheme whether they were on site or working remotely. In the event of any errors, Google Docs has the feature to go back to the original document, so nothing was ever lost.

Chromebook impact (student level):

Below is a snapshot of the pilot after just one week.

appropriate person as IT faculty lead.

Below is an example of the suggested strategies. It was collated by one IT faculty lead to outline how their department intended to support the learning of SEN/D students.

Faculty	Differentiation for MAT* students	Differentiation for SEND** students	Support requirements
Humanities: Geography	Provide extension data for Y8 and tasks linked to crime data for London and Hackney. Additional complexity of data and data manipulation tasks. Expected outcomes: Using Excel, students can manipulate data and explore / evaluate a wide range of presentation techniques.	Provide easy access to simplified data with clearly mapped out tasks, using to crime data for London and Hackney. Expected outcomes: Present data accurately in different ways to allow for comparison. Students can produce two graphs using Chart Wizard relatively quickly to allow them time for analysis of results.	N/A
Humanities: History	<ul style="list-style-type: none"> Extension activities / questions on Google Classroom. Key question blogs for student discussion. Reading each other's work. Peer evaluation. Expected outcomes: <ul style="list-style-type: none"> Independent research projects (Elizabethan projects). Learning from other students www / ebi (what went well / even better if). 	<ul style="list-style-type: none"> Interactive games / quizzes. Key words. Bite size quizzes. Expected outcomes: <ul style="list-style-type: none"> Learning at individual pace Interactive / different styles of learning videos 	Faculty LA for login
Humanities: RE	<ul style="list-style-type: none"> Allow MAT students to work independently on research topics which will stretch them and enable them to diversify / contemporise their presentations. Expected outcomes: <ul style="list-style-type: none"> Students thinking more broadly and deeply about their work while developing a sense of independence. 	Place differentiated, pre-set presentations on Google Classroom so that SEND students can engage with a ready-made lesson. Expected outcomes: Increased student participation, more efficient learning.	Occasional discussions with the Chromebook Humanities ambassador.
Humanities: Sociology	<ul style="list-style-type: none"> Collaborative learning on stretch and challenge articles via Google Classroom. Expected outcomes: <ul style="list-style-type: none"> Student writing reflecting references to current issues. 	Facilitation of group work using support materials on Google Classroom (eg mark schemes). Expected outcomes: Students have a clearer idea of exam demands, quality of writing improves.	N/A

*MAT – More And Talented **Special Educational Needs / Disability

One faculty lead even took the initiative to hold breakfast session demonstrations with croissants and Chromebooks for staff.

I found that staff were generally more engaged when the implementation of mobile devices formed part of their performance review. As one colleague explained, it made it easier to demonstrate what he was doing, as well the impact that it had upon his

own teaching groups and upon other staff members.

Another learning point was the importance of ensuring that the learning outcomes and steps to success are clearly articulated for all students. One student stated that it was not always clear about what the expected outcomes would always look like, as some teachers expected you to just get on it since you were using a Chromebook.

How One School Embraced Best Practice in Reading

by Giglets Education

Giglets Education supports pupils in developing a love of reading. The resource contains hundreds of books in over 20 languages, with texts supported by audio storytelling, illustrations, animations and theme music. Interactive question sets help pupils demonstrate comprehension and tackle higher order thinking. Professional development materials also support teachers in achieving best practice in reading.

Case study: St Philip Evans R.C. Primary School

In Estyn's most recent inspection report (2013) there were 355 pupils at St Philip Evans R.C. Primary School. The school is in an English speaking part of South Wales. About 40% of pupils learn English as an additional language and speak other languages at home, and approximately one quarter of pupils are entitled to receive free school meals. The school identifies 17% of pupils as having additional learning needs, nearly all of whom have moderate learning difficulties. No pupil has a statement of special educational needs.

The school's performance and prospects for improvement were rated 'Excellent'.

In September 2016, St Philip Evans R.C. Primary School set out to secure the very best practice in reading. The school leaders and staff embraced Giglets following the recommendation of a leading literacy expert in Welsh education, Helen Bowen.

The challenges

The staff at St Philip Evans R.C. Primary School wanted to raise attainment through improving pupil engagement and encouraging independence in reading. To accomplish those goals, pupils needed easy access to engaging, relevant and meaningful texts that offered a suitable level of challenge.

In a very busy school, staff also hoped to save time and ensure consistent questioning around texts using the interactive reading test questions and higher-order thinking questions that support each book on Giglets.

The school adopted a two-year rolling programme to get to grips with Giglets:

- **2016/17** – To get started, the staff chose first to focus on Giglets during Guided Group Reading and whole-class reading sessions, as well as to assign books for reading at home. The Giglets library is unlimited, and teachers can share as many copies as they need for reading in class and at home.
- **2017/18** – This year, staff plan to introduce whole-class texts and tackle the cross-curricular rich learning tasks.

Implementation

The staff utilised a brilliant approach to implementing Giglets. They took time to select books with





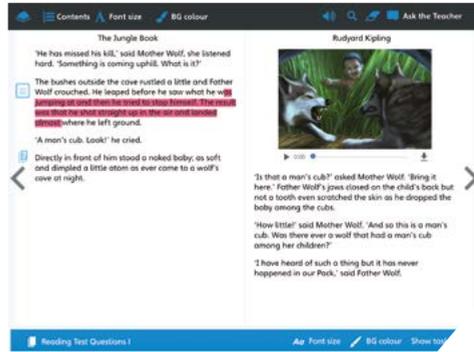
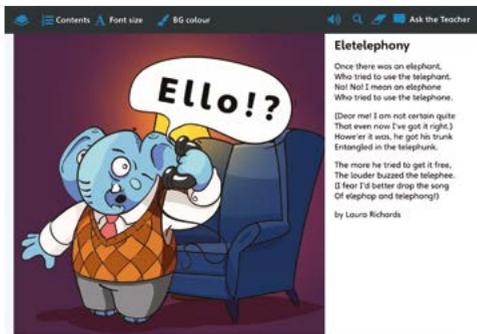
associated higher-order thinking skills questions, reading test question sets and rich literacy tasks for each year group. They then set those in a schedule to be followed throughout the year. In applying a consistent approach to planning, the staff ensured that pupils would build on previous learning as they moved through the school and developed their skills.

One year on, did things go as planned?

Attainment

Using Giglets in the 2016/2017 school year, staff at St Philip Evans R.C. Primary School were able to:

- Challenge MAT pupils and improve their attainment in reading;
- Decrease the gender gap in boys' and girls' attainment by 17.5% since 2016; and
- Decrease the number of children reading below their chronological age (in KS2 Reading Tests), from 14% (September 2016) to 6% (July 2017).



Developing independence and a love of reading

What the pupils say:

"I love Giglets because it is so fun and addictive. I've always loved reading, but I love it even more since we started using Giglets. It makes it really fun since you can use all sorts of tools. My personal favourite is the highlighter tool because you can use it to mark interesting vocabulary."

Carmelo - favourite book: The Flight of Icarus (an animated adapted classic story)

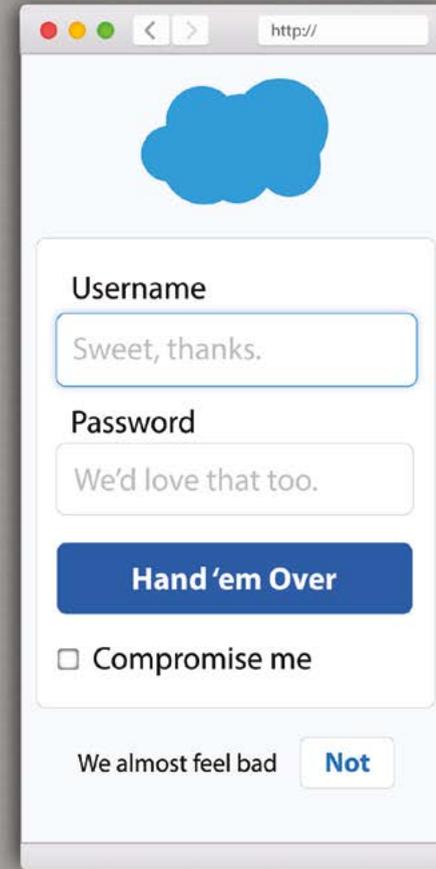
"The reason I love having Giglets as a platform for reading is because for me, it makes reading much easier. In Giglets, you can customise what you're reading to have vibrant colours, which sustains my attention throughout the book. In addition, it is a platform that is easily accessible to most children nowadays. I believe Giglets is the best platform to use if you want to read!"

Leigha - favourite book: Alice in Wonderland (original classic story)

Catherine Power, headteacher at St Philip Evans R.C. Primary School (and 2013 Headteacher of the Year in Wales) said:

"Giglets has engaged all pupils as the texts are stimulating, age appropriate and interactive. It has improved standards in reading as the pupils are able to engage with a wide range of texts and are challenged through a range of higher order thinking skills questions and literacy rich tasks. We have used Giglets from Nursery to Year 6 and it has had a positive impact on pupil engagement in all year groups."

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How We Found The Right Edtech For Every Class

by **Asha Alexander, principal at The Kindergarten Starters, Dubai**

Edtech is a dizzying world. It changes so fast that by the time we are deliberating an even more advanced version of a resource beckons. Buying a product has become harder as we are inundated with the range of resources that has made decision-making maddening.

Five years into our digital journey, I am a more balanced purchaser. As principal, I put my money where I will see the most long-lasting impact.

Let me start at the beginning. The first year of our digital journey was undoubtedly the most chaotic. We were in a trance as we experimented with all the possibilities we saw for our children, grabbing everything that appeared to be useful in our limited budget and agonising over the constraints we were under. At the end of that year, we reviewed our purchases and decided that we needed to have a plan

for our spending. There were so many purchases that had diverted our limited funds, and we had not been able to maximise the impact it had on learning. Some very appealing products were overpriced, and many we had selected were underperforming.

A thought struck us: if students brought in their own devices, we could move the funds that were being diverted to purchase laptops and put it to more profitable use. The campus was wifi-enabled and the Bring Your Own Device (BYOD) was launched. Five years into our digital journey, 3000 students from Grades 2-5 bring their devices, thus enabling us to cut costs on laptops and tablets.

We studied our school's performance and analysed data to see what could help our children learn better in Science and Mathematics, which were our focal points as we needed to improve student learning. We



Powered by Giglets Education



were helped by our digital advisor to identify the best products which had been vetted by the Research and Development wing of our organisation, who compared pricing and negotiated for better deals through our large network of schools.

The introduction of robotics, 3D printing and coding brought us in touch with Lego's Mindstorms EV3 kits, which have changed the way children learn at our school. There is greater enjoyment, as children have moved out of their passive roles of knowledge recipients to becoming active seekers of knowledge.

Mindspark is an adaptive learning tool that has improved Maths scores at our school. Here, mastery of a concept has to occur before students can move to the next level. The self-paced instruction allows students to work on areas that need attention, and allows the school to gain information on their progress and the number of hours the student has used the tool.

Math in Focus (from Houghton Mifflin Harcourt), 3P Learning's Mathletics and McGraw Hill's Science platform are among our carefully-selected resources.



www.giglets.net



Read&Write by Texthelp is nothing short of visionary, as we see the tremendous strides our students are taking in language learning.

Part of the layout in transforming our school has gone into the selection and appointment of key personnel to drive the digital journey. In order that we make the right edtech choices, we have appointed a head of digital learning and a head of curriculum, both of whom work in tandem with the digital learning coordinators of every grade to cascade the learning. A key component of our selection of edtech is the professional development and support we receive from the providers to maximise the benefits of the resource for both students and teachers.

Through Innovate My School, we had the opportunity to interact with several providers at our Speed Networking event last year. This enabled teachers to interact directly with carefully-selected providers to gain an understanding of how the resources would affect instruction in the classroom.

We have come a long way in our process of winnowing the plethora of products that are on offer. I have learned that we cannot - and must not - listen to the sales pitch alone, but consult colleagues in our network, pay close attention to our digital advisor and head of digital learning to make a difference to student learning.

In five years we have moved our Trends in International Mathematics and Science Study (TIMSS) scores from 489 in Science and Maths to 591 in Science and 549 in Maths in 2015. That is only due to the changed curriculum and the digital delivery of content.

By upgrading our purchasing practices and spending wisely, we have increased the benefits to students even as we have saved money.

Get back in charge of your portable devices

Store

Keeping track of portable devices - tablets, smartphones and dataloggers - is made easy with **Gratnells PowerTrays**. They come in two sizes - a deep tray and an extra deep version, and can each store 10 tablets, within existing furniture.



Charge

Gratnells PowerTrays have integrated USB charging outlets, so the devices charge whilst they are being stored - you're **always ready for class**.



Sync

Up to **10 devices** can be easily **synced at one time** using the integrated USB input port. Compatible with 1000s of USB devices.



Secure

The Gratnells PowerTrolley stores up to three PowerTrays in a **secure, lockable** unit giving you the **power to charge up to 30 devices at once**. Fitted with lockable castors and available in a number of colours, the PowerTrolley is compatible with standard school and office furniture.



PowerTray



The PowerTrays come in two sizes - a deep tray and an extra deep version, and can each store 10 tablets.

PowerTrolley



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The PowerTrolley can adapt to house either 3 tiers of deep trays, charging 30 devices at any one time or 2 tiers of extra deep trays, charging 20 units.

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Innovation on a budget

Want to know more about innovating on a budget? Then don't miss out on the **Innovate My School LIVE roadshow!**



With this new series of events, we're bringing together school leaders to discuss how British classrooms can do more with less. Come along and see how your school can continue to innovate in spite of squeezed budgets.



Curriculum director Bukky Yusuf attended a roadshow event in London: "I thoroughly enjoyed the event and learnt a number of interesting things. It was great to collaborate and network with other schools, see various products in action, and not be overwhelmed by the number of companies."



Meanwhile, principal Kirsty Tonks hosted her own Innovate My School LIVE event at Shireland Collegiate Academy, West Midlands: "What a success! We were all so pleased with just how well our Innovate My School LIVE event went. It flowed really well, and those that attended seemed to really enjoy the day and find it valuable. Every single person who came found me at the end before they left to say what a great day it had been."

'do more with less'

To attend an Innovate My School LIVE event, or to host your own, visit www.innovatemyschool.com/upcoming-events or contact hello@innovatemyschool.com



Community Partnerships

Introduced by Sarah Bedwell, lead learner for new technologies at Rhyddings Business and Enterprise School

Teaching can be a very isolated experience if you let it. You're often the only adult in your classroom, you've got the door shut to keep the noise out (or in!), and you get on with the myriad tasks that need to be done all day, every day. It doesn't have to be that way! Your year group team, your department, your colleagues, your local community and your online community can all contribute to making teaching a collegiate experience, locally and indeed globally.

From the brilliant #Teacher5aDay initiatives that include everything from writing, sketching, exercising, photography and cooking, as well as the stunning Buddy Boxes that are gifted from one teacher to another, to the online staffrooms of #TeamEnglish and #PrimaryRocks, Twitter is an online community that can add much to your practice. You can dip in and out of Twitter, picking up ideas and resources for your classroom and your own wellbeing.

I'm also a frequent writer for Innovate My School - this has included website articles, Bett Show recaps and a contribution to a previous Guide. The IMS community is a fantastic way to hone your best practice, connect with like-minded educators and find an audience.

Exploring the world without leaving the classroom - bringing global communities into your own - is such a great way to expand the experiences of students. Taking them to the depths of the Great Barrier Reef via Google Expeditions, mystery Skype sessions with various experts, and even accessing the Tesco Farm to Fork project all help to build community partnerships without risk assessments and costly trips.

Your local community is also a great source of inspiration and support. Schools with outdoor learning initiatives and community links, such as the Varndean Goats, show that thinking outside the box can lead to great results. And honestly, who doesn't want to see more of those little creatures and their students?



Twitter is an online community that can add much to your practice.



Varndean Goats: Meet The New Kids On The Block

by **Hilary Goldsmith, director of Finance & Operations at Varndean School**

In September 2016, something very exciting happened here at Varndean School in Brighton. Five short, fluffy, slight tubby pygmy goats entered our lives for the first time and have barged, bleated and bumped their way into our hearts and our school community ever since. The first four goats, Maya, Bertie, Alan and Ethel are named after our four school bases - Angelou, Russell, Turing and Ellis. The last one, William, is named after our headteacher, William Deighan.



about how to care for, feed and clean up after pygmy goats, and 17 students have managed to earn their highly prized Goat Badges for going above and beyond in some way. We also have four (very human) student goat leaders who are learning leadership skills by running some goat club sessions, meeting and greeting visitors and promoting Varndean School's goaty values.

The goats themselves have had an extremely exciting time - they were a massive hit at Open Evening, they're used in lots of creative ways to



Rehomed from a school farm in Essex, the goats came to Varndean to enhance the school's strong pastoral provision by giving city children the chance spend time outdoors, learning about and interacting with these charming and friendly creatures. Since then our lives have been taken over with all things goaty. Goat Club runs every lunchtime, with over 100 members signed up. Students of all ages spend time in the GoatsQuad, sweeping up, feeding, brushing and learning about animal care and welfare.

Goat Club is run and managed by a team of staff volunteers, but really all the hard work is done by the students themselves. Any Goat Club member will be able to tell you more than you could ever want to know



support teaching and learning in several subject areas, and they go out on regular walks around the grounds.

They've also hosted a visit from two alpacas, attended Assembly, have their own range of merchandise, and have even been selected to have hot chocolate with the head and #HotChocFri creator Paul Dix (@pivotpaul). The goats have a growing following on social media, and they even have their own successful Twitter, Facebook and Instagram accounts (all 'varndeangoats'), providing a unique, humorous and four-legged outlook on life in a busy, vibrant Secondary school.

Aside from the fun of having these funny, lively characters as pets, the goats play an important part in supporting our pastoral care provision. There are copious well-documented studies on the successful use of animals as therapy in helping young people communicate and develop strong nurturing bonds with animals in a non-threatening and mindful manner. For some young people, being greeted by a stampede



of furry, noisy goats, and having the experience of someone being genuinely delighted to see them, is a very welcome and all-too-rare occurrence.

We have already seen the impact the goats have had in this respect and they are being used to support a number of students with specific needs. Students are able to access some quiet one-to-one time with the goats, and a few minutes spent outside will almost always serve a calming and useful purpose. The GoatsQuad is also a quiet and tranquil place where staff can also spend a quiet few minutes to rebalance and refocus in what can be a stressful and hectic world.



Students of all ages spend time in the GoatsQuad, sweeping up, feeding, brushing and learning about animal care and welfare.

Staff and students from other local schools, playgroups and provisions have also come in to visit the goats to hear about what we do, the positive impact it is having on our students and how they might also be able to use animal therapy in their work. Through social media and word of mouth we have already made a large number of connections both inside and outside of education, and we are beginning to think about more innovative ways of working in partnership across Brighton and beyond, to further enrich the lives, education and careers of children and learners in our community.

Championing LGBTQ Equality At Our School

by **Claire Stoneman, deputy headteacher at Dame Elizabeth Cadbury School**

I started at Dame Elizabeth Cadbury in 2010, in a brand new post as assistant headteacher, and immediately loved it. It's a happy, vibrant school of, at the time, just over 600 pupils (we've since grown!), so has a real family feel.

As my first year progressed, I began to be aware of something wasn't quite right in the school's culture. In the hubbub of the corridors, canteen, playground and even classrooms, I heard something that jarred me, that really bothered me, and (this is what irked me more than anything) wasn't challenged. Comments from pupils to pupils went thus:

"I can't believe you like that song. It's well gay."
 "Yeah but your mum's gay, so whatever."
 "Your bag's really gay."

On the surface, it was brushed aside as 'banter', but dismissing it as this is dangerous. It is not banter. The word 'gay' was being used as a synonym for something that was rubbish, something worthless. I became more and more aware of a curriculum that didn't have any LGBT role models, that didn't reference, or only fleetingly referenced, esteemed gay writers, musicians, scientists, designers, artists, mathematicians or sportspeople.

I knew something had to be done.

We began with some training sessions for staff on how to deal with homophobic language and behaviour, with practical hints and tips, and then a small group of staff wrote a 'homegrown' series of lessons for PSHE on LGBT role models, the history of the LGBT movement and exploring perceptions of LGBT people in the media. We taught this in our form tutor groups over a six week period, so all pupils from years 7-11 were involved. It was highly



successful: teachers reported a reduction in the use of the word 'gay' as a synonym for worthless, and our teachers felt empowered to deal with such language if and when it arose in school.

Some things we did were symbolically very powerful. I stood in front of every one of our year groups in assembly and explained to them how homophobic, biphobic and transphobic bullying is wrong. I told them the tragic story of Dominic Crouch, the young boy who committed suicide because of rumours and bullying around his sexuality, and of his father Roger Crouch, who also committed suicide because of the trauma around his son's death. I'll never forget that assembly: you could hear a pin drop.

That wasn't all; our work began to gain traction. To our surprise, we were approached by the Crown Prosecution Service and Stonewall to collaborate to create a teacher resource pack for schools on tackling LGBT hate crime. The resource can be downloaded for free here: www.cps.gov.uk/northwest/get_involved/hate_crime/schools_project_lgbt_hate_crime.

What was most moving for me was that a group of our pupils clamoured to be involved, and over 20



were actors in the DVD that was filmed as part of the project. Never have I been more proud than of our pupils who were part of this project, addressing homophobic, biphobic and transphobic bullying and standing up for what is right. We ran further training sessions for our supportive, caring, committed staff.



We piloted all the resources in PSHE in form time again to great success, kicking off the project with a fantastic performance of *Straight Talking*, written and performed by Birmingham-based Round Midnight Theatre Company, a play about two best friends, one who comes out to the other.



We began with some training sessions for staff on how to deal with homophobic language and behaviour.

Since those first months of change, amazing things have happened. In our school foyer is a huge sign, reminding the school community that 'We are all human' – designed by our pupils. There's a fantastic mural adorning one of the outside walls, celebrating freedom, including freedom to love who we want to, also designed and painted by our pupils. We have, for three consecutive years running, celebrated Spirit Day in October – where every member of the school community wears something purple as a show of support for bullied LGBT youth. We celebrate LGBT writers, and have a collection of books by LGBT authors in the library for our pupils to read.



We aren't complacent. We still run assemblies and workshops on LGBT equality, with great pupil passion. This makes us very proud: our kids really care. We talk continually about acceptance, not tolerance. This is what enables every member of the school community to grow and flourish: pupils and staff know, as it says on the wonderful sign in our foyer, that at Dame Elizabeth Cadbury, their identity is valid.

How One Teacher Found His Perfect First Home - Without The Stress

by **Teachers Building Society**

Richard Willsher, a newly-qualified teacher (NQT) now settled in Dorset, discusses how he found his dream home:

“It was my first teaching job, and my first home - a lot of ‘firsts’ for me at the time!

“I had a job offer from the school, but I hadn’t done a day’s work there. I didn’t think it was possible to own a property at this point in my career, and assumed that I’d have to spend at least a year renting whilst I got settled. However, I did some research and Teachers Building Society just stood out. They

understood that, as an NQT, I would progress up a pay scale, and they offered me a mortgage a month before I started work. I didn’t have to supply reams of paperwork or previous pay slips, and this just made the whole process so straightforward!

“From using the mortgage calculator all the way to getting the key in the door, the whole process was really easy. Everything just seemed open and honest; it felt more like a friendly chat about my circumstances rather than a formal interview. They weren’t digging to find things wrong with my case -



they genuinely wanted to help me out!

“All in all, the Teachers Building Society was the right place for me to go.”

Richard is now settled happily in his new Dorset home: “Photography isn’t just something I teach; it’s a passion of mine. Having discovered Dorset, Badbury Rings and the Jurassic Coastline, I feel like I’ll never leave.”



From using the mortgage calculator all the way to getting the key in the door, the whole process was really easy.

Having developed a unique NQT policy tailored around the needs of individuals like Richard, we were thrilled to give him the boost onto the property ladder that he needed.

We pride ourselves on our customer service, and work hard to ensure that the mortgage application process is as hassle-free as possible for busy teachers - who already have a packed schedule as it is. Our friendly advisors are on hand to help every step of the way, with many applicants speaking to the same advisor throughout their entire application.

Why we’re surprisingly different

- We can help when others may not, and each one of our customers is treated as an individual - NEVER a number.

- We can lend to newly qualified teachers up to a month before they start their first teaching post.
- We can lend to teachers working on a supply or fixed term basis, and to teachers in retirement.
- We can lend up to five times your annual salary, subject to affordability.
- We have a long history of supporting the government’s affordable home ownership schemes, such as Help to Buy and Shared Ownership.
- We have recently introduced a range of family mortgage options to help aspiring buyers purchase a home with the support of a family member.
- We assess each mortgage application individually using our understanding of the working hours, pay system and employment contracts of teachers.

To find out how we can help you find the right home, visit www.teachersbs.co.uk or get in touch on 0800 378 669.

The legal part...

Teachers Building Society is authorised by the Prudential Regulation Authority. It is regulated by the Financial Conduct Authority and the Prudential Regulation Authority (Register no. 156580). YOUR HOME MAY BE REPOSSESSED IF YOU DO NOT KEEP UP REPAYMENTS ON YOUR MORTGAGE.

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A Decade Connecting Classrooms Across The Curriculum

by **Julie Hunter**, deputy headteacher at Aureus School

I have spent the past decade as the international coordinator in my current school, and have a real passion to see students learn from their peers from across the globe. I started my journey bringing the culture of other countries into the classroom by writing to embassies, but I quickly realised that having posters wasn't enough to make the culture real. So I looked for more exciting opportunities and had a plan to bring different cultures to life.

All teachers have continuing professional development (CPD) on their school calendar, but having access to international professional development (TIPD) enables the entire school community to enrich the curriculum. I looked at the type of ethnic diversity in my school community and realised that to make connected classrooms a reality meant having a team of people on board. Our International Committee was set up with outward-facing teaching staff who wanted to breathe real world culture into their lessons. The RE colleagues wanted to have links with schools in India, Geography



Welcoming the headteacher of our link school in Tobago
Our India link students work with our partner schools bi-annually

staff wanted Africa, PE thought Trinidad and Tobago would be a great idea. So I had to find a way to make this happen.

We started the process of connecting classrooms by applying for county council and embassy programmes to host teachers from different countries. Students and staff started to have conversations with these visitors, and the curriculum started to evolve from these experiences. However, it still wasn't enough to fully connect classrooms. The next step was to apply for funding to get our staff travelling the world. Stories from teachers about eating guinea pigs in deepest, darkest Peru started to bring aspects of culture alive. To truly connect classrooms, students needed to be in direct contact with their peers.

Achieving funding for staff to visit Ghana started our plan to send letters between students. Many students simply don't receive snail mail, and the fact they had to wait for months for a reply was a new



cultural experience. When letters arrive it begins a new conversation about the continent and country being studied, as well as the daily life of their peers. Connecting classrooms can lead to frustrations - funding streams can dry up, contacts can leave, partner school interest can waning - so it's always worth having several connections at any one time. This ensures that students have a rich multi-cultural experience of life outside their own classroom walls.

Our best success in connecting classrooms has to be our India Link. Led by an amazing Religious Studies team, we have students working on projects with partner school students. This type of link needs teachers to have regular email contact with their link teacher abroad to fully work. With a regular link the teacher can unpick any issues to make sure students have a positive experience. Our students have had such a positive experience that it has meant several trips out to India to meet partner schools. Students take pride in being able to go and work in the Indian link schools. Seeing things in a textbook can be learnt, but talking about it in the country of origin with people your own age has helped our students empathise. Hosting our partner schools in the UK



further extends learning as students can then compare cultures even further to deepen their learning and understanding of the world around them.

Connecting classrooms isn't a tickbox exercise, but is essential for our students. We have introduced Global Citizenship lessons this year and seek to build even further on our connecting classrooms programme. Our aim is to have that enriched classroom where our students develop into confident well-rounded global citizens, prepared for a working life in a global society.

Top resources

Host a teacher. Many countries have free programmes where your school can simply host a teacher from another country to start your journey of linking classrooms, and it's a great way to make other cultures come to life. www.ukgermanconnection.org/hostateacher

International School Award. If you are looking for a framework to guide you in how to embed connecting classrooms across the entire school, then the British Council International School Award will be a great starting point. <https://schoolsonline.britishcouncil.org/international-learning/international-school-award>

Find a partner school. Once you have figured out what countries your curriculum colleagues would like then there are several places you can find partner schools. schoolsonline.britishcouncil.org/partner-school / www.gov.uk/international-development-funding/connecting-classrooms

Skype in the classroom. If funding and awards seems like too much hard work, use Skype Classroom. <https://education.microsoft.com/skype-in-the-classroom/overview>

How Havelock Schools Are Safeguarding Their Pupils

by **InVentry**

Sign-in and visitor management systems have become a frequent sight when arriving in a school reception. That's because they help to ensure the wellbeing and safety of children in schools by providing accurate information as to who is onsite at all times.

With no concrete guidance from Ofsted though, there are a lot of schools panicking that they are not doing enough - or the right thing - when it comes to safeguarding. However, as Ann Davey, executive headteacher at the Havelock Schools Trust explains, it's a big priority:

"Safeguarding is a big concern for all schools. We all know that when we're inspected by Ofsted it's one of the first things they look at, and if it isn't right, then you could be in serious trouble."

Ann has experienced this firsthand from a previous assessment at Havelock Primary School:

"We had a safeguarding audit from an external assessor and one of the things they picked up on was the paper based sign in system we had at the time. Visitors were given a badge, but it was just a general ID badge, it had no specific identification and no photograph. This could easily be put in a pocket and given to someone outside the school that we didn't know."

In response to the safeguarding audit the school brought in InVentry:

"We started with InVentry in the Junior school because the site was not very secure. We love it so much that we've extended it to our infants school as well. We've now got it set up so that we can use the same ID cards in both schools."



Innovate My School



"I love the fact that when we arrive in the morning everyone can use their ID cards to scan in, and we have an accurate record of who is in the building. It's easy, simple and doesn't get in the way of education. In fact, it actually allows us to be here for our core purpose of educating the children."

With the creation of multi-academy trusts, there are often several different people who work across different sites and more external providers coming into schools, as Ann explains:

"We have a lot of different people who work in school in different capacities. For example, when we have outside providers who run clubs, they're registered on our MIS, feeding through to InVentry which manages our DBS checks and single central record. This means that when they arrive at school they just press their photo and they're already in the system. You also have other frequent visitors such as school nurses or social workers once they have signed in - the software lets you know they are safe, and it stores their details for 30 days. So even though these people are not full-time members of staff, they can still sign in really easily."

Getting people onboard in the school also hasn't been a problem for Ann:

"For the office staff, it's no extra work at all; all they have to do is provide visitors their badge. You enter the information once and then it is used in multiples ways... if only the rest of school all worked like that it would be wonderful."

"The administrative staff find it simple to use, they love it, they are the biggest advocates. It's taken a lot of pointless work away, which means they can concentrate on more important tasks."

"Students love it too, because it's fun, it's touchscreen and really easy for them to use. When they are late they just have to touch the screen, find their class and sign in."

And because InVentry integrates with the school's MIS, Ann has even less to worry about:

"The InVentry system ties up with our SIMS MIS. All the information on staff and pupils automatically feeds through to InVentry. So, when I sign in, InVentry knows I'm a member of school because SIMS tells InVentry I am a member of staff - it's really very smooth."

"Everyone thinks it's impressive. We often get visitors come in and say, 'this is really smart' or 'I wish we had one of these'. Along with everything else it gives a very good first impression."

"I certainly wouldn't hesitate in recommending InVentry. It has made our job of educating pupils easier because we have more time to concentrate on teaching and learning."

www.inventry.co.uk
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#Teacher5aDay: We Are In This Together!

by **Ritesh Patel**, subject lead for DT and SLE at St Anne's Catholic High School for Girls

A few years ago I began to use Twitter (@Mr_Patel100) to develop my pedagogy. Looking back, I believe it was one of most significant decisions I have made as an educator. We should not feel confined in our classrooms or institutes. Once I started using Twitter, it proved to be a big game-changer.

There are many facets of the platform I can discuss, but here I would like to focus on #Teacher5aDay, a Twitter-based movement focusing on teacher wellbeing, getting educators to take part in activities and challenges for enjoyment and development. The man behind this is incredible school leader Martyn Reah (@MartynReah). He has driven the initiative of teacher wellbeing to new heights, and is inspiring so many.

Let's go back to November 2004. In my final year at university I was struggling with a term known as 'designer's block'. My mind was all over the place and just wasn't functioning creatively. That week, I took a gamble and spent a lot of money. I bought a digital camera. It proved to be the best purchase of my life.

I ran wild with my new "best friend". I captured images that formed my final dissertation, which was on architectural photography. I felt like a new person full of energy. From that moment, my obsession with taking a photograph became rooted in my DNA.

Some 17 years later, Martyn kindly asked me

to host a month of #Teacher5aDay #Photo. He identified my passion for photography as I would post and share frequently on Twitter. A photo can be understood in many ways: it can create a memory, inspire an individual, raise awareness and tell a story. I always attempt to keep it positive. It's pretty fair to say that the majority of us have a camera on our phones, and taking a photo in a few seconds is of the norm in this day and age.

I had previously taken part in two #Teacher5aDay challenges; #21daysJuly by Bukky Yusuf (@rondelle10_b), a fantastic challenge to round off an academic year, and #Sketch by Jenna Lucas (@JennaLucas81), which takes place during half term breaks and gets you creative with a pencil! Both challenges inspired me to create my model for the November 2016 photo challenge.

#Teacher5aDay #Photo had teachers taking snapshots for daily themes such as 'Mug you are drinking from', 'Dressed up for Children In Need' and 'Selfie with a friend'.

The first day was really successful and saw a high number of tweets posted. It was evident from the start that this would be an engaging month of sharing. For me, this month really did add a sense of community amongst educators on Twitter. Every day there would be a challenge - a challenge most looked forward to! Whether it was at the start of the day or at the end, posts were met with appreciation. Positive links were created between teachers.

Tim Smith (@TimSmithCEO), headteacher at The Magna Carta School in Middlesex, said: "The month built even more camaraderie between teachers across the county."

I feel pleased with the positive impact the month had and thank everyone that took part sharing their photos daily. We are in a profession where workload can be challenging, and at times lose sight of all the positive things that are around us. #Teacher5aDay for me brings us together. It enables us to



@JennaLucas81



explore and share our passions and experiences fruitfully. In March 2017 I hosted #Teacher5aday #MemoryMarch, which proved again to be a huge success. What is your passion? My advice to you would be to share. Be proud and don't lose yourself in a negative battle.

Making the most of Twitter

Twitter is the most productive and engaging teacher CPD you can ever experience. An endless bank of resources, advice and support - get on it! Share what works for you and appreciate what others share. Follow who you feel inspires you. A great number of users have had a positive impact on my development, such as Ross McGill (@TeacherToolkit) and Mark Anderson (@ICTEvangelist). They're always sharing great ideas and resources! For leadership, Hannah Wilson (@TheHopefulHT) has driven #WomenEd



Every day there would be a challenge - a challenge most looked forward to!

into a global network, not only empowering and connecting women in education, but also raising awareness to many male leaders. I could mention many more, but as am a technology teacher and very visual in the way I learn and communicate my ideas, I love the work of Paul Wright (@tips4teachingUK). The resources he shares are predominantly aesthetics-based, and the impact is direct. I have designed many resources that have been motivated from work by Paul. He is also helpful in sharing ideas from others, and recently published his first book, *Teach, Reflect, Doodle...*, which I highly recommend.

Assessing Assessment

Introduced by Michael Tidd, headteacher at Medmerry Primary School in Selsey, West Sussex

Few things have plagued schools more in recent years than the challenges surrounding assessment. The new freedoms we were given in 2014 felt daunting at first, as schools tried to find a new way to record assessment without levels. Over time, those concerns have settled as two things have become clear: firstly, that Ofsted and others are no longer looking at data in the way they once did, and secondly – and perhaps most importantly – that schools are now free to, indeed encouraged to, focus on what children can and can't do.

For that is the real crux of assessment: teachers getting to understand exactly what it is that children have learned from their teaching, and then identifying how to move things on from there. Inevitably schools and their leaders will have an eye on the long-game of key stage results, but we know from years of practice that the best way to achieve the highest results is to have teachers who can target their teaching closely at the needs of the children in front of them.

Now, rather than talking about sublevels like a secret code, teachers can use assessment materials that allow them to make judgements about how well each child has understood the content taught. Real assessment for learning that links to the curriculum.

Rather than waiting for a termly test, using resources like **Rising Stars Assessment Bank** allows teachers to hand-pick just the right question to use at the end of a lesson, or to compile a low-stakes test at the end of a unit to check that everyone is on track. With the new focus on pupils mastering aspects of the curriculum, it's assessments in the classroom, little and often, which will have the real impact on moving children's learning on.



Teachers can now use assessment materials that allow them to make the right judgements.



Assessment: The Old Mistakes, The New Opportunities

by **Mick Walker**, educational adviser to Life After Levels and CIEA trustee

Over recent years there have been some fundamental changes to the education system in England: a new National Curriculum, the removal of levels in national curriculum assessments and revisions to general qualifications. New, more demanding tests were introduced for Key Stage 1 and 2 in 2016. At GCSE level, revised examinations in English and Mathematics were introduced during that year, with all other subjects coming on-stream over the next couple of years. The more demanding standards, the revised grading system and what constitutes an acceptable 'pass' will continue to challenge society over the next couple of years.

We should focus on teaching pupils what they need to know, making valid assessments to see if they have got it and finding ways to support those pupils who have yet to get it. It's that simple; what do you want to teach and in what order, then check the key concepts to ascertain if have pupils got it or not. If the answer is yes, move in. If the answer is no, do something about it. These are key concepts, or key performance indicators (KPIs).

This is what the teaching profession should be actively promoting. Sadly, the profession has shown assessment as its Achilles' heel. The *Report of the NAHT Commission on Assessment (2014)* cited the lack of trust in teacher assessment – compounded by the fact that much of the mistrust sits *within* the profession as much as from beyond.

Until the profession can demonstrate a collective worth and expertise in assessment, supported by robust research, it will continue to be subjected to a reliance on external assessment as the key measure. This is all unnecessary: teachers are highly capable

people, they just need access to the knowledge and practice of assessment during initial training and continuous professional development – they then need time and confidence.

The removal of levels has been like the opening of a birdcage: some fly and flourish, others panic and head back to the cage. Some daren't let go of the perch!

For some it has set them free to develop assessment systems that link directly to the intended *and* taught curriculum measuring KPIs that act as the fulcrum of high-quality teaching and learning, rather than purely feeding the industry of spreadsheets full of meaningless data.



Until the profession can demonstrate a collective worth and expertise in assessment, it will continue to be subjected to a reliance on external assessment.

Assessment mistakes to avoid

- **Misunderstanding the philosophy behind the new National Curriculum**
The National Curriculum launched in September 2014 is not just a rehash of content – it is much more than this and is underpinned by a philosophy that all children can achieve high standards. To achieve this, schools need to ensure teachers have a detailed understanding of

subject content and a clear articulation of what educational progress actually looks like.

- **Reinventing levels**
Levels were removed for sound educational reasons, creating the freedom for schools to focus on what children actually know – or need to know next. Developing so-called assessment systems that create levels by another name is a missed opportunity.
- **Making assessment too subjective**
The product of a child's work should be measured against clearly defined KPIs supported by exemplar standards that have been selected to demonstrate what 'good' actually looks like.
- **Assessing everything that moves for the purpose of feeding management data**
KPIs should be carefully-selected as the focus of assessment, the purpose being to measure children's' understanding and determine future teaching needs. The obsession with graphs, flight paths and tracking should not distort the aim of education.

Making assessment work

Evidence of good practice is emerging. **Featherstone Primary School** in the West Midlands was quick to act on the NAHT Curriculum and Assessment Framework and agree KPIs for each year group. This wasn't a simple acceptance of the NAHT's KPIs, but a thorough review of their curriculum to ensure coverage and progression and meticulous discussion about what for the school constituted each KPI. Following this, they focused on Year 5 to develop exemplification materials working with other schools in the area to set and validate their standards of performance. Having developed a procedure for producing exemplification, they added work for all other year groups. The school also uses tests to periodically check that pupils' knowledge and understanding has been retained over time.

Reinwood Junior School in Huddersfield has developed along similar lines, where each pupil progress meeting focuses on KPIs. If a pupil is struggling to grasp a key element of the curriculum, the discussion is around how to support the pupil in achieving this and - just as important - how to support the teacher in delivering this. At **Westfield Community School** in Wigan, high-quality exemplification materials and standards files

have been developed to articulate performance expectations for each year group. Teachers at Westfield encourage children to use age appropriate self-assessment methods, allowing them to identify the aspects of success criteria that their work contains. This reflects their view that children can assess for themselves and should be involved in the process as individuals or through peer assessment.

Westfield, Featherstone and Reinwood have worked together to provide assurance that they are setting and expecting appropriate standards. The outputs of their labour can be viewed on the Life After Levels website (www.lifeafterlevels.com).

At **East Whitby Community Primary School** in North Yorkshire, the removal of levels has been the catalyst for a complete rethink of their approach to assessment, specifically, how assessment practices were impacting on teaching and learning in the school. If there was no evidence that practices improved learning, they would be challenged and, if need be, stopped.

These schools are geographically spread but unified by an understanding that assessment done properly is integral to high-quality teaching and learning. It is not an add-on, it is not punitive and it is not the work of the devil! They are in control. They are united by strong, highly-professional and confident headteachers and senior leadership teams with a philosophy that focuses on teaching and learning. I would also add that they are modest, humble and work in localities not necessarily described as being 'leafy suburbs' - in fact quite the opposite. None would claim to have cracked the perfect system, and knowing each of them, they will probably never will because they constantly look to improve, and they constantly do improve.

Going ahead

As long as we fail to demonstrate professional understanding of educational assessment, fully supported by high-quality research, we will continue to be subjected to the heavy hand of government accountability measures through external assessments, regardless of their position on the political spectrum. Personally, I hope we will see teachers regain their professional status with regards to trust in their ability to carry out valid and reliable assessments. But it won't just happen; we have to make it happen!

Real Assessment For Learning: Helping Teachers To Understand Exactly What Children Can And Can't Do

by **RS Assessment from Hodder Education**

"With the new focus on pupils mastering aspects of the curriculum, it's assessments in the classroom, little and often, which will have the real impact on moving children's learning on." - Michael Tidd, headteacher at Medmerry Primary School in Selsey

Following Michael Tidd's insight that regular formative assessment is the most effective way to progress children's learning, we asked schools using Assessment Bank, the formative assessment tool from RS Assessment from Hodder Education, how they use it and the impact it is having in their classrooms.

What is Assessment Bank?

Assessment Bank is an online bank containing thousands of questions for Reading, GPS, Mathematics and Science for Years 1 to 6 – all written specifically for the new curriculum. With a powerful search function and simple test builder, Assessment Bank helps teachers to regularly check children's learning against national expectations, identify gaps, and adapt teaching to meet the needs of their class.

How has Assessment Bank helped teachers to tailor their teaching?

"When the curriculum changed in 2014, the tests and resources we were using did not meet the needs of our pupils. I began to search for a flexible test builder for the new curriculum that teachers could use to assess children's knowledge throughout the year.

"In Assessment Bank, new curriculum questions can be searched, selected and exported easily – and can also be adapted to the level of difficulty the teacher needs for their class. The teachers have found it invaluable, as they do not have to think



New curriculum questions can be searched, selected and exported easily – and can also be adapted to the level of difficulty the teacher needs for their class.

about the questions or search through several resources. Furthermore, there are questions added all the time and when compiling an end of unit test, the answers can be printed off too. The questions are in the style of SATs tests, so the pupils become more confident with the use of language and how to answer such questions."

– Dawn Saxena, Yew Tree Community School

Powered by RS Assessment

How does Assessment Bank save teachers time?

"With Assessment Bank you have questions that you can search for in seconds and select at the click of a button; tests you can produce to match exactly what you've taught; and assessments that help you to devise the best curriculum for the pupils in your class. And importantly, in these days of workload, someone else has done all the work of writing for and matching to the new curriculum."

– Michael Tidd, Medmerry Primary School

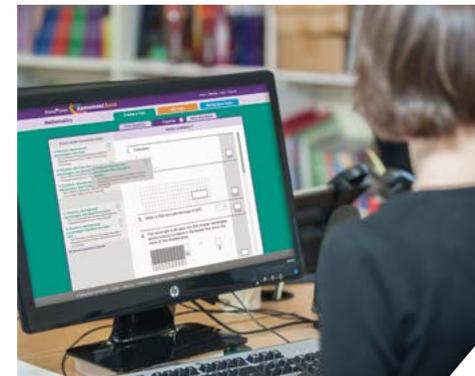
How does Assessment Bank support a mastery approach to teaching?

"Assessment Bank has really helped the teachers to carefully structure their teaching and questioning to align with end-of-year expectations. As a school which is fully committed to a 'mastery' approach to teaching, this regular, short burst use of assessment has been very powerful in terms of spotting and addressing misconceptions, and identifying opportunities for greater depth. Exceptional value for money!"

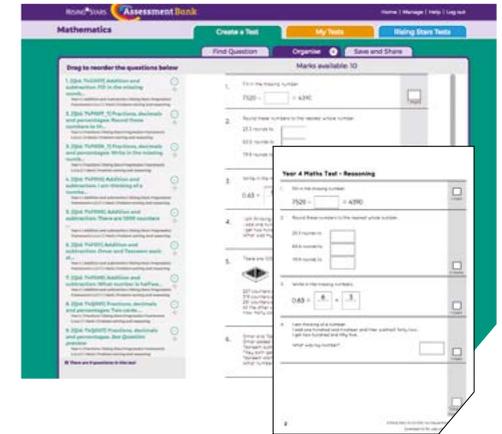
– Liam Colclough, St Thomas of Canterbury



Assessment Bank has really helped the teachers to carefully structure their teaching and questioning to align with end-of-year expectations.



www.risingstars-uk.com/bank



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– Vera Jajechnyk, St John's Catholic School

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Top Tips For Efficient Marking

by **Adam Speight, head of ICT and Computer Science at Mary Immaculate High School**

Whatever education setting you work in, the word “marking” will have a different meaning for you. For a lot of people reading this Guide, “marking” is the albatross of their teaching career; the one thing which can really impact upon a person’s wellbeing and, no matter how much we might loathe it, a fundamental part of our jobs.

Live marking is a simple but effective technique which involves the marking of books during a lesson / series of lessons with a particular class. This doesn’t mean you simply take all the pupils’ books and flick and flick them: it means sitting down with learners and discussing their work in detail with them. Once the discussion has taken place, the feedback can be

quickly written into the learner’s book, and they can then act on the feedback straight away. This is an invaluable method for us as educators, as it allows us to cut down on what we’re doing outside of the classroom, while also differentiating what support we’re giving in the room via the feedback given to the learner.

A criticism of this technique could be the fact that not all books are marked at the same time. However, this is a big misconception: for marking to be effective it doesn’t have to be given to all members of a class at the same time. This means that educators can split their marking up into different groups per class. When learners are split up into these groups you can devise a system as to how and when you are going to mark each group’s set of books. For example, if you see a class three times a fortnight, prior to one of these lessons you could mark a third of the books, another third in the lesson and another third before the lesson after that one. This can have high impact for you as an educator; as the books you mark during the lesson could be differentiated both up and down so that the learners who need additional support can be given it.



This means sitting down with learners and discussing their work in detail with them.

When marking pupils’ work it is important that work is marked in the correct way. This means that comments need to be written in a format which is personalised to the learner and helps them to improve in a fully independent manner. For example, when writing a piece of feedback in the commonly-used format of WWW and EBI (what went well, even better if), the WWW should be specific to the piece of work which is being marked. However, the EBI should be written as a follow-on question from that WWW so that pupils can be given a task which helps them to improve.



Group work is another area where misconceptions with marking tend to take place, and this is where the task can be significantly shortened without compromising the learning process. This is because, although feedback is important for all learners, it is important it is given at specific stages as opposed to be given all the time. This means that marking can be given per group during a project as the whole point of group work is to get pupils to work as a team. Therefore, in order to do this effectively, it doesn’t require all members of that team to receive specific feedback about their work they in fact need to receive it as a collective, so they can decide as a group how they intend to move forward with their work.

Peer marking is another way in which teacher workload can be cut down quite significantly. However, this method can and should be different from just

swapping books with the other learners in the room. It can actually take place outside of the normal classroom environment. This process is really powerful, as you can get different classes to provide each other with feedback, either directly or indirectly.

Schemes of work are fundamental in terms of cutting down marking, and that means middle leaders have a direct responsibility to design them efficiently. This means that, when designing a scheme of work, it is important to specify with staff what needs to be marked specifically and what can be marked in a more generic manner. Therefore, when marking is taking place, several pieces of work can be marked at the same time, and when getting pupils to improve it can be on the one particular piece of work where they’ve struggled, as opposed to work which might not require any real improvements to be made at all.



Equipping All Students With The Digital Skills For Success

by **Turnitin**

Located in east London, Leyton Sixth Form College is a large provider of post-16 education. The college serves students from Waltham Forest and the surrounding boroughs, providing a diverse range of academic and vocational programmes, including BTEC, A Level and EPQ. In addition to strong academic provision, staff at Leyton work hard to deliver a far-reaching student experience and equip all learners with lifelong skills for success.

“We teach our students that, ultimately, we want them to be happy and successful with whatever they choose as their next step,” explains Madihah Jilani, tutor of BTEC Health and Social Care.

She is now an established tutor at Leyton, but when Madihah first started in post, she quickly recognised that a fresh approach to digital literacy was needed. The issue was that all Madihah’s courses were entirely coursework-based, yet many of her students

were arriving from Secondary school with minimal knowledge of academic writing and accurate citation.

Madihah explains that she was keen to give her students greater confidence in their work, promote original writing skills and develop awareness surrounding plagiarism. She therefore decided to introduce Turnitin Feedback Studio, which she had successfully used at her previous college in Croydon.

A trusted name in academic best practice, Turnitin is already successfully used by over 15,000 educational institutions across the world – including 98% of UK HE universities and more than 250 UK secondary schools, sixth form centres and FE colleges.

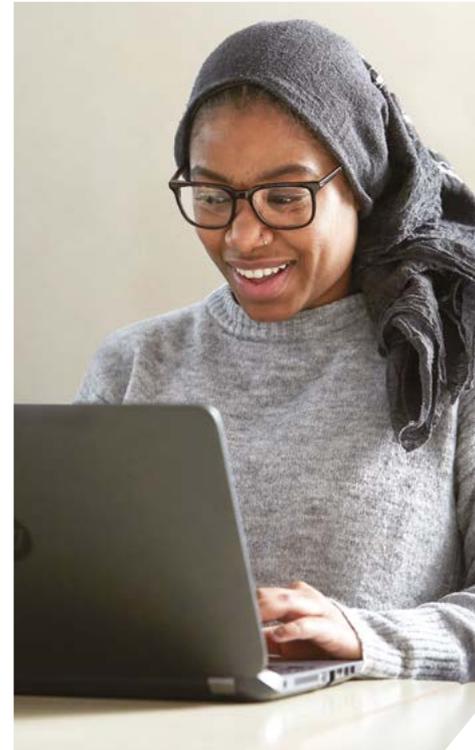
Providing teachable moments

Turnitin Feedback Studio is now used right across the Health and Social Care department at Leyton, and academic integrity is emphasised from the outset.

“When students start at the College we do a session with them that focuses on plagiarism, the importance of academic integrity and how to use Turnitin,” says Madihah. “Turnitin is very well embedded, and they know it’s part of their learning process from the very beginning.”

For instance, each of Madihah’s students know that they will receive a Turnitin originality report with every assignment submission, providing a summary of matching or highly similar text. Madihah explains that, rather than rebuking a student for a higher-than-desired originality score, she prefers to take the opportunity to discuss the result. Then, together they will decide how the submission can be improved next time.

Now all Madihah’s students submit their work through Turnitin Feedback Studio, receiving electronic feedback, including annotations and comments, at each stage of the drafting process. Active engagement with this feedback is encouraged and students use the information to move their learning forward.



Staff at Leyton report that Turnitin Feedback Studio has improved the assessment process, resulting in higher quality feedback, greater student reflection and more original writing. They note too that more efficient administration and marking processes have helped save valuable time. Madihah looks forward to working within a completely paperless department in the near future and plans to trial voice comments for future assessments.



A trusted name in academic best practice, Turnitin is already successfully used by over 15,000 educational institutions across the world.

The Turnitin Write Ahead programme

In order to help other schools and sixth forms write their own success stories, Turnitin has developed a new programme – Write Ahead.

Write Ahead is specifically designed to improve digital literacy skills and outcomes at key stage four and five. In addition to helping students become successful in their chosen courses and beyond, participation in the programme will help them meet assessment specifications and develop a lifelong sense of digital confidence.

As part of the programme, schools benefit from full access to Turnitin Feedback Studio, including QuickMark feedback comment sets which help reduce marking time by 38%. Additionally, Write Ahead incorporates high-quality learning resources developed specifically for teachers delivering both academic and vocational qualifications – including BTEC, IB and EPQ. These include lesson templates, classroom displays, teaching guides and specialist webinar training.

Prepare your students for the digital world and boost literacy skills by signing up to our 2017/18 Write Ahead programme. For further information, visit go.turnitin.com/writeahead or call 0191 681 0200 to speak to a member of the Turnitin Write Ahead team.

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Jemma Coleborn, who also teaches BTEC Health and Social Care at Leyton, comments that electronic feedback has become a valued part of her practice. To facilitate reflection, evaluation and metacognition, she says her students will initially review their comments independently at home. A day or two later, Jemma will allocate class time for a one-to-one discussion with the student using Turnitin Feedback Studio together with the relevant marking rubric.

Results to be proud of

Madihah says that the academic submission process at Leyton has been greatly enhanced, with students reporting that they feel more confident, independent and better prepared for university life.

In the words of one BTEC Level 3 student: “I have friends who were with me at school who have gone off to other colleges, who have asked me how to reference. We were taught in the first year here how to reference!”

Assessment Tools And Methods To Accelerate Success

by **Allana Gay**, deputy headteacher at **Lea Valley Primary School**

ox•y•mo•ron

noun

a figure of speech in which apparently contradictory terms appear in conjunction eg “assessment without levels”

It was decided that numbers of ascending rank are no longer apportioned to students at KS1 to KS3. The replacement, a scaled score of tests leading to an ascending rank of age-related knowledge and skill, is now enforced. So in our move away from levels we have realised that we do like levels, just in more detail. That said, there has been lots of grappling with ways of assessing that can lead to an accurate but fair national system of determining which students are emerging, expected and exceeding. Popular programmes, such as Target Tracker, have progressive statements that teachers utilise to assess into which of six steps their students fall. This generally extends to evidence progression towards mastery of subject. In theory, a data-rich system based on teacher assessment; in human, a broad-brush system where a child is made to fit category. So what ideas can move beyond this?

Accuracy of formative assessment is the focal point of the change. It widens the variety of assessment while allowing the scope for students to make continual improvement. As the use in assessment of Writing is extended across the curriculum, here are a few ideas for tackling this assessment while still engaging in their best work.

- **Vlogs:** Rather than starting with the writing, why not follow the YouTube trend of vloggers and let students capture their understanding, as well as show their dramatic flair, in their own originally

produced stories? Through their trailers for each activity they can summarise their knowledge securely (as an alternative, podcasts can be used rather than video). From their vlog they can then critique ideas, style expressions and so on before writing the book associated with their story.



The best moderation comes from partnering with three or more schools from your area.

- **ClassMeet:** Allow students two slides and three minutes each (like your own classroom TeachMeet), with them taking turns presenting and explaining an assigned topic from the front of the class. This is a very helpful revision system on topics such as the use of each grammatical element, mathematical concepts or historical figures.



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- **The Chase:** Game show setups such as this are useful for timetables or knowledge-based questions in History and Science (or just to let them know you are still a quiz show boss!). Use your favourite programme's structure in the classroom for great effect.

Formal testing still has an essential role in moving assessment towards a national standard. Testbase continues to be a popular resource for exam-based assessment. They now offer prepared assessment papers for each year group alongside their usual selection of questions. Rising Stars and Twinkl also offer balanced practice to familiarise students with examination technique.

What do you do with all of this data?

While the data collected gives an idea of final assessment, it is the moderation of the data that is the most powerful. I am not speaking of the 'in school' kind though. The best moderation comes from partnering with three or more schools from your area (or outside, if possible) and presenting the assessed work and rationale against the standards. This is the crucial part of assessing without levels - partnership. In order to escape the bubble of our singular understanding of a child's academic performance, we need to extend to what 'age appropriate' looks like. This is only possible when schools are willing to share the work they have assessed with others.



Self/peer marking and redrafting of writing are viable means of assessment.

More understanding of the criteria is needed, as the Standard and Testing Agency (STA) standardisation for moderators has a low pass rate. Local authorities have had success by hosting half-termly training meetings in order to ensure that Year 2 and 6 moderators are in every school. On the Trial Pile for this academic year is the role of limited marking and increased feedback within the classroom. Self/peer marking and redrafting of writing following verbal feedback with a single focus are viable means of assessment without the



We need to extend to what 'age appropriate' looks like.

massive workload. As used by Shaw Primary Academy, Michaela Community School and St Matthias School, the systems of checking and editing work are an asset to any school that can implement it correctly. The focus it allows teachers to have on specific detail, to respond to in their next lesson, signifies the true reason for assessment - to direct improvement in learning.

Assessment without levels has provided the license for freedom of expression by students in the work they produce. It is now up to us to ensure that we allow sufficient outlets for them to express themselves, offer accurate ideas on where their work lies on the assessment scale, and facilitate continual redraft and editing to improve on their previous best.



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Assessment Through Investment

by **Andrew Carpenter**, deputy headteacher at Plymouth School of Creative Arts

The root of the word "assess" is to sit beside. We have lost sight of this with summative and formative aspects that can detach learners from their love of learning. The relationship that supports assessment as learning, rather than assessment *for* or *of* learning, is a dimension we are establishing at Plymouth School of Creative Arts. The target culture must be challenged from within our own habits, especially as leaders. We are pushing for rigour in learning *and* creativity.

It is challenging for teachers to create new practices out of old habits, but we need to ask how integral and useful are our assessment practices in connection to our purpose. It is important to consider that you cannot measure all the things you value, and nor should you try to do so. When sitting alongside someone though, providing you listen and are curious, you can hugely aid their sense of possibility and then their learning.

As a school we look for students to lead their own learning when appropriate. If you don't give space for this, for curiosity, or for being stuck / making mistakes, the very attributes that a four-year-old had as a part of their 'job description' get unlearned through school, only to have to be remade at university or in the world of work.

How do we hook students into their world? How are they immersed in an experience that allows them to raise a question and then to make something in relation to this inquiry? In Maths, we establish the learning needs of children using Artificial Intelligence (with a system called Realizeit - www.realizeitlearning.com) to create a personal pathway based on their understanding over time, and across the curriculum we use the HERO Learning System (www.centriclearning.net), a platform designed to support competency aligned high quality Project-Based Learning (PBL).

If we overfill the curriculum, we miss the opportunity to create young people who are ready for the future rather than the 1950s. I have had the

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privilege to see young people independently Skype MIT in the USA. These students created a device for parents to put in the bath to help them know if the water was too hot. They were 11 years old, and the best thing that the teacher did was to assess their readiness to play with new software and 3D print their ideas into action. He kept out of the way, offering only encouragement.

Personal experience and perspective is essential to the learning experience. We are challenging ourselves to move from something which is realistic to something that is real. Having a clear sense of audience and purpose connects further. High-quality PBL with HERO allows learning to be shared with parents and staff in a very different manner. There was a different kind of motivation when children in Year 4 were designing a scaffolding wrap for Kier Construction's new building, or when students in Year 9 were working with professors and doctorate students around the creation of a digital representation of the emotional state of our collective school community. This gives business, higher education providers and the wider community a way to engage; it has a different purpose beyond the transactional. Our way of being is so important and there is a big difference between learning about and learning to be (the scientist, engineer, artist, or curator).

Check out '*More likely to remember*', our video on the subject: youtu.be/z8llaxuSoNI

Is YOUR school Speed Dating?



Throughout this year we're continuing to run our Speed Dating sessions (www.innovatemyschool.com/events) with schools across the country - and even beyond. These events see school leaders sit down - free of charge - with some of the most exciting innovators in the education sector, allowing them to choose the right resources for their needs. But don't just take our word for it - see what these school leaders have to say:

"Thanks to Innovate My School for having me at their speed dating event - a great idea which saves time and promotes great ideas!"

Southend Primary Heads Association

"The group loved it! We had a brief discussion after the speed date and everyone enjoyed it. Most school business managers don't attend exhibitions as they're too far and are very overwhelmed when they go, so this was ideal."

Russell Dalton, Worcester School Business Managers

"Each participant spent quality time with each supplier, examining and understanding the product in a way that is not possible at most exhibitions. Everyone was engaged, moving with ease from one session to the next and gaining from the group's collective questions. This is one event that we would love to host again!"

Asha Alexander, GEMS schools

"I, along with my colleagues, were very impressed with the speed dating - we left with plenty of contacts and network leads."

Sakhawat Ali, The Wisdom Academy

Want to get involved? To see how we can help you innovate your school, contact hello@innovatemyschool.com or +44 01244 312720

Chasing The Empty Boxes

by **Pete Sanderson**, teaching and learning lead at **The City of Leicester College**

It's easy to identify students who haven't completed the latest piece of work: it's not in their book. Chasing up those students who still owe you previous pieces of work, though, can be trickier. The longer they elude you, the further down your priority list they fall, until eventually it becomes a missing mark in a mark book that you bring up at parents evening. I have found a solution which helps to clarify what students owe you, what you have marked and how up-to-date students are with their work without the need to pour over your mark book at the start of every lesson.

The first step is to number the pieces of work and write them on the front of the book - the first piece of work marked in September is number 1, the second number 2, and so on. Let's say you get to the end of term and you have marked a total of 10 pieces of work; a student who is up-to-date would have the numbers 1 to 10 on the front of their book, all marked and up to date (gold star!). If a student has missed a piece of work, let's say numbers 5 and 7, these numbers are missing from the front of their book (I draw an empty box), so I know instantly when going around the room talking to students, or when taking in work, that they owe me work.

I have extended this further by writing "UL" under the numbers to indicate when a student needs to "up level" or improve marked work, and then draw a line or sign the "UL" when this is complete. You quickly establish who is missing work



and who is not. Now I hear you cry "why don't you just look in your mark book?" Well yes, I do, but do you always have your mark book in your hand? Do you always carry it everywhere? Well I don't, and a quick glance across the table during a conversation tells me whom I need to chase.

Also, if you need to catch up with marking and you have a pile of books in front of you, do you have time to check every name on every book against your mark book to work out which ones to mark, or do you just flick through the pile and find the ones which don't have a number 9? I know which one takes me less time.

I originally set this system up for my own use; it was not intended to benefit students directly, it was just a system to speed up my monitoring of completed and marked work. However, student voice has suggested that learners also appreciate this system as they can stay organised and check whether they owe me work.

One issue when I started this was that the numbers were meaningless. If you are missing the number "5", that doesn't necessarily tell a student what they owe me. Therefore, recently I have written the names of the pieces of work above the number so that students know what I am looking for.

I can't remember where I stole this idea from, so I think it's mine, and in the world of marginal gains, this is a big margin.

Date:	MSB									
MARKS	1	2	3	4	5	6	6	7	8	9
abyu YA	6	5	9	□	□	□	2	12	26	1
ziin ZA	6	6	9	□	□	7	16	34	2	4
shauq MA	7	7	8	□	□	6	17	36	2	UL
zair YA	5	6	10	□	□	4	18	38	2	UL

Student Futures

Introduced by Jim Burton, CEO of CASCAID

As we educate our students to achieve their academic potential, how do we also ensure they leave equipped with the right skills to manage their career and deliver the best outcomes for their futures? Critical to this is their ability to understand the paths that are both available to and suitable for them, and subsequently to help them with creating aspirations. Giving students the support to create their own plans and dreams creates a sense of purpose in their studies. Furthermore, sharing these aspirations with teachers will have a positive impact on learning outcomes, with research showing that students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams (Dr Russ Quaglia, 2016).

Careers guidance is an especially integral part of education for students. It plays a huge role in supporting their aspirations, identifying their strengths and creating their perfect futures by planning how to get there.

But how can we support students through this process? Information is *critical*. They need information on the opportunities and pathways available to them, such as apprenticeships, FE or University. They need information on how subjects across the entire curriculum can support them to achieve their ambitions and, crucially, they need information on how to develop themselves to achieve their goals. However, in a world of information overload, with many sites dedicated to providing this advice, how can you help the students see the wood for the trees? The authors of this chapter share their best advice and examples to make things easier...



Giving students the support to create their own plans and dreams creates a sense of purpose in their studies.



4 Ways To Help Every Student Develop Their BRAND

by **Action Jackson, director at Fixup Seminars**

What comes to mind when I say Nike, Apple, Google, Amazon, Donald Trump, Kanye West, Beyoncé? Each of these have a reputation that surrounds their “brand”. Something that is expressed through their art, their product, their services. The brand that makes us love them or loathe them. These brands carry a representation that determines whether we buy from them or not, whether we connect with them or not, and whether we choose to do business with them or not.

We already know the importance of having a brand and having a great reputation in terms of business. So, if you ask me what can we do to help school leavers, I would say help them to think like a brand.

If students engage with big brands on a day-to-day basis with their time, energy and even money, it is important that they also see themselves as a brand. The way they engage with these big brands is the same way employers, teachers and colleagues would want to engage with them; if they do not carry the right “brand” that has the right reputation, they might miss out on opportunities

Preparing Britain’s youth for the real world is a big task, so teaching them to recognise that is essential.

There are four simple stages to helping school leavers develop their **STUDENT BRAND**:

1. DISCOVER

This will require them digging into their personality to find some of the positives attributes they’ve developed. Making a note of simple things they’ve done, such as learning how to swim or playing an instrument.

2. DESIGN

The second stage is to begin mapping out what the brand is going to look like. This will involve them documenting how they would like to be seen, and

offers a very simple task of writing what they would like a teacher to say about them at graduation. This is a very powerful process because it forces them to see how they want to be seen, as well as what needs to be done to close the gap between where they are and where they would like to get to image-wise.



We already know the importance of having a brand and having a great reputation in terms of business.

3. BUILD

The third stage is to build. This involves them looking at various habits that could affect their reputation, such as lateness and lack of organisation. By building their day-to-day habits, they’re planning for a better brand. A simple task will be to build an ideal morning, creating habits that would help them become that first-class brand that they want. Things like an ideal wake-up time, music they listen to, what they eat, the type of workout they do. All of these activities help to build the right mindset.

4. PRESENT

Here they learn how to effectively communicate their brand publicly. Skills such as handshakes and eye contact are essential. Most school leavers dread speaking to new people in a public setting. We eradicate that fear by helping them embrace their true self. If we’re going to help our youth prepare for the real world, we need to help them to think like a brand. We’re in a very competitive world, and giving our school leavers the competitive advantage is essential. We have a responsibility to set them up for a future they will be proud of. They are AMAZING, and they deserve the best. Thank you for the work you do for the next generation - your dedication is appreciated.

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INTERNATIONAL

Speed networking is not just for UK schools: we’re going global, and would love to collaborate with even more international schools throughout 2017/18 and beyond.



“GEMS schools have long embraced digital learning as an essential element of 21st century education and a medium through which we strive to instil our four core values of leading through innovation, pursuing excellence, growing by learning and global citizenship.”

“Speed networking is a great opportunity to explore some of the best edtech resources on the market, to consider how these could add value to our schools’ digital learning strategies, and to network with the providers as well as peers from all other GEMS schools.”

Phil Redhead, senior manager - digital strategy, innovation, research and development unit at GEMS Education

For more information on international opportunities with Innovate My School, email hello@innovatemyschool.com

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Opening Up A World Of Opportunities With Careers Guidance

by **CASCAID**

East Kent College is committed to developing the prosperity and wellbeing of the communities it serves. By providing high-quality education, celebrating students' individuality and encouraging entrepreneurial spirit, the college aims to open up a world of possibilities and lead students into their perfect career.

Barbara Verner is responsible for delivering an impartial careers advice and guidance service to prospective and current students, parents, staff and members of the local community. Here, she discusses how Kudos by CASCAID has empowered Careers Guidance at the college:

"We have been using Kudos in East Kent College for well over a year now, and use the programme with all of our student groups and individuals.

Everyone here finds Kudos to be an essential tool in supporting students to pro-actively engage with their future career research. We use:

- ✓ The MyFuture 'Like and Dislike' feature for prospective students who do not know which course or career would best suit them, as well as for current students who may wish to change course or who are unsure of their progression.
- ✓ CV Builder for CV preparation with all groups.
- ✓ Personal Statement Builder for all student groups and individuals applying through UCAS.
- ✓ The Job Search facility for part-time and full-time employment searches.
- ✓ Manager Report for the senior management team.
- ✓ The CASCAID Manager tool for the management facility.



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MyFuture

How do you feel about... Think carefully before answering these questions. Your MyFuture career ideas are based on these answers so try to be as clear as possible.

Helping people who have personal or social problems	<input type="radio"/> Dislike Very Much	<input type="radio"/> Dislike	<input type="radio"/> Does Not Matter	<input type="radio"/> Like	<input type="radio"/> Like Very Much
Being responsible for controlling or adjusting equipment	<input type="radio"/> Dislike Very Much	<input type="radio"/> Dislike	<input type="radio"/> Does Not Matter	<input type="radio"/> Like	<input type="radio"/> Like Very Much
Understanding how businesses and organisations work	<input type="radio"/> Dislike Very Much	<input type="radio"/> Dislike	<input type="radio"/> Does Not Matter	<input type="radio"/> Like	<input type="radio"/> Like Very Much
Organising or supervising people	<input type="radio"/> Dislike Very Much	<input type="radio"/> Dislike	<input type="radio"/> Does Not Matter	<input type="radio"/> Like	<input type="radio"/> Like Very Much
Teaching or training	<input type="radio"/> Dislike Very Much	<input type="radio"/> Dislike	<input type="radio"/> Does Not Matter	<input type="radio"/> Like	<input type="radio"/> Like Very Much

Focus mode 40% completed FINISH LATER

"Complete with an integrated action-planning tool, Kudos encourages students to set goals to help them take practical steps towards achieving their career ambitions. Students can target skills development activities to help ensure that they move forward towards their objective of a fulfilling career. Action plan reports can support clients and advisers, ensuring that there is a targeted focus on the key areas of career development and offering a clear path of how to achieve student goals.



Everyone here finds Kudos to be an essential tool in supporting students to proactively engage with their future career research.

"In addition, Kudos includes free access to CASCAID Manager, where teachers and advisers can track student activities and have access to valuable data which helps them plan and better support their careers guidance. CASCAID Manager acts as a caseload management tool, and the data generated supports teachers and advisers in identifying key interventions, evidencing impact of key programmes, and outcomes of any support activities delivered.

"The Management Report within the CASCAID Manager is very useful, and was used recently during

www.cascaid.co.uk

an OFSTED inspection. It gave a useful picture of students' activity using the software which reflected on the quality of our careers service. Also, it is really helpful for establishing student groups.

"The feedback from individuals and groups has been hugely positive. Kudos is an essential part of delivering a comprehensive, student-centred impartial careers advice and guidance service. It encourages pro-active research, therefore encouraging students to take ownership of their own education, learning and career planning. On a scale of 0 - 10, 10 being the best score... I would score it 9!"

Kudos includes features such as videos, case studies, a CV Builder and a personal action plan, with head-start pointers to help students stand out from the competition. It provides information of over 700 career titles, with upgrades available that engage young people in exploring academic and vocational pathways, including apprenticeships, post-16 learning and university options.

Used extensively by career development specialists across the UK, Kudos provides young people with everything they need to know about a career to make an informed decision including what's involved, what they could earn, how to get into the career, the job prospects and how well suited the career is to them.

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Why Schools Need To Teach Entrepreneurship

by **Julian Hall, founder and CEO of Ultra Education**

Teaching entrepreneurship as an academic subject has been a hot topic for years. Well-known business leaders such as Richard Branson have called for schools to “come up to date” and devote more time to entrepreneurship, and the government has backed various initiatives and entrepreneurial competitions in schools.

The problem is that, despite all this goodwill, entrepreneurship still remains on the fringes of education. While some forward-thinking schools have created entrepreneurship clubs or have signed up for entrepreneurial events – entrepreneurship is far from being considered a core academic subject. At best it is an after-school club activity enjoyed by an enthusiastic minority of star pupils.

While I believe any school promoting some form of entrepreneurship activity should be commended, much more needs to be done if we want to give students the best chance of success after they leave school or university. In short, I believe we need to change the curriculum so that all students across the country have the opportunity learn basic entrepreneurial skills, not just the best and the brightest pupils who are lucky enough to be in a particular school. After all, the disengaged pupil at the back of the classroom could be the most likely to be tomorrow's next big thing.

But why is entrepreneurship such an important subject?

The simple answer is that the world is changing at a rapid pace. Despite the doom and gloom headlines about youth unemployment and the growing skills gap, we are living in an age of opportunity – all around us, billions are being pumped into accelerator and incubator programmes designed to harness the entrepreneurial talent and fast track innovation at breakneck speed. But to fully take advantage of this, you need to have a basic set of entrepreneurial skills, which most young people are lacking.

It's also worth pointing out that entrepreneurial education isn't just relevant to those who want to start a business. I do a lot of work with the National Careers Service, and employers are crying out for individuals who can think creatively, outside of the box and help them innovate their organisations as intrapreneurs within larger organisations. Entrepreneurs are in demand at every level of the career ladder – the question is, how can we meet this demand?



I believe we need to change the curriculum so that all students have the opportunity learn basic entrepreneurial skills.

These skills can be taught not just in the form of extracurricular clubs, but as fully formed courses that take place over an academic year. Far from being a distraction from core academic subjects (like English, Maths and Science), what I've learned is that the best entrepreneurial teaching reinforces these subjects by providing them with a context. For example, in order to understand profit and loss you need a strong understanding of Maths. In order to understand distribution you need to understand Geography, while English is essential for communication etc.

Reach out to local entrepreneurs, develop lesson plans around starting businesses, use YouTube videos to bring concepts alive – just always to remember keep it relevant to the real world and make sure it's inspirational. Entrepreneurship teaching is about opening student's eyes to a world of possibilities so that, when they eventually leave school or university, they are full of ambition, drive and determination and not fear of the unknown.

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Mathletics is a digital resource used by more than 5,000 schools across the UK. It is proven to increase levels of pupil engagement, confidence and motivation and improve results in maths.

Mathletics contains 1,200 curriculum aligned activities along with courses, eBooks and videos to develop mathematical fluency, problem solving and reasoning skills. It also offers in-built assessment and diagnostic reporting tools for teachers and can be accessed on PCs and tablet devices.

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“The great thing about Mathletics is that it will support teachers as they follow and deliver the curriculum.” **Claire Randall, Brunswick House**

“The new curriculum is more demanding at problem solving. Mathletics has given pupils the confidence to find the answer to a question.” **Rosemary Dymond, Head Teacher, Riverview**

“We have found Mathletics activities and eBooks useful for developing reasoning skills as they ask pupils to ‘explain how you know.’” **Maths Teacher**

“Our pupils thoroughly enjoy it. We have already seen an improvement in numeracy fluency particularly with faster maths calculations.” **Maths Teacher, Thomas Reade Primary**



Spellodrome is a digital resource that helps children to develop their spelling, writing and communication skills, to support them in the ‘GPS’ elements of the new English curriculum.

It offers pre-populated 2014 curriculum-aligned word lists for KS1 and KS2, word lists that can be customised (from more than 10,000 words) to your own specific needs; extensive printable worksheets focusing on spelling practice, grammar and punctuation; fun and engaging activities based on your word lists; tools to develop writing skills and online standard benchmarking tests.



“We’ve got children in year 6 who started using Spellodrome in year 3 and we can see the progression they have made over those three years that we definitely don’t think they would have made without it!”
Snowfields Primary



Reading Eggs is a digital resource for literacy, designed to help teach children how to read and to develop a love of reading.

With 120 phonics and 200 comprehension lessons; 2000 eBooks with comprehension tests; creative writing areas; a teacher toolkit with lesson plans, comprehensive reporting and ‘big books’, plus online spelling, punctuation and grammar games, Reading Eggs provides you with all the tools you need to raise the profile of reading and nurture high literacy standards.



“We started using Reading Eggs about a term and half before SATs and for the first time in the school's history 100% of our pupils achieved level 4 or above in reading this year. Our children now love to read.”
Snowfields Primary



3P Learning

For more information or to register for a free trial please visit www.3plearning.com, phone 0117 370 1990 or email info@3plearning.co.uk

Why Language Learning Matters More Than Ever

by **Mark Herbert, head of Schools Programmes at the British Council**

As the late, great Nelson Mandela once said, “If you speak to a man in a language he understands, it goes to his head. If you speak to a man in his own language, it goes to his heart”. And for me, at least, there are few better ways to express just how valuable learning another language can be - by opening hearts, we open minds and by opening minds, we open doors. These open doors are going to be very important as students head into the future.

As we know all too well, however, the UK currently lags behind when it comes to our linguistic prowess. In fact, recent research (www.schoolsweek.co.uk/widening-gap-between-london-and-rest-of-country-in-language-gcses-warns-report) highlights that schools in England are currently facing a difficult climate with the proportion of young people taking a language GCSE falling everywhere apart from in London. The even lower number of pupils studying languages at A Level is also a major concern, especially as they are the group that may choose to study languages at university and subsequently go on to be the teachers of the future.

But why are languages facing a difficult climate? And most importantly, what – if anything - can be done to change it?

Part of the problem is that the value of studying a language is largely misunderstood in the UK. This is partly due to the understandable emphasis placed on STEM subjects (Science, Technology, Engineering and Mathematics) and partly due to the idea that “Everyone speaks English these days anyway, don't they?”

Well, while it's certainly true that being able to speak English is a huge asset whether you grow up with it or learn it in later in life, English alone is not enough. Far from ‘everyone speaking English anyway’, three quarters of the world's population actually don't speak it at all, meaning that learning another language can be just as beneficial for our young people as studying any other subject on the curriculum. Even having a basic level of another language helps to build rapport and to understand the culture of another country and its people. This matters whether you are on holiday,

studying abroad or doing business having left education.

What we often forget as a mostly monolingual nation is that languages are essential for our place in the world – not only do we need them for trade, prosperity and cultural exports, but they are also crucial for diplomacy and for national security. This means that those who do decide to learn a language enhance their CVs and boost job prospects on a personal level, while more widely, they aid businesses and other organisations to build contacts and broker deals across the globe.



Far from ‘everyone speaking English anyway’, three quarters of the world's population actually don't speak it at all.

Employers are crying out for more language skills in the workforce, as well as the associated intercultural skills that speaking another language brings – and in all likelihood, this is something that will only increase as the UK prepares to leave the European Union. For many companies, an engineer or scientist who also speaks another language - Spanish, German or Mandarin for example - is automatically a more attractive employee than someone who can only speak English.

With this in mind, it is time that we all think a little bit harder about the contribution that language skills can make to the UK's long term prosperity – and individual success too. And while it's good to see progress in policymakers, educators, business and organisations like ours all pulling together and in the right direction in this respect, more needs to be done by everyone involved. The reality is that if we really want languages to gain the respect they deserve, we need to be committed to ensuring that languages are recognised as critical for the UK's future, and make less-common but important languages such as Mandarin Chinese, Russian and Japanese a realistic choice for more schools and young people.

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Literacy development for pupils, teachers and schools

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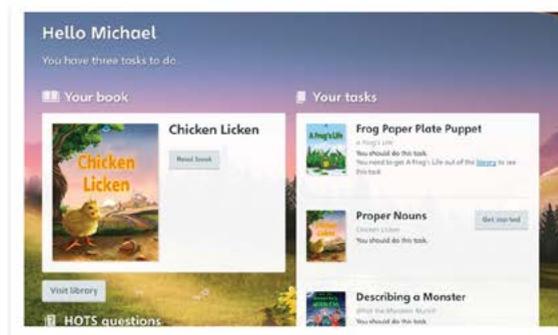
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‘No Sweat’ PE: Taking Your School From Hassle To Hustle!

by **iPEP**

My name is Marc Sewell and, along with my colleague and friend David James, I am pleased to be introducing schools to iPEP (“interactive PE planner”), the world’s first fully-interactive PE planner, tracker and assessment tool. With iPEP, we hope to instill a love of fitness and exercise into future generations.

When travelling around schools, there is clear evidence to suggest that schools are struggling to deliver PE due to a number of factors. These include a lack of specialised training for teachers, unsatisfactory systems being in place, and insufficient time and resources to create outstanding levels of PE. Over time this, along with little Ofsted direction or recognised guidance, has led to PE being unsurprisingly pushed further and further towards the sidelines.

As a lover of PE, seeing these struggles has inspired me to create a product that can and will change PE nationwide, ensuring that children become adults with a love of healthy living. With iPEP, despite our full curriculum, teachers will confidently be able to deliver outstanding lessons that have been written



by teachers, for teachers. Teachers need no longer worry about finding time to deliver, assess and evidence PE, let alone make use of all that data, as iPEP boxes it all up into super-easy-to-use tools. This means that pupils, teachers and schools all benefit dramatically from iPEP’s planning, tracking, assessment and evidence platforms.

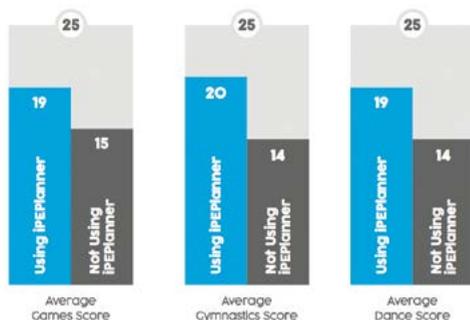
Sounds too good to be true? Don’t just take it from us. Julie Chambers and Sarah Barnett, headteacher and PE coordinator respectively at Willaston Primary School in Neston, discuss using iPEP for a full year:

“Whilst PE has always been a priority within our school, we sometimes found ourselves engrossed and surrounded with the constant demands of our core subjects,” says Julie. “Some teachers simply felt that they couldn’t plan, deliver and successfully assess Physical Education to the levels needed. Since adopting iPEP this has significantly changed, as lesson plans, assessment and ideas are simplified into a time-manageable format, making the delivery of student objectives far more achievable.”

Sarah added: “As the school’s PE coordinator, I find that iPEP has taken all the stress away. Assessing and evidencing PE has always been a constant battle, but now that all our staff are using this tool, we are ahead of the game. I am now confident that not only

Benefits of Adopting iPEP

Graph based on assessment in 10 schools that use iPEP against 10 schools that do not.



Powered by CASCAID

<p>OVER 60%</p> <p>OF QUALIFIED TEACHERS HAVE INDICATED THAT THE PE COMPONENT OF THEIR TRAINING WAS NOT EFFECTIVE ENOUGH TO PREPARE THEM FOR DELIVERY</p>	<p>U.K. GOVERNMENT ARE TARGETING SCHOOLS IN THEIR VISION FOR A “FITTER NATION”</p>	<p>OVER 50%</p> <p>OF SCHOOLS DO NOT ASSESS OR MONITOR PE LEVELS</p>
<p>1/3</p> <p>STUDENTS LEAVE SCHOOL OVERWEIGHT OR OBESE</p>	<p>9 OUT OF 10</p> <p>STUDENTS DON'T GET THE DAILY 1 HOUR OF PHYSICAL ACTIVITY RECOMMENDED BY HEALTH AUTHORITIES</p>	<p>65%</p> <p>A STUDY TAKEN PLACE IN LIVERPOOL SHOWS THAT OVER 65% OF STUDENTS MOVING INTO HIGH SCHOOL ALREADY HAVE A DISLIKE FOR PE.</p>
<p>DEPARTMENT OF EDUCATION RESEARCH SAYS THAT WITHIN PE LESSONS</p> <p>“IN MANY SCHOOLS THE MORE ABLE STUDENTS WERE NOT CHALLENGED ENOUGH”</p>	<p>OFSTED PROMISE A FOCUS ON MEASURING THE IMPACT OF THE PE AND SPORTS PREMIUM</p>	<p>PHYSICAL ACTIVITY IS PROVEN TO INCREASE STUDENTS</p> <p>SELF CONFIDENCE, CONCENTRATION AND COMMUNICATION SKILLS</p>

are students being assessed and evidence is being collected, but they are regularly taking part in high-quality PE. This really is a must for any school looking to make an impact through physical education.”

iPEP is an online tool which is able to guide teachers and coaches through step-by-step lesson plans. All lessons are carefully planned to promote maximum progression, and include teachers tips, differentiation, progressions and teaching points as well as images and videos. Through the outstanding lesson plans, teachers are empowered to deliver their best lessons, giving all children better opportunities to progress.

Take the aforementioned Willaston Church of England Primary School in Neston. Once school staff started using iPEP and had access to all the lesson plans, PE was taught more often and more effectively. Teachers were happier delivering their new sessions, and the lessons were more enjoyable and beneficial for children. We saw very quickly that, when assessing pupils, a lot were working at lower ability. However, with the implementation of the resource, pupil ability rose quickly.

Clare Ebbrell, a teaching assistant at Willaston Primary, said: “I join in with a number of the PE lessons and tend to support the lower-ability groups.

Before iPEP, I struggled to differentiate the lessons in order to cater to all abilities. However, after looking at just three units, I’ve now got a much better knowledge of how to adapt PE lessons for my groups - and they love it!”

On top of facilitating lessons which children will enjoy and be able progress with, we’re immensely proud that iPEP saves schools both considerable time and money. Teachers can add evidence with a few clicks while running a lesson, with all pupils assessed and tracked in minimal time. iPEP can even be purchased with school PE premium.

With all this in mind, why not get in touch and get involved?! We are the world’s first fully-interactive PE platform. We believe that this is not only the most beneficial curriculum available but one that is bringing all standards of PE to the same level, as well as providing tools to ensure quality PE is delivered. We look forward to discussing your school’s needs and preparing your pupils for an active future.

www.ipep.co.uk
hello@ipep.co.uk
 @iPEPUK

www.cascaid.co.uk

Prepare Learners For The Tasks Of Tomorrow... Today!

by **Dylan McCarthy**, deputy headteacher

Project-based learning (PBL) provides a fantastic opportunity to bring the real world into the classroom. It gives learners the opportunity to experience problem solving in a realistic context and exposes them to the conditions required to develop real life skills for their future. PBL allows for theory to be put into practice, providing a set of circumstances to use knowledge to develop skills, and in turn apply skills to deepen knowledge and understanding.

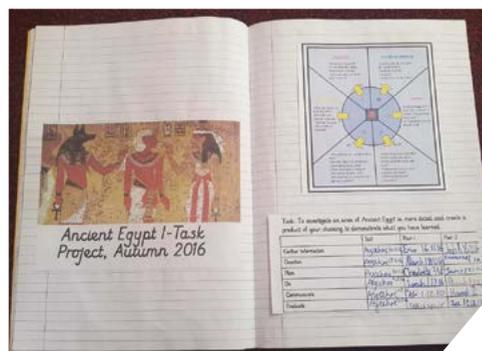
Although similarities exist between this and problem-based learning, it is important to identify the difference between the two. Both begin with a topic that requires the individual to think however, the main difference I see between project-based learning and problem-based learning is the element of teamwork and presentation. A project must involve both these elements but in many other respects is similar to problem-based learning.

Many learners leave education blissfully unaware of the purpose of many subjects they were subjected to during their time in school. Linking subjects, showing how certain elements overlap with seemingly non-connected topics is critical in developing an

understanding of the world, and more specifically, the workplace... which is ultimately what we are preparing children for.

As a teacher, your first foray into PBL can be quite daunting, as it involves letting go of the reins, a thought many of us find unfathomable. But holding onto the reins tightly doesn't allow learners to take control or to make the same level of mistakes, mistakes which enhance and retain learning for longer periods of time. Many sports coaches make great PBL instructors/facilitators as they are used to the coaching role of stepping back, observing, recognising potential pitfalls and interjecting at the point of need. This would typically be immediately after something has gone wrong; encouraging reflection within the team on lessons learnt and how to proceed or whether the problem needs to be approached from a new angle. These are skills that can be built on over years to ready learners for their post-education lives.

At my school, PBL is introduced from a very early age - Year 1 - through something we call iTask. This is a model for applying skills and knowledge to independently complete tasks. All our topic work is



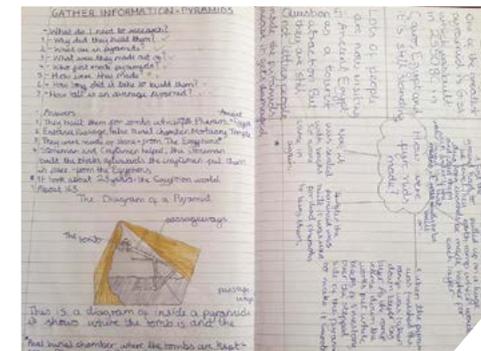
Peer assessment throughout the process



Pieces of a board game pupils created, including rules and question cards



Feedback questionnaire from players as they visit the exhibition



Gathering information on Egyptians and the focus of that project – How the pyramids were made

completed within this framework; everything from Space in Year 1 to Romans in Year 3 to our enterprise projects in the Upper Juniors. The children go through a six-stage series of steps, regardless of the project topic, much like a typical project management process. The first step is to gather information, followed by asking questions, such as 'What is the purpose?' and 'What will happen if...?' The third step is to plan, defining what success will look like, planning resources and trying to foresee any problems. 'To Do' is the subsequent step; checking progress, adapting the plan if necessary.

The penultimate step centres on communicating learning, thinking of the audience, how to present findings and engage them. This can vary from artwork, quizzes, and models to games, presentations or challenges etc. The final step in the project is the evaluation process – what have I learned? What would I change? How can I use what I have learned? These are questions that they'll have to ask on a regular basis in the workplace.

Peer assessment throughout the process

The children respond particularly well to the ownership of learning that comes with an iTask – working in pairs or groups, helping each other, deciding how to present their learning, and the final exhibition (the real carrot!) which involves each year group and their parents/carers coming to visit their display stalls in the school hall, showcasing their area of expertise. Our school community often become involved in the projects we undertake earlier in the process

too - we sometimes use hashtags for school-wide projects which are tweeted by individual classes and then shared more widely through our school account. This helps the children stay motivated and gives the community the opportunity to see what is happening on a more regular basis, rather than having to wait for the exhibition at the end of a term.



Many sports coaches make great PBL instructors as they are used to the coaching role of stepping back and observing.

If you want to dip your toe in the water with PBL and see how pupils can begin to prepare for workplace-thinking, check out Stepping into Business' (www.steppingintobusiness.org) enterprise-themed work – we have everything from half day workshops to full, curriculum-linked projects which can take weeks to complete, depending on your appetite and how much you think your class can undertake independently. These projects are suitable from KS1 right through to A-Level students and are a fantastic resource; with detailed lesson plans, games, presentations, resource lists, curriculum links, computing opportunities and ideas for engaging the wider school community.

Countdown to 2018/19

Introduced by Fergal Kilroy, Bett

At Bett we speak to thousands of educators and school leaders every year. The information gleaned from these conversations helps to guide us in creating the annual show in London, where UK universities join nearly three-quarters of British schools and - increasingly - institutions from around the world, with over 140 countries represented in the visitors.

Here in the UK, we're estimating that the largest trend for next year will be the rise of budget management. With so many schools looking to do so much, they are increasingly turning to technology to help them. Schools are dealing with the remnants of austerity, reducing headcount and, of course, available spend. They want to reduce workloads for their teachers, many of whom are having to cope with growing class sizes due to the population boom. This challenge means that high-quality adaptive learning software will be increasingly considered by many as a support option for their teachers.

Additionally, the recognition that the next generation's work in roles that haven't been invented yet means problem-solving, project-based and flipped learning are really coming to the forefront of the best classrooms. Technology that taps into these are being prioritised, and they present learners with some of the most exciting experiences available.

Finally, the other key trend heading towards 2018/19 is the drive for efficacy. If the hype curve model is to be believed, then edtech sits currently on the cusp of the 'slope of enlightenment' as government, faculty, and boards question the role and value of education technology following a period of disillusionment. Ultimately this presents a time of opportunity for learners, as they will increasingly encounter technology which aids them and makes them productive.



Problem-solving, project-based and flipped learning are really coming to the forefront of the best classrooms.



Image: Bett Show

What Should YOU Get Done In 2018/19?

by **Mark ‘Urban Teacher’ Martin, lead Computer Science teacher at South Bank Engineering UTC**

The current educational system is going through many changes, ones which will continue to have an effect in the 2018/19 school year. These adjustments are mainly due to the new exam guidelines, budget cuts and teacher shortage crisis. Despite the many uncertainties and concerns, it's important to focus on the numerous opportunities for teaching and learning.

Here a few suggestions to get your school ready for the future, when you're preparing for the 2018/19 school year.

Tech integration

Technology plays an integral role in every school and, depending how it's used, will enhance academic performance. Creating a culture where teachers feel supported and confident is key. This will enable teachers to integrate tech effectively within their classroom and practice. The common mistake that many schools make is assume that all staff should be comfortable using technology and require very little time to become experts. This myth has been detrimental to many schools because they have spent considerable amount on technology, but very few staff are equipped with the skills to use the tools effectively. However, to begin fostering an effective tech environment, I would strongly recommend time, training and support is provided to all staff.

Edtech

Technology has become a big thing in education, and many times I get asked the question which tools do I use in my classroom to raise the achievement in teaching and learning. But calling out a range of tools means nothing unless the school's infrastructure and skillsets are good. Ideal edtech tools are the ones that have data analytics, minimal click, instant feedback, real time quizzes and useful online communities. However, one common problem with edtech is that a school will good computer equipment and poor internet coverage, or the other way around. My best advice to schools is this:

measure the impact of the tools in your school and act quickly if the tech is not working.

Sharing economy

The offline and online sharing economies are growing rapidly with the help of TeachMeets and social media, and it's very easy to connect with other educators in your field. This then leads to sharing good practice and developing a great professional learning network. The challenge is bringing these insights and skills back into your school to share with other staff. The first step would be to drip-feed new insights in staff room, school resource area or staff training days. A sharing economy has huge benefits if the school gets it right and staff within the school start to collaborate across subject areas.



Good edtech tools are the ones that have data analytics, minimal click, instant feedback, real time quizzes and useful online communities.

Workload balance

No teacher is at their best when they are burnt out or have a million jobs to do. School leaders are being advised to do more for staff morale and teacher wellbeing, especially regarding the endless curriculum changes. This has led to schools promoting annual teacher morale surveys, teacher incentives and wellbeing activities. The impact of a positive school leads to greater staff performance, retention and happiness. The question is this: how many leaders are willing to change or admit that there is a problem with their school culture? The analogue I normally give to schools leaders is that a happy school produces happy people. So, when you're preparing for the 2018/19 school year, no matter what position you have in a school, try and make your space, environment or classroom a happy place for people to enter and develop!

Get To Know The Essential Edtech Innovators

by **Bett**

Whether you're reading this Guide in September 2017 or August 2018, it's hard not to imagine what we can expect to see next year. Here at Bett, we often find that the 'next big thing' is a previous (and hopefully returning) attendee at our annual edtech exhibition - considered here in the UK as THE event in education to launch cutting-edge technology.

With this in mind, we'd like to share two of the most successful highlights from recent Bett Shows: Century Tech and Pi-Top.

The CENTURY Tech story (from Bett 2017)

Established in 2016, CENTURY is the first company to merge artificial intelligence (AI), big data and personalised learning. The product's purpose is to improve learning outcomes by providing teachers with detailed insights into each students' learning patterns. In addition, it helps educators be the best they can be by automating data management entry, reporting and marking – which often takes up to 60% of a teacher's time per week – and freeing up time to be spent with students.



CENTURY provides an instant, real-time dashboard for each child that is intuitive to use; one that helps teachers identify when they need to intervene with a student who needs help or a new challenge. The company was looking for the right setting for its market unveiling to generate the maximum impact, as well as securing feedback and interest from UK schools.

Speaking about their decision to use Bett to premiere Century CEO, Priya Lakhani said: "Bett is the global education event, and that's why we used it for our launch. Given that we are the first AI platform in UK schools we've had a very special response, and I couldn't be happier."

"With Bett, I really get the sense that people come to the show to see the best edtech in the global education market. We had people coming on to the stand who were really engaged in the product, and I can see us building our user base very quickly."

The Pi-Top story (from Bett 2016)

Created in 2014 by two friends in a living room and crowdfunded on Indiegogo, Pi-Top is one of the fastest growing companies to have exhibited at





Bett. Using Raspberry Pi technology and making it transportable, the Pi-Top teaches people how to program in languages such as Scratch and Python, and also allows its users to hand-on learn how to construct their laptops from purchase. Fully functioning as a normal laptop, this affordable device is educational, engaging, and unique.

The launchpad of Bett has meant that Pi-Top has quickly become integral to many schools and is the only STEAM device to carry Oxford Cambridge RSA-endorsed lesson plans. The founders' passion for the movement has meant they've received commendations and praise along their road to success.

Speaking about the event, CEO Jesse Lozano said: "Bett is special because it is the biggest and best



place to reach a huge number of people involved in education. We gained a good response as we have had great feedback from people visiting the stand. Bett is a one-stop-shop to talk to the right people, there's a great atmosphere, and we've always had a fantastic experience.

"All in all, Bett is the best place to talk to everyone in education, especially if you are a small, new business."

What makes these companies sit at the cutting edge?

On inspection, both have attached themselves to the forward-facing elements of education. They have recognised their relevant position in the sector and have used the very latest approaches in technology to meet them head on. They are also very clearly focused on developing the best possible learning outcomes, whether through inspirational use of technology, or through maximising the support that technology can offer a teacher and a learner.

In the years ahead, it will be interesting to see the breakthrough products and services that ride the cusp of technology, so be sure to keep an eye on the Bett platform, where edtech innovators come to shine.

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GDPR

PREPARING YOUR SCHOOL

WHILST YOU MAY SEE SOME SIMILARITIES BETWEEN THE GDPR AND THE DPA, THERE WILL BE SOME SIGNIFICANT DIFFERENCES THAT WILL HAVE A REAL IMPACT ON THE WAY DATA IS HANDLED AND ULTIMATELY AFFECT THE WAY YOU MANAGE INFORMATION IN YOUR SCHOOL.

UNDER THE GDPR IT WILL ALSO BE A CRIMINAL OFFENCE TO CHOOSE AN IT RECYCLING PARTNER/DATA PROCESSOR WHO DOESN'T HOLD THE MINIMUM COMPETENCIES AND ACCREDITATIONS FOR IT ASSET DISPOSAL (I.E. ADISA, ISO 27001, BLANCCO ETC.)



AWARENESS

YOU SHOULD MAKE SURE THAT DECISION MAKERS AND KEY PEOPLE IN YOUR ORGANISATION ARE AWARE THAT THE LAW IS CHANGING TO THE GDPR. THEY NEED TO APPRECIATE THE IMPACT THIS IS LIKELY TO HAVE.

INFORMATION YOU HOLD

YOU SHOULD DOCUMENT WHAT PERSONAL DATA YOU HOLD, WHERE IT CAME FROM AND WHO YOU SHARE IT WITH. YOU MAY NEED TO ORGANISE AN INFORMATION AUDIT.



INDIVIDUALS' RIGHTS

YOU SHOULD CHECK YOUR PROCEDURES TO ENSURE THEY COVER ALL THE RIGHTS INDIVIDUALS HAVE, INCLUDING HOW YOU WOULD DELETE PERSONAL DATA OR PROVIDE DATA ELECTRONICALLY AND IN A COMMONLY USED FORMAT.



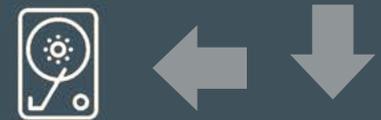
LEGAL BASIS FOR PROCESSING PERSONAL DATA

YOU SHOULD LOOK AT THE VARIOUS TYPES OF DATA PROCESSING YOU CARRY OUT, IDENTIFY YOUR LEGAL BASIS FOR CARRYING IT OUT AND DOCUMENT IT.



DATA PROTECTION BY DESIGN AND DATA

PROTECTION IMPACT ASSESSMENTS
 YOU SHOULD FAMILIARISE YOURSELF NOW WITH THE GUIDANCE THE ICO HAS PRODUCED ON PRIVACY IMPACT ASSESSMENTS AND WORK OUT HOW AND WHEN TO IMPLEMENT THEM IN YOUR ORGANISATION.



THE PRINCIPLES ARE SIMILAR TO THOSE IN THE DPA, WITH ADDED DETAIL AT CERTAIN POINTS AND A NEW ACCOUNTABILITY REQUIREMENT. THE MOST SIGNIFICANT ADDITION IS THE ACCOUNTABILITY PRINCIPLE. THE GDPR REQUIRES YOU TO SHOW HOW YOU COMPLY WITH THE PRINCIPLES.

NON-COMPLIANCE COULD SEE FINES OF UP TO £500,000 IMPOSED BY THE ICO. WHILST IT'S GOOD PRACTICE TO SHOW DUE DILIGENCE WHEN CHOOSING AN IT RECYCLING PARTNER, THERE'S CURRENTLY NO FORMAL OBLIGATION TO HAVE A CONTRACT IN PLACE WITH YOUR CHOSEN DATA PROCESSOR. BUT THIS IS ALL SET TO CHANGE. UNDER THE GDPR IT WILL BE ILLEGAL TO NOT HAVE A FORMAL CONTRACT OR SERVICE LEVEL AGREEMENT (SLA) IN PLACE WITH YOUR CHOSEN PARTNER.

FOR MORE INFORMATION VISIT OUR WEBSITE AT WWW.CALIBRE-SECURED.NET

CONTACT US ON 0845 5576355



Getting The Most Out Of Your School's Edtech, Now And In The Future

by **Alpha Digital Networks PLC**

Funding pressure has increased for schools over the last few years for a number of reasons, such as increased pensions and National Insurance costs, as well as real-term government cuts. Schools are, therefore, trying to balance improving pupil outcomes whilst still getting value for money against this difficult financial backdrop. The workplace is becoming increasingly technology-dependant, and pupils need to develop into adults with a rich technological skill base. Teachers often struggle to keep pace with the technological advances that the children take for granted. All too often, pieces of high-tech equipment are purchased for the classroom, but the staff do not have the training, skills or knowledge to effectively utilise them and so do not achieve the learning outcomes or value for money they would like.

Alpha Digital Networks PLC is a Chorley-based company which supplies a range of innovative interactive audio-visual technologies, including AlphaInteractive touchscreens. In addition, we provide the training

and back-up to support the teachers. Our interactive touchscreens allow teachers to seamlessly integrate with iPads, whilst our own AlphaTeach software allows teachers to import SMART resource files at the click of a button with no loss of functionality. Our on-site training and weekly webinars enable teachers to keep pace with a rapidly changing technological environment and ensure that they can use the technology with ease in order to teach in an engaging way.

As an example of providing value for money for our customers, St. Joseph's Catholic Primary School in Goole had been working off projectors and whiteboards with a very poor internet connection. Shirley Hunter, business manager, contacted Alpha Digital Networks PLC to see whether we could improve the way in which they delivered lessons via the use of improved technology.

We posed a number of questions, which Shirley responded to:

How has technology changed at the school since you've been in post?

Technology at St Joseph's Catholic Primary School has changed significantly over recent years. When I started out we had interactive whiteboards and projectors, however, with the introduction of tablet technology, we were keen to introduce this into our school.

The children needed to have access to a range of platforms that worked in harmony, so we introduced iPads to work alongside our existing Windows laptops.

We then removed the old interactive whiteboards and brought in the AlphaInteractive screens. Because the AlphaInteractive interface is so intuitive, teachers don't need training to get started. However, the training process itself has given our staff a clearer and deeper knowledge of the technology and its capabilities to help them with their lessons.



How has AlphaInteractive changed the classroom dynamic?

The new technology has undeniably had an impact on the classroom dynamic. It's much easier to show work that has been created digitally very quickly. A teacher or child's presentations can be shown on the screen and shared with the class for feedback, with the class then acting immediately on that assessment. The children have found that using AlphaInteractive screens has made lessons much more exciting and accessible, as they are so used to using technology at home. We're looking forward to seeing how this will benefit us further in coming months and years.

Has technology improved or enhanced the experience of children with learning difficulties?

The technology has enhanced the learning experience for all the children in our school mainly because we can tailor content directly to the individual. For children with Special Educational Needs, it has had a profound impact. We can change background screen colour for children with dyslexia, split the screen and create custom activities targeted to an appropriate level for students and the screen resolution itself is sharper, making it easier to see than ever before. Visual learning is extremely important too, and our touchscreens bring facts to life very quickly in an exciting way.

The versatility of the screens has enhanced learning for everyone, not just those with special learning requirements.

How has technology helped the assessment process at St Joseph's Catholic Primary School?

There are so many different packages available that help teachers do the number-crunching and data work, which is a requirement of the ongoing assessment process - both our AlphaInteractive screens and iPads help with that. Our teachers can record information on the go, as well as adding to it after a lesson or when they're marking books after school.

We, at Alpha Digital Networks PLC, understand the need for schools to have value for money. This is why we are continually developing our product range to match customers' requirements whilst providing ongoing support. We have established close working relationships with many schools, who value this partnership for the benefit of the children and their learning outcomes. Find out how we can help future-proof your school's system with the right technology.

If you would like further information please visit www.adnplc.com.

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What Can Schools Expect To See Next Year?

What will we be seeing in the 2018/19 academic year? Four sector experts give their thoughts...

A change in learning environments

Josephine Lister, editor of HundrED

Holistic Scandinavian trends encouraging wellbeing and a better work/life balance aren't limited to lifestyles; they're also beginning to filter into our schools. In 2018/19, we will likely see more balanced, forward-thinking, and health-focused learning environments being introduced, inspired by our Nordic neighbours.

Classrooms need to include technology, so students can learn skills relevant for the world they'll graduate into. They'll also need to be sufficiently literate with online media, including understanding fake news and how to present themselves online.

However, mental health issues that are exacerbated from spending too much time online mean that schools will also need to balance technology in the classroom with time outdoors and real-world



Tuukka Koski

experiences. The Japanese trend 'Forest Bathing' and the huge movement of 'Forest Schools' show how nature is fighting back against tech-heavy environments. Spending time in tactile, sensory environments will help to bring students back into the physical world.



Students need to understand fake news and how to present themselves online.

Character, citizenship and edtech

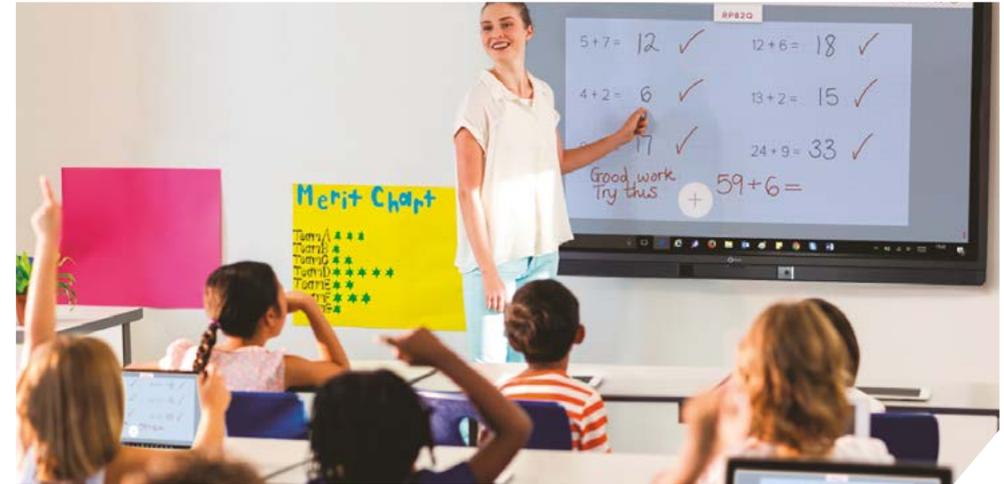
Dr Jacobus Liebenberg, CEO of ITSI

Technology is increasingly a key factor in education today, as it is in many other areas of life. It has changed the way that we teach and learn, providing many new opportunities.

However, amidst this drive for innovation, there is an increasing awareness of building character and citizenship in preparing learners for a technology-rich future. These are not abstract concepts. They address



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wide-ranging topics such as responsibly managing the carbon footprint of devices, the ethical sourcing of technology and finding creative ways to socially and economically safeguard people from the threat posed by artificial intelligence (AI) to the job market. Even teaching young people about the implications of their actions online is critical.

Making character and citizenship essential elements of 21st century teaching alongside the collaboration, communication, critical thinking and creativity needed for future employment will ensure that they do so in ways that positively contribute to society.

Journey to the cloud

Carl Sheen, education training consultant at Genee World

2018/19 will see more schools commit to moving their systems online and utilising the Cloud. Suites such as Office 365 and Google, as well as many specialist programs, are now offering compelling reasons for schools to move away from installing software locally and using online versions. The advantages are clear regarding management for network managers and ease of access for teachers and students alike.

No longer are online programs cut-down versions of desktop software. Increasingly, the best experience with cutting-edge features is to be found online. Access to software on a complete range of devices - instead of being purely PC or tablet-based - is now essential, and cloud software fulfils this excellently.

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Of course, schools will reap the benefit of programs and files being stored on the cloud by limiting the expenditure on network hardware for ever-growing storage demands.

Tackling the skills shortage

Simon Davenport, senior marketing manager at Lego Education

With the increase in UK technology jobs accelerating twice the speed of other industries, the need for talent is acute. However, the British Computer Society has warned that the number of pupils studying for a computing qualification could halve by 2020.

We've already seen a big move towards 21st Century skills in the classroom including collaboration, problem-solving and creativity, however over the next year I think we will see these skills being linked more closely to Computing and STEM. In order to show pupils the opportunities of technology careers, schools have started to introduce real-world elements and examples. In 2018/19 there will be a greater focus on hands-on learning, getting pupils to build, code and replicate real-life practices to improve their awareness of how technology can be used to help solve problems in the world. All of this will fuel pupils' curiosity, spark interests and minimise the skills gap.

[Expert commentary courtesy of Mango Marketing at PLMR - www.mangomarketing.com]

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Read about a selection of products and services that can assist you in your school.

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CPOMS is a system for monitoring child protection, safeguarding, SEND and a range of pastoral and welfare issues. Staff are given appropriate levels of access to match their level of involvement with the relevant concerns. Using CPOMS, schools can ensure that students are safe and fully supported, whilst safeguarding leads and school staff can focus on teaching and providing support, instead of administration.

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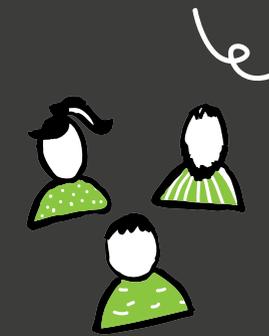
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innovate my school

Here's what we have in-store for this school year...

Innovate My School Editorial Calendar

The Innovate My School Guide is merely the tip of the edu-iceberg. At InnovateMySchool.com we're incredibly proud to publish great content from enthusiastic educators and industry experts on a daily basis. Both this Guide and the 2017/18 online content are being featured as part of 10 key themes within our all new editorial calendar ...



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