

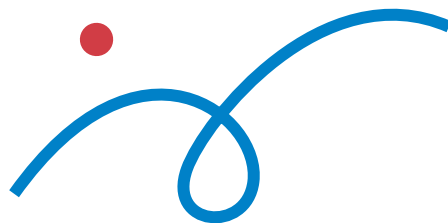
JULY/AUGUST 2021

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Dear Reader,

Welcome to the latest issue of Education Today. After surely the most challenging school year any of us can remember, now is a good time to take stock and to celebrate the resilience of all schools across the UK in dealing with the unprecedented times we find ourselves in. The pandemic has required schools to act not only as places of learning but also as social clubs, surgeries and child minders, all the while maintaining the standards of excellence for which we are renowned. As you head into the summer holidays you should be immensely proud of the way you have all risen to the challenge and kept schools open and children learning in the most trying of circumstances. It remains to be seen what the lasting effect of the pandemic will be on our young people but one thing is certain – without the diligence and industry of the nation's teachers, the effect would certainly have been much more serious.

Speaking of the effects of the pandemic, and moving on to the magazine this month, we focus on various strategies to help our students catch up on lost learning – either as a result of being out of school, or due to the long summer break which is now imminent. We have a range of commentators offering some great opinion on the various means that schools can ensure that as little learning is lost as possible, and I hope you find something there to take away and implement in your school.

Elsewhere, we have all the regular contributors, news, views and collaborations you've come to expect, including a lovely piece from Edge Hill University student Farzeen Shah on embracing cultural diversity in Early Years settings.

One final thing – turn to page 4 to see our regular annual round up of some of the school suppliers we've worked with this year.

Remember, we love to hear from you, you can get in touch with us via Twitter @EdTodayMag, as well as by phone or email.

Huge thanks to all of you and I wish you a restful summer break.

Jonathan Swift
- Managing Editor



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Published by:

DATEAM Business Media Limited,

London Road, Maidstone, Kent ME16 8LY

Tel: 01622 699128 (Advertising)

Tel: 07969 141997 (Editorial)

Fax: 01622 757646

Email: education@dateam.co.uk

Circulation: Curwood CMS Ltd

dateam@c-cms.com

Tel: 01580 883844

Fax: 01580 883849

Subscription Prices 2020

Number of editions per year: 11

UK: £52 Overseas: £132

The Publishers cannot accept responsibility for any discrepancies either in copy or between products and/or services listed. Nor can they be responsible for illustrations and/or copy for products which lead to infringement of copyright



Get Set - The official Olympic and Paralympic youth engagement programme for schools across the UK is delivered by the British Olympic Foundation and the British Paralympic Association. Get Set is a legacy of London 2012 and is the longest running Olympic and Paralympic Games youth engagement programme. Further information is available at www.getset.co.uk

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Resources to make school life easier



In our first feature this month, Education Today is delighted to showcase a selection of the suppliers who we have worked with over the past academic year. After surely the most challenging school year any of us can remember, it is vitally important to ensure that your budgets are spent on suppliers you can trust. Every month in the magazine we highlight two companies who are members of BESA, the trade body for school suppliers, but in this feature we've gone further, in the expectation that you'll see something of interest which will prompt you to take the plunge.

Across the following pages then, you'll find a range of suppliers catering to the many and diverse needs of the modern school. The

summer break is typically a time for major school estate upgrades, and if you're in the market for upgrading the floors in your school, then look no further than **Heckmondwike FB**, the UK's leading manufacturer of commercial fibre bonded carpets and carpet tiles such as Supacord. Used in classrooms for over forty years, Supacord is considered the number one carpet solution for schools, colleges and universities, and is ideally suited to educational settings.

Another area of your school you may wish to improve is its air quality - with poor air quality being in the news daily as a growing concern, and indoor spaces being up to five times more polluted than the air outside, **Vybra's** range of air treatment products could well be just what you need.

Rounding out the school estate theme, **TG Escapes** is an awarding winning, UK based, eco building company founded in 2003. The company designs and builds modular eco-buildings for schools under The Learning Escape banner. With architects Metropolis Architecture, it designs the bespoke buildings you need for classrooms, studios, staff rooms, libraries, gyms, offices, recreation rooms and more.

Of course, the above is just a taster of what's on offer across the following pages, with lots of other suppliers offering a range of products and services - we hope very much you'll find something of interest, either to solve a problem you were struggling to address, or to make your school life just that little bit easier!



Air Quality in Schools - Facts & Solutions | Toni Riddock, Vybra

According to the WHO (World Health Organisation), the combined effects of outdoor and household air pollution causes about seven million premature deaths every year. Largely because of increased mortality from stroke, heart disease, chronic obstructive pulmonary disease, lung cancer and acute respiratory infections. Their data shows that 9 out of 10 people breathe air that exceeds WHO guideline limits containing high levels of pollutants.

Key elements for good air quality in a school building

(Mark Benden, director of the Ergonomics Center at the Texas A&M University School of Public Health)

- **Natural Air** - "the more natural the better. The ideal scenario would be a 72-degree day with windows fully open, which would mean the indoor air is essentially indistinguishable from the outdoor air."
- **Recirculated Air** - "if the air is being pulled away from us very rapidly, greater than six times per hour, we don't have very much chance to breathe the same air"
- **Filtered Air** - "the faster the indoor air gets pushed through a strong filter, the less likely it will be that someone will breathe in viral particles from another infected person in the same room."



It's worth noting that the "HEPA" (high-efficiency particulate air) filter is most commonly found in the air systems of hospitals and airplanes and can, according to the Environmental Protection Agency, "theoretically remove at least 99.97% of dust, pollen, mould, bacteria, and any airborne particles with a size of 0.3 microns". The Dual Sensor technology of the WINIX ZERO Pro air purifier ensures that it responds fully automatically to both the presence of particles and odours.

Schools have a responsibility to understand the problem and do what they can to tackle it, not ignore it.

At Vybra, we want to help ensure that everyone on a school's premises can breathe clean, healthy air - for the well-being of pupils, staff and visitors.



Why clean air is so important

- COVID-19 particles can live in the air for up to 3 hours
- More ventilation and air **filtration** can cut down the number of airborne particles that linger when an infected person coughs or exhales indoors
- Airborne infection is 15 to 20 times more likely to occur indoors than outdoors, meaning pupils, teachers and visitors are at huge risk
- School children are still at risk of being carriers

A good quality air purifier will filter allergens and dust mites, skin flakes, and other particles that can trigger, or seriously aggravate, allergies and asthma in many students.

One study found that by improving their schools' air quality, the test scores for students went up.

Tackling Air Pollution in Schools Vybra Solutions

Vybra is the UK distributor of the **WINIX ZERO Pro**. An extremely powerful and fully automatic **air purifier** that cleans indoor air environment from allergies, fine dust (PM2.5), pollen, mould spores, viruses, bacteria, VOCs and odours for rooms of up to 120 m².

The **WINIX ZERO Pro** has a Dual Sensor technology and 5-stage air purifier filtration system, a washable pre-filter, washable active carbon filter, an antimicrobial True HEPA filter and the unique WINIX PlasmaWave technology, which creates Hydroxyl molecules that neutralises viruses, bacteria and gases in a natural way and no harm to the ozone layer.

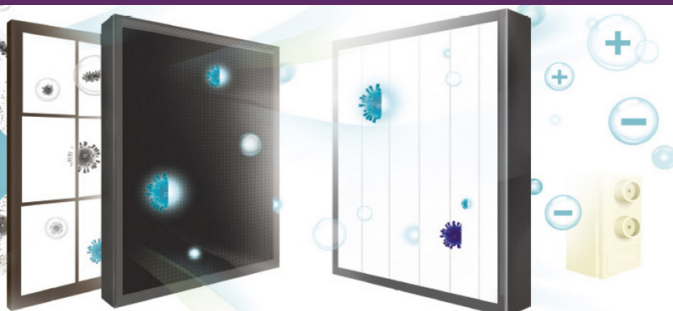
Please call or email Vybra Solutions today for information on the WINIX ZERO Pro, or any of our products

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Vybra
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Modular Construction based on a timber frame is a more flexible system and can meet a large variety of needs.

As a modern method of construction, modular buildings using timber frame are far more versatile than you might think. Each building can be designed to the specific needs of the customer and make best use of the available space. This means that there is no limit to how this construction method can be used.

TG Escapes provide modular eco-buildings to education with over 800 complete projects in the UK.

All our buildings have been designed by our in-house architects delivering projects from 60 m² to 2000 m². They include flat and pitched roofs, 2 storeys, large span studios and intimate breakout spaces. They are used for canteens, chapels, changing facilities, kiosks, training centres, cafes as well as offices and classrooms.

Our sectional modular process saves time and money versus a traditional build. This means less time onsite, causing less disruption, which is particularly important when educational continuity is paramount.

"The School and City Council really liked the end product concepts and we worked to benchmark TG Escapes against other providers as well as visiting a scheme in progress beforehand." Building Consultancy Project Manager

Fully inclusive turnkey service

We offer a full Design and Build service undertaking all principal designer and principal contractor duties. Our turnkey solutions include planning permissions (where required), site preparation by dedicated groundworks experts and full safety compliance. We offer a variety of finishes including timber or composite cladding, render in a range of colours and brick slips.

Supporting CIF bids

We have a dedicated team including in house design and pre-contract resource committed to supporting customers with tenders, grants and bids. We have developed a strong track record of supporting schools and consultants with CIF bids and applications. Many customers have found that early engagement with TG Escapes has provided a solid foundation for an enhanced bid enabling them to provide a robust submission that is market tested and extensively assessed for viability. Ultimately this serves to de-risk the CIF process and gives the applicant the best possible chance of success in gaining funding for their projects.

"TG Escapes were very efficient and accommodating, the team fitted into the school perfectly and the children loved watching the builders work on the new project." Chartered Building Surveyor

Long lasting and highly energy efficient structures

Our buildings are permanent structures built using sustainable materials. Our timber frames are highly insulated and perform exceptionally well versus a cavity wall construction. Our buildings are designed to be aesthetically pleasing, ergonomic and highly practical but, just as importantly, they are built to last 60 years or more with appropriate maintenance.

Education needs and approaches may well be very different in the future and our timber buildings are far more adaptable than a rigid brick option.

A significant consequence of the way in which our buildings are constructed is that they are highly energy efficient to run and are classed at least as A+-rated structures or 'Net Zero' in operation.

Good for well-being

Easy access to the outdoors and nature is now more important than ever. It helps with well-being and is proven to improve educational outcomes. Deck areas and wide canopies can be easily accessed with large external doors and can be a helpful tool in managing social distancing.

TG Escapes buildings use natural materials and provide huge amounts of natural light and can also feature more biophilic design elements such as nature spaces outside supporting biodiversity.

A Construction Line Gold member, and an approved partner of the Institute of School Business Leadership (ISBL), customers score us 4.9 out of 5 based on 156 reviews.

"Working with TG Escapes was very good. The buildings provide a better-quality environment for staff and students." Estates & Facilities Manager

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TG escapes modular
eco-buildings
to inspire



A future-proof education: The Middle Years Programme

Ready to move forward into a post-Covid world, schools are preparing to make up for 15 months of disruption in the new academic year. Learning from the effects caused by the pandemic, and recognizing the need for an adaptable future-proof educational framework, schools are taking steps to introduce the International Baccalaureate's (IB) Middle Years Programme (MYP) into their classrooms.

Despite being tailored towards 21st century teaching, the programme has stood the test of time by offering over 25 years of educational excellence that is currently utilized by more than 1,500 IB World schools worldwide. The MYP provides students aged 11-16 years old with the knowledge and skills for further study; either by continuing with the IB and studying the Diploma Programme (DP) or Career-related Programme (CP) or alternatives.

Benefits students gain through the MYP include:

- The ability to learn through effective research, self-management, critical thinking and cross-team collaboration with peers. While developing the skills to evaluate issues and consider new perspectives on both local and international levels, helping to foster international-mindedness, creating relevant, real world connections using interdisciplinary units to transfer knowledge between subjects.
- The option for students to learn about, and value their communities, connecting what is taught in the classroom to real life through differing service and action projects.



- A focus on interpersonal development, meaning that pressurized, examination-based success takes less of a focal point.

Discover how the MYP develops independent learners through its inquiry-based approach:

► <https://r1.dotdigital-pages.com/p/25N2-P9H/introducing-the-middle-years-programme-webinar>

Or find out more:

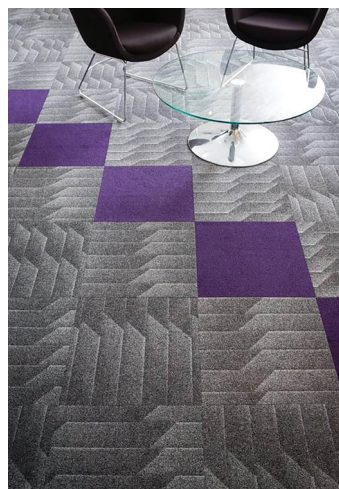
► www.ibo.org/programmes/middle-years-programme/

New Odyssey Carpet Tiles Ready For Launch

Heckmondwike FB has launched its celebrated design-led commercial carpet tile range, Odyssey.

Pairing a bold design with durable features, Odyssey is completely unique to the fibre bonded carpet sector.

One of a kind, eye-catching interiors have never before been so easy to create. Contrasting colours are ideal for walkways, social distancing, or contemporary breakout spaces. The 50cm x 50cm tiles are interchangeable and can be easily moved, allowing for continuing customisation for years to come.



Encouraging further creativity, Heckmondwike also suggests mixing and matching with their leading Supacord range for particularly striking designs. Choosing contrasting, strong colours will really pop against the cool tones of Odyssey for an original look.

The diverse nature of the carpet tiles presents endless design benefits. Chevrons, checks, and geometric patterns add character to any commercial area. Placing two alternating colours to create directional walkways and contrasting blocks can help to distinguish between specific areas, creating zones within open-plan spaces. Easy to lift and move, the tiles can be swapped to adapt to your changing needs.

The updated range includes six specially curated colours in a range of

modern blues and greys, blending effortlessly into any space. These shades are said to promote wisdom and calmness, the ideal environment for working or commercial areas.

With Covid-19 bringing increased cleaning measures, this product has been built to withstand regular and intense sanitisation. A study in the Virology Journal recently found that carpets are less hospitable environments for viruses due to their porous qualities, making Odyssey the ideal purchase.

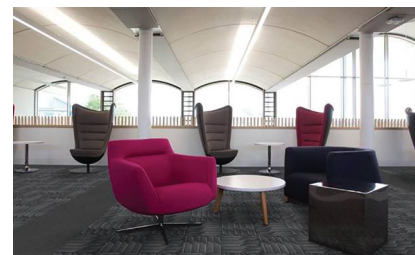
Odyssey has been developed with superior durability, withstanding heavy footfall and not ravelling or fraying. This heavy contract rated carpet is supported by a 10-year warranty, promising long-lasting, quality results.

Luckily, high quality does not mean a high price tag, and Heckmondwike value affordability. Instead of using cheap alternatives, the company encourages customers to try a free sample before they invest. Odyssey holds a Bfl-s1 fire rating, has anti-static properties and delivers a 20dB reduction in impact noise to encourage a more positive environment.

A truly out-of-this-world range, the relaunched Odyssey range is available now.

To learn more about Heckmondwike's Odyssey range and its relaunch, contact the company's expert team.

► 01924 406 161 ► sales@heckmondwike-fb.co.uk





The Samsung Galaxy Tab A7

Gives students and teachers the freedom to work and learn anywhere.



In the last year, the world of education has turned to technology for help. Suddenly, students, teachers, parents and carers needed to adapt to the new challenges posed by remote learning. Access to devices for all pupils, as well as the ability to use technology in the right way, is vital for supporting students' workloads, saving time for teachers and ultimately bridging the digital divide.

Teachers are looking for technology that's quick and reliable, while students need devices that are strong and simple to operate.

The hard-working, long-lasting Galaxy Tab A7 range is tailor made for education, while being affordable for schools.

These stylish and compact devices are easy-to-use, robust, and secure, enabling primary school teachers and students to work productively no matter what the task. The sleek and portable design enables users to move between home and classroom, quickly and effortlessly; providing every teacher and student with more choice, greater possibilities and allowing them to produce their best work. The Galaxy Tab A7 range is just part of a whole ecosystem of innovative, compatible technologies that work together to help maximise teaching and learning, for everyone.

Master the art of multitasking with the help of the slim and portable Galaxy Tab A7. With a stunning 10.4" display and Quad Stereo Sound, it's got you covered when it comes to the online classroom. It's super light and sits evenly on any surface, making it comfortable for primary school teachers and students to work wherever they want. It's also been designed to simplify the school day. You can make and receive calls and share pictures and videos with ease. If it's portability and performance you and your students are after, then say hello to the Galaxy Tab A7.

With a slim design and outstanding performance, the new Samsung Galaxy Tab A7 Lite gives you the freedom to teach or learn on the go. Fully immerse yourself in an online class thanks to slim bezels that offer an immaculate viewing experience. As in any workplace, a school lesson can ask a lot of a device, but the speedy processor makes light work of

multiple apps, so you can take your work up a gear. And a low battery won't stop you learning, with Fast Charging, you're up and running again in no time. Both the Galaxy Tab A7 and new Tab A7 Lite come with a long-lasting battery, so you don't have to worry about charging it lesson after lesson.

Thanks to Samsung Knox, our defence-grade mobile security platform, the Galaxy Tab A7 range benefits from multiple layers of protection, making it less vulnerable to attacks. You can be reassured you can work harder and explore further while remaining secure.

With Samsung's range of tablets, laptops and mobile devices, your school can meet today's classroom challenges. Samsung Experience Stores are an ideal starting point to explore our comprehensive range of products suitable for all schooling needs. In store, our Business Solutions Experts will guide you every step of the way. You can also arrange a visit to your workplace or a one-to-one session online.

To get started, call ► **0333 344 1916** or contact ► **samsungexperiencestores@prs-and.com**

If you're busy, request a call back and one of our Business Solutions Experts will get in touch.



SAMSUNG

Galaxy Tab A7 Lite



The new Samsung Galaxy Tab A7 Lite

Gives you the freedom to work and learn anywhere.

To hear about bespoke pricing and volume discounts, contact our Business Solutions Experts today quoting 'TABLET' on 0333 344 1916, or samsungexperiencestores@prs-and.com

Acer UK adds even more value to the Acer STEM Rewards Programme

Acer UK is launching a new promotion to deliver the best value and service to schools, colleges and universities, offering a free extended warranty on two of the most popular products available for the education sector.

From 1st June 2021 up until 30th September when schools or universities purchase the Chromebook 311 (C733U and C733T) or TravelMate B3 (B311-31) they will receive a free 3-year warranty. <https://uk-offers.acer.com/education-laptops-promo/>

Acer Chromebook 311

The ultraportable Acer Chromebook 311 is designed for classes, projects, and everyday activities. Combining a pleasant typing experience and long battery life, this Chromebook is not only easy to use, but also stands up to the daily wear and tear of an active lifestyle.

Weighing in at only 1kg, this Chromebook combines extreme portability with the ARM Octa-Core processor, giving enough processing power to get through a day's work, even whilst on the go. The Acer Chromebook 311's concave keycaps and substantial travel distance are designed to make typing faster, more accurate and comfortable for the user. The HD Touchpad is also moisture resistant and with an all-day battery life of up to 15 hours, users can stay active and engaged.

Acer TravelMate B3

Stimulate student learning with the TravelMate B3's high performing, ultra-durable design. Featuring a long battery life, mechanically anchored keys, and blazing fast connection speeds, empower students to get even more out of their classes.

The new promotion is offered as part of the extensive STEM rewards programme which offers primary, secondary schools and colleges an opportunity to enhance STEM learning outcomes. When schools participate in programme they benefit from the opportunity to refresh devices, free teaching and learning resources and exclusive offers and promotions.

For more details on the Acer STEM Rewards Programme, contact your local IT reseller

► <http://www.acer.com/gb-stem-rewards/enduser/>



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DESIGNED FOR
CLASSROOMS

How CO2 monitoring can improve ventilation and lower COVID-19 risk

Assessing the efficacy of ventilation with CO2 data loggers has been identified as a key strategy for creating a safe and COVID-secure environment in schools.



One of the primary ways that COVID-19 is spread is through the air by infectious particles. Keeping these particles out of the nearby air by regularly introducing clean and fresh air into communal spaces (i.e. ventilating) is vital for preventing the spread of disease and ensuring that students and colleagues are working in a safe environment.

Accurately monitoring indoor air quality with CO2 data loggers provides hard evidence of when extra ventilation is needed in classrooms, offices and other shared indoor spaces.

Just like infectious aerosols, carbon dioxide is breathed out by occupants and will linger in the air without sufficient ventilation. With LED alarms, CO2 data loggers can alert occupants as soon as CO2 levels

have breached acceptable limits, prompting immediate action to increase ventilation, such as opening a window or door.

Data loggers also record and store data, enabling long-term analysis of classroom air quality, providing evidence of the need for structural changes to improve the health of students and colleagues.

Robust, easy-to-use and quick to deploy, the Tinytag CO2 data logger is a simple and effective solution for improving ventilation in classrooms and offices.

- Self-calibrating non-dispersive infrared sensor (NDIR) – accurately measures CO2 levels with outstanding long-term stability.
- User-programmable LED alarm.
- Unwired and flexible – mount on walls or place on surfaces to continuously monitor CO2 concentrations wherever is required.
- Certificated instrument calibration (traceable to National Standards).
- Manufactured in the UK.

Tinytag data loggers are designed and manufactured in Chichester, West Sussex, by Gemini Data Loggers (UK) Ltd.

► 01243 813000
► www.geminidataloggers.com



Get back to school with confidence.

The WELL Health-Safety seal communicates that you've done the work to put health and safety first at your school district. It's a visible indication of confidence and trust, showing that your school has adopted evidence-based strategies for air quality monitoring, cleaning practices, better emergency preparedness and more.

It means your students, staff and parents can feel safer anytime they walk through your doors. See the seal outside and feel safer going inside.

WELLcertified.com/health-safety





NEWS...

Proms In The Playground helps live music return to schools

After over a year of limited musical activity in schools, Brass Bands England (BBE) are bringing live music back to budding young musicians across the country.

#PromsInThePlayground is part of their Brass Foundations programme of educational opportunities to support and inspire the next generation of brass players.

From 5 - 23 July bands, schools and music hubs will be coming together to make a noise whilst also re-establishing important links in their local communities.

"We are suggesting community bands connect with their local schools by offering a performance in their playground" said Sarah Baumann, BBE's Education and Development manager. "This could just be a small group of players, and always in line with the COVID-19 restrictions in place at the time. As well as getting young people excited about brass banding, this initiative can help schools to forge and build fruitful ongoing relationships with musical providers in their local area."

BBE has a team of expert Youth Development Brass Specialists on hand to support the planning and delivery of those wanting to take part, and are welcoming contact from schools that are interested in becoming involved. All those taking part can access Covid-19 safety guidance and resources from the Brass Bands England website.

BBE youth specialist Paul Fisher commented: "It's really exciting to see so many schools and bands across the country gearing up for their Proms In The Playground this July. This initiative is all about inspiring the next generation of musicians, so bands that take part are playing an important role in supporting that talent pipeline by introducing young people to brass playing. I can't wait to get on with making some great music for the kids to enjoy!"

► info@bbe.org.uk



LEAF Education names latest Demonstration School for showcasing best practice in food and farming education

John Hanson School in Andover has been named LEAF Education's 10th Demonstration School, recognising its exemplary work in showcasing food and farming through education. The school received the accolade at an event held on 30th June at The Leckford Estate, a LEAF Demonstration Farm, which is owned by the John Lewis Partnership and supplies Waitrose.

LEAF Education launched its Demonstration Schools network in 2019 to recognise schools using food production, farming and the countryside as a core element of the school curriculum. John Hanson School has joined the network after meeting several criteria. This includes exemplary teaching methods, engagement with farmers, provision of school gardens, nature-friendly grounds and wider school community engagement, including events and hands-on activities specifically designed around the field to fork story.

Mr Stevens, Headteacher at John Hanson Community School, said: "We are thrilled to be joining LEAF Education's Demonstration Schools network. We believe that providing young people with opportunities to learn about how their food is produced and where it comes from has a huge positive impact on young people. Whether this is in terms of promoting health and wellbeing or raising awareness of issues around climate change, environmental protection, population growth and sustainability. We look forward to being part of this exciting and knowledgeable community."

LEAF Education is currently working with a further 17 schools who will be launched as LEAF Education Demonstration Schools over the forthcoming 2021/2022 academic year.

► <https://leaf.eco/education/for-teachers/leaf-education-demonstration-schools>



16-Year-Old Colchester student turns heads with Help for Heroes inspired dress

16-year-old Pippa Longhurst from Lamarsh, near Colchester, has had an unexpected boost after finishing her GCSEs due to an unusual dress she has designed and created, as part of her Cambridge International (CiE) Fashion and Textiles O Level course. The keen sewer and photographer, who attends St Mary's Senior School in Colchester, made a stunning Help for Heroes inspired dress which has gone viral thanks to a tweet from her proud father, Guy Longhurst, 49. As well as catching the attention of the Help for Heroes charity itself, the post has also been retweeted by Strictly star, JJ Chalmers, who describes the dress as 'amazing'.

Pippa drew inspiration for her dress from the 51 soldier sculptures created and installed by steel fabricator, Duncan Pittock, in Mersea and Peldon. They represent the men from the area who lost their lives in the First World War and were created to commemorate the 100th Anniversary of the Great War. She explains, "I go past those sculptures all the time and I like to photograph them as they are really powerful images. They, and the fact that Colchester has such strong links to the Armed Forces, were the things that really inspired my design. I really wanted to give something back to the military and what they do for us."

"So, I researched Help for Heroes and matched their brand colours in the fabric. Then I used print outs of the actual statues to create the images at the bottom of the skirt and added some military medals. The look is finished off with a poppy on my arm."





From the pen of... MARK ROBERTS

How do we stop boys falling further behind?

In our regular series highlighting authors in education, we're delighted this month to hear from MARK ROBERTS, author of *The Boy Question*, out now (Routledge £16.99).



For at least two decades, schools have been attempting to crack the conundrum that is 'The Boy Question'. How can we close the gender attainment gap? What can we do to tackle anti-school attitudes displayed by some boys? Why are my efforts to motivate boys in class not working? Since Covid's abrupt interruption of schooling, the urgency of these questions appears to have intensified. Numerous studies and reports seem to confirm the anecdotal fears of many teachers: boys have fallen even further behind during lockdown.

When I started out as a shiny-shoed NQT back in 2008, the buzzword around boys was 'engagement'. Largely, it remains the key focus for teachers of boys. Yet, well-intentioned efforts to appeal to boys by making learning more relevant to their interests have backfired disastrously. Shoe-horning sport into physics lessons, or trying to enthuse switched-off boys through competitive activities in literacy lessons has lowered expectations of boys' academic potential, and left them languishing behind girls. And don't get me started on the mythical belief that boys are kinaesthetic learners and therefore need to move handle things and move around the room to make learn most effectively. Stereotypical attitudes such as these continue to hold boys back educationally.

Instead of counter-productive "boy-friendly" curricula and clichéd inspirational assemblies, the evidence points to an alternative way to motivate boys to succeed in the classroom. In my new book, *The Boy Question*, I argue that a radical re-think is required to encourage boys to strive to meet their true academic potential. It's time to interrogate our attitudes about the boys we teach and consider the messages we give them about the purpose of education.

We know, for instance, that girls are more likely to be intrinsically motivated. As a result, they are more likely to see learning as an end in itself, and to view knowing more about a subject as inherently satisfying. By contrast, boys are more likely to be motivated by extrinsic factors, such as sanctions and rewards, or beating their peers to gain personal recognition. Where students derive their motivation from might seem unimportant to teachers but it's actually of vital significance. Because the link between intrinsic motivation and achievement is strong, while being extrinsically driven often results in boys avoiding challenging work, lacking resilience and self-sabotaging if they believe they are going to fail. Little wonder then that girls are generally doing better than boys.

Teachers therefore need to be very careful about how we frame the purpose of the activities that we set, how we give feedback and praise to boys, and how we talk about targets and aspirations. To enable boys to do well, we have to focus on subject-specific success, which will motivate them far better than generic interventions. We also need to teach them how to ask for help and model strategies that will develop their self-regulation. Most significantly, we must emphasise to boys that frustration and failure are essential steps on the road to higher attainment.

The Boy Question by Mark Roberts is out 6th July (Routledge, £16.99). Save 20% through the Routledge website with discount code APR20.

BRITISH EDUCATIONAL SUPPLIERS ASSOCIATION (BESA)

Trust teachers and school leaders to know what is right for their students

In her regular column for Education Today this month, JULIA GARVEY, Deputy Director General at school suppliers' association BESA, discusses how best to help those students whose learning has been significantly affected by school closures.



I recently attended an All Party Parliamentary Group meeting where we were discussing the Education Recovery Plan and how best to support teachers as they work to help students recover any learning loss from disruptions caused by the pandemic. There are an increasing number of reports showing that disadvantaged pupils have been most significantly affected and those with special educational needs have experienced a double whammy of loss.

So how best to help? Is it through government mandated and funded initiatives such as the National Tutoring Programme, or would head teachers simply prefer an injection of cash that could be used to prioritise the support measures they deem suitable for their schools?

Ignoring for now the government vs school-based decision making hot potato, one of the discussion points around the table was the need for efficacy; for schools and suppliers to prove that the initiatives, products and services they are choosing to support catch up are actually living up to their promise.

Ofsted have long looked for evidence that programmes purchased with Pupil Premium funding have resulted in demonstrable improvements for student outcomes, but the same approach has not been applied to catch up funding. There is an argument to say it should be.

Despite this, teachers should ask this of their suppliers. Before investing in any new piece of technology or a new curriculum resources, shouldn't we ask how we know this will do what it says on the tin? When it comes to education technology (EdTech) the majority agrees. The DfE's EdTech Strategy of 2019 also discusses the need for products and services to be 'evidence-based'.

The vast majority of the suppliers we work with have the same concerns. They want to know that the materials they have produced are going to be effective, and they want to gather evidence and case studies from schools to build that proof. They want to test their products and see what impact they have and look for ways in which they can be improved, in order to better deliver for students.

At BESA we agree that efficacy is vital which is why we are part of the Educate Accelerator Programme. Funded by the ERDF, the programme aims to ensure that EdTech products live up to their promises. We do this in partnership with Educate Ventures, who use their expertise in educational research to support, train and mentor the EdTech companies in the development of research skills, ensuring products made for teaching and learning really do work. Once graduated from the programme, companies can use the Educate logo as a visible marker that they can back up their claims with facts.

However, we also know that there will always be a degree of natural scepticism around any claims made by providers themselves, that teachers will always trust other teachers to tell them the truth about what works and what doesn't. In the absence of independent analysis, peer recommendation comes a close second which is why platforms such as LendED.org.uk which is founded on school case studies and peer reviews, are so popular.

All of which leads me back to the initial question of how best to help those students whose learning has been significantly affected by school closures? By trusting teachers and school leaders to know what is right for their students, and by supporting them in those choices by offering clear evidence of the ways our products, services and platforms could help.

Julia Garvey
Deputy Director General, BESA
www.Besa.org.uk
www.educateventures.com
www.LendED.org.uk



This month, in our ongoing feature highlighting the work of members of the UK education suppliers' trade body BESA, we hear from PSHE resource provider CHAMELEON PDE; and specialist education PR consultant PHIL SMITH discusses the importance of reputation to schools.

Are you ready for mandatory Relationships, Sex and Health Education (RSHE)?

From September 2020 all English schools are expected to teach Relationships, Sex and Health Education as part of PSHE (Personal, Social, Health Education).

Schools have long had a duty to provide PSHE, but it has historically been a "hit and miss" affair with students (and Ofsted) consistently reporting that in some schools PSHE was "not good enough" (Ofsted, 2009).



This isn't about apportioning the blame to schools, after all PSHE isn't a subject like Maths or Chemistry. It's a subject full of intricacies, social commentary and an ever-changing landscape as society changes. Marry this with over-burdened teachers and timetables, lack of training, and a fear of opening up a can of worms in lessons, it's easy to imagine why PSHE has been left untouched in some schools for years.

However, the time to revisit PSHE is now. Ofsted in partnership with the Independent Schools Inspectorate are in the process of conducting a thematic review into allegations of misogyny, sexual harassment and sexual abuse in secondary schools. This follows over 15,000 anonymous reports by students to the "Everyone's invited" website after the murder of Sarah Everard. Many of these student voices claim peer on peer abuse is at the heart of the issue, and both victims and alleged perpetrators hadn't understood the seriousness of incidents because their PSHE had been woefully inadequate.

Scotland has had compulsory PSHE since 2010, so can we learn anything from Scottish schools?

Kirkwall Grammar, one of the biggest secondary schools in Orkney with 820 students on roll, had been running an effective Personal Development Education programme for many years. However, students and staff felt it was time for an overhaul with a need to provide an extensive package of cutting edge, modern teaching materials. The school invested in Chameleon PDE resources as these materials best captured pupils' interest and offered meaningful, relevant and diverse learning to prepare them for life both on and off the islands. The resources are also continually updated to ensure relevance and accurate information.

The school used Chameleon PDE's 'How Are You?' pupil survey which is an integrated data service included with the teaching resources. Given that pupils undertook this survey whilst in lockdown, the school was delighted by the high response. Kirkwall Grammar now have pupil voice very much at the centre of their planning – they have listened to what is going well, and know they can celebrate the very many healthy choices their young people are making, as well as tackle the areas where they have identified gaps in provision. They have a strong data set on student behaviours, attitudes, and perceptions, and can justify why some PSHE topics are higher profile in their teaching programme, choosing appropriate materials from the Chameleon PDE resource library to build a bespoke programme.

English schools would do well to look at this example. It's already evident that PSHE will have a higher profile going forward, and in both the DfE guidance for RSHE, and the Ofsted/ISI frameworks, pupil voice is expected to be the main driver for any PSHE programme. This makes sense – why spend valuable curriculum time teaching yet another out-dated lesson about smoking when less than 5% of your students smoke? Additionally, there may be themes in PSHE that your students need such as the vital work around sexual assault, abuse and misogyny. Kirkwall Grammar recognised their programme needed updating – how about yours?

Chameleon PDE offers an 'all-in-one' package of PSHE support UK wide. Visit www.chameleonpde.com for further details.

Reputation: is this 'top of mind' for your school?



In my 18 years working in the education sector I have witnessed a growing rise in the professionalisation of approaches to public relations, or PR for shorthand, within schools, be they standalone or part of multi-academy trusts.

Trust CEOs, Headteachers and senior leaders are increasingly being empowered to consider the importance of reputation, which in my world we define as the result of what you do, what you say, and what others say about you.

Over the years, I have been asked to develop PR strategies, marketing strategies, communications strategies – even 'marcomms' strategies – but what we are ultimately talking about is reputation. And, within that, what we want to say, who we want to say it to, and what we want people to think, feel and do as a result.

The 'how' we do that can be wide and varied: media, social media profiles, websites, newsletters, events, awards, even 'lobbying' where appropriate, but all this should link back to clear organisational objectives for doing so.

As an example, I work with Cambridge Primary Education Trust (CPET), which commissioned a review of its existing approach to communications as it sought to build its reputation. It identified an organisational need for a proactive and co-ordinated approach to communications to project its reputation externally and internally, and a proactive issues management planning and reactive crisis management service to protect its reputation.

The rationale for increasing the visibility and profile of the Trust is that a MAT whose mission and ways of working are known, respected and admired is proven to impact on proactive approaches from schools, influencers and other external providers wishing to partner with it, as well as on staff morale, retention and recruitment.

I work with the Trust's CEO, Lesley Birch, the five Heads and senior leaders on a programme to build the reputation of CPET as an effective MAT for primary schools, projecting its mission and benefits/impact to stakeholder communities internally and externally, locally and regionally, and in the wider education sector. Importantly we agreed that developing a small number of Trust communications channels really well (as opposed to lots of things) would fit with the ethos/culture of CPET in that the primary focus is the quality of teaching.

Our objectives are to reinforce how CPET is 'living and breathing' its over-arching vision, approach and offer; evidence the Trust's statement around proven record of accelerated academic school improvement, bespoke provision in response to the educational and social context of the setting, successful collaboration with schools and agencies, well thought-out training, career and promotion opportunities for staff, and experienced and successful school leadership, and the benefits and impact of all this on schools, teachers, professional/ administrative staff, pupils and communities.

In the past 12 months we have delivered local, regional and national media coverage including ongoing communications around Covid-19, the opening of a new school, the designation of a Teaching School Hub, expertise around learning spaces, SEND and welfare, and related media training for senior leaders; developed a series of school 'impact' case studies drawing on the 'voice' of the Chairs of the Trust's School Advisory Boards; and arranged a number of education sector conference-speaking opportunities.

As well as CPET, I have been privileged to support over 80 education organisations, and my current work with NASBTT, IMP Software and Scholastic Education is also built on these core principles of reputation.

Phil Smith is a specialist education PR consultant for multi-academy trusts, schools, universities and businesses supporting these sectors www.philsmithcommunications.co.uk

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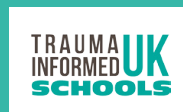
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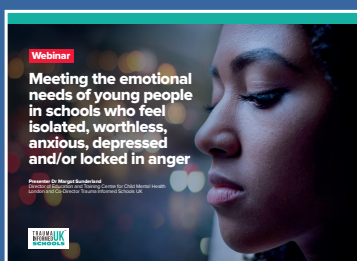


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Stone Soup Academy – a curriculum that creates futures



In our ever popular View from the classroom feature this month we're delighted to hear from Younes Henini, Vice Principal at Stone Soup Academy in Nottingham, who explains the vision behind the school's innovative curriculum and its approach to collaborating with local businesses and other colleges.

Tell us about your school

Stone Soup Academy is an alternative provision free school based in Nottingham that opened in

September 2012 as part of Stone Soup Project. Our school works with local schools and local authorities to ensure that students who fail to thrive in a mainstream school environment have a genuine educational alternative. In March 2013, we moved to our new site on High Pavement in Nottingham's City centre and settled into our first classes in the new building. In the academic year 2014-15 we catered for 70 pupils aged between 14 and 16, who studied subject areas including construction, creative industries, fashion and textiles as well as traditional core GCSEs. Over the coming years we added further subjects, increasing the number of students that we work with and adding further educational bases and partnerships to our current offer. In May 2014, and again in 2019 the school was rated 'Outstanding' by Ofsted. The places available at Stone Soup Academy for the academic year 2020/21 is 80 across KS3 and KS4.

You are an alternative provision school – how is that reflected in your curriculum?

We deliver an engaging imaginative, innovative and flexible curriculum tailored to meet the needs of all our young people. It facilitates their inquisitive nature and it is underlined by our desire to see that there is 'no limit to achievement'. Our curriculum is delivered in a creative and personalised way to capture all students' interest. It is a balanced curriculum, constructed by a combination of academic and

vocational subjects. A mix of onsite lessons complemented by off site work experience with well established businesses in the city including Crown plaza and John Lewis gives students valuable life skills experiences. Alongside work experience the students work toward gaining their Occupational Studies for the Workplace qualification.

You also work with other colleges – what are the benefits of this approach?

We understand that education can be complemented by making effective use of local colleges and as part of our offer students can opt to attend one day a week courses at college to complement and extend our offer. This allows students to have a variety of choices, gain qualifications and get the insight of the life experience at college aiding transition post 16. This is proven to add a great benefit to our offer by using the college's extensive facilities and expertise. The college courses currently include Hair and Beauty, Transport Maintenance, and a City & Guilds in Construction Skills.

Can you explain the referral process?

Stone Soup Academy will provide places for students who are outside of mainstream education. Students are referred by schools and local education authorities from across the East Midlands.



Parents cannot 'choose' Stone Soup Academy as an option for secondary education in the first instance as we are set up to deal with learners at risk of exclusion.

Stone Soup Academy only receives funding for students who are on single roll with us; referring schools use their Pupil Premium Funding to send students to our academy and as such the funding is used to provide personalised education for the students in that way. We do not receive this PPF directly and assume that it makes up part of the commissioning fees to the Stone Soup Academy.

The PPF that we do receive directly, along with the commissioning fees, are used to personalise learning through incentives, specialist tutors, college days and other similar items. This has helped students improve their attainment and ensure that disadvantaged students do not experience barriers to their learning and development. We have also invested this into establishing a healthy eating programme at the school, ensuring the students have access to and knowledge about better nutrition.

Tell us more about the curriculum and the impact it has on your students

This year our KS3 curriculum offers students a variety of subjects to allow them to experience multiple subjects and areas. We also include KS4 taster sessions in our KS3 curriculum to give our young people an insight about the available examination courses. During this time our students have a chance to ask questions to make sure they are satisfied and that they are making the right choices.

Alongside the GCSE maths, GCSE English language and literature, we deliver English and Maths functional skills at level 1, 2 and entry level. We also deliver art, photography, media, music, sport, history, geography, RE, fashion and textile, health and social, ICT, food, science, PSHE and business.

Each Friday afternoon we dedicate time to enrichment activities. This is when all students and staff are engaged together in a variety of activities to strengthen relationships and celebrate the success of the week. Students can choose from ice skating, cooking and various other onsite and off site activities.

PSHE and RSE are the heart and foundation of our curriculum. It is aimed at building trust, positive relationships and ensuring the promotion of mental health and wellbeing. It also supports our students in accessing the curriculum. It is empowered by form time programmes, mentoring, workshops and external speakers and visits. The PSHE and RSE programme is embedded in our daily practices and signposted in all that we do.

At Stone Soup Academy we teach the way the students learn best. The planning for learning is based on knowing the students well both academically and pastorally. The positive relationship with students is the key ingredient to engage the students and make the learning happen.

How do you help your students re-engage with school and learning?

At Stone Soup we understand that to learn we have to make mistakes. All of our students have made mistakes and whilst we recognise what has



led to their referral, we focus on what we are going to do to support the student in moving forward positively and achieving their potential. We have developed a strong culture of mutual respect and operate a no shouting policy. This encourages a calm atmosphere and we welcome students voicing their opinions in a positive manner.

On arrival, all our students are allocated a personal coach from our engagement team. Our engagement team support our teaching staff with behaviour management and take the lead in the pastoral care of our students. The role of the personal coach is to develop and nurture a positive working relationship with their key students, setting clear expectations and boundaries and building a rapport. This then allows the student to feel comfortable discussing any issues that may impact on them during the school day. The personal coach will set regular targets for their key students. Targets are set on an individual basis and can be daily, weekly or termly targets but will always be set with the needs and ability of the student in mind.

All of our staff have a role to play in supporting our students. Our teaching team and support staff are fully involved in the pastoral care of our students through our tutor group system and information is shared across the school to ensure our students educational, social, emotional and well being needs are met. We operate a reward culture and throughout their time with us we try to celebrate and reward positive behaviours.

The curriculum is reviewed and adapted on an annual basis to allow us to respond to the strengths and needs of new students joining the academy. Our aim is to make sure that it prepares them for when they leave Stone Soup Academy in order to pursue successfully the next phase of their life. Our curriculum is built to maximise the potential in each young person enabling them to succeed. Whatever course or subject we introduce, we make sure it motivates students, it is enjoyed by students and that it creates unimagined futures for each and every one of our young people.

► www.stonesoupacademy.org.uk



Embracing cultural diversity in Early Years settings

This month, in our ongoing collaboration with Edge Hill University curated by ALICIA BLANCO-BAYO, Early Years Lecturer and WTEY Programme Leader at the University's Faculty of Education, we're delighted to hear from FARZEEN SHAH, a current second year BA (Hons) Working and Teaching in the Early Years student.

It is crucial to ensure children's culture is respected within their Early Years setting. But what does this mean? Although defining cultural competence can be complex, it can be broadly defined as organisations (in this case Early Years practitioners) having the ability to identify and have awareness of their own and other cultures including ethnic, linguistic and racial diversity. This would create a welcoming, positive and inclusive early years environment beneficial for all practitioners, children and their families (Samuels, 2018).



Cultural competence in Early Years allows practitioners to have an insight into their own culture (including their behaviour and attitudes), so they are able to respect and value the cultures of the children they teach. This will enable them to reflect upon diversity and embrace various beliefs to build a provision where children and their families feel included and valued. Thus, allowing them to confidently speak and share information regarding their cultural differences comfortably. Thereby, initiating communication amongst practitioners, parents and children to stimulate effective interactions in relation to their cultural backgrounds, behaviour and individual norms (Johnson, 2021). This process would enable both practitioners and parents to develop the skills of effective communication and possibly overcome any language barriers, creating a positive parental partnership.

The newly revised Early Years Foundations Stage Framework (EYFS) emphasises the importance for practitioners to ensure they promote equality and diversity within the setting to enable inclusive provision (DfE, 2021). Hence, it is vital for practitioners to recognise children's cultural beliefs; this would assist them in planning activities, displays and resources which are meaningful for every child. For instance, the home corner being equipped with cooking utensils which reflect all home backgrounds or provide a range of multicultural books. This will replicate various cultures and allow children to identify their own morals as well as learning about their peers' differences in a positive way. From this, practitioners will be catering for every child's individual needs, allowing them to feel a sense of belonging within the setting. Tassoni et al. (2016) claims this would positively impact children's self-esteem and improve their learning outcomes as they know their cultural practices are being identified, appreciated and supported within their environment. Therefore, improving their personal, social and emotional development as a whole.

As we persist to develop into a multicultural country, it is imperative for practitioners to ensure they continue to build an Early Years provision which embraces rich diversity. Bennett et al. (2018), highlights the significance of providing children with experiences that affirm children, families and their communities' cultures. It is therefore, the role of practitioners to implement cultural pedagogy within the setting, which would subsequently empower children's individual uniqueness and nurture their emotional wellbeing whilst allowing them to develop knowledge regarding various cultures around them.

Learning over summer

In her regular column this month, STEMtastic! founder KIRSTY BERTENSHAW offers some great ideas for keeping children engaged in learning over summer.



The summer break can be used to maintain the momentum of learning or as a catch up after a tumultuous academic year. There are several ways to provide fun and engaging options for learning over summer.

Puzzle packs

Puzzle packs are a great way of entertaining students while ensuring they continue learning at the same time, plus they can be completed at the student's own pace.

Word searches maintain vocabulary of keywords and are a great way to check spellings. Whilst they are not encouraged in a school setting as they limit the learning opportunities, you can add in more challenge by leaving the unused letters to spell something out relevant to the words used, or don't give a word list, but tell students there are 10 words related to animals in the wordsearch, for example.

"Spot the difference" can be quickly made with important pictures e.g. Palisade cells or heart diagrams. This helps students to identify the parts of anatomical diagrams they will be shown in exam papers. Extend the task by asking the student to identify the missing parts and state their function.

Crosswords use descriptions to identify key words. For example, a crossword on the anatomy of a flower could describe the functions of the parts of the flowers e.g. anther. Crosswords can be themed, and challenge extended by adding on a follow up question to the theme of the puzzle.

Number puzzles are good for practising math skills in the form of mazes, where the only way to reach the end of the maze is to find the correct answers to each question.

Graph skills are important but not always fun. Try using coordinate plotting worksheets that reveal a mystery picture when plotted. These can be simple with one quadrant or complex with four quadrants, and many are ready made and available online.

Games!

Online games can include maths or literacy as part of the game, and multilevel games increase in difficulty. Using an educational games website also means the students are in a safe online environment playing single player games. These games also feel like fun as they can be done online, on tablets, phones or laptops rather than using a pen and paper.

Pre-recorded mini lessons

Depending on the time availability of teachers, a set of pre-recorded mini lessons with accompanying worksheets could be produced for students over the summer, recapping the content covered throughout the year and ensuring any gaps in knowledge could be identified before the new academic year begins. Alternatively, there are several good quality education videos available on common hosting sites which could be linked to, especially for KS3 and GCSE students.

STEM at home sessions, lessons or booklets can encourage a love of the STEM subjects, engage the students, and improve problem solving skills all at the same time. There are various instructions for at-home experiments online, videos and even lesson plans to support the activities, all of which could be done under parental supervision.

Not all students will have access to printers or reliable internet at home, so it is worth offering several options, including printed puzzle packs or experiment instructions for students to ensure everyone has the same opportunities.

<https://www.superteacherworksheets.com/full-puzzles.html>
<https://www.puzzles-to-print.com/math-puzzles/>
<https://sciencenotes.org/free-printable-word-search-puzzles/>
<https://sciencespot.net/Pages/classpuzzle.html>
<https://www.sciencekids.co.nz/quizzes/wordsearches.html>
<https://crosswordhobbyist.com/Browse/Science/Science-General>
<https://mathsframe.co.uk/en/resources/category/22/most-popular>
<https://www.funenglishgames.com/>
<https://www.topmarks.co.uk/>
<https://www.worksheetworks.com/puzzles/math-maze.html>
 Kirsty is the founder of STEMtastic, an education consultancy with a focus on Science, Technology, Engineering and Maths www.stemtastic.co.uk



Keeping an open mind will benefit our children

In her regular column for Education Today this month, independent Specialist Teacher and Assessor JOANNE GLADDERS reminds us to reflect on how we can make certain that we always move our young people's learning forward regardless of the circumstances.

One of the key phrases that has been drilled into me through professional development is "Eyes wide open!" Never go into an assessment or a teaching session thinking I know what to expect as it never happens like that! In addition, if we go in with a closed mindset, we will not get the bigger picture that is crucial to identifying areas of difficulty and potential ways to move learning forward.

Over the last few months, I have unpicked the definition of Specific Learning Difficulty – Dyslexia as follows:



Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention.

I hope the main theme to come across is that many of the areas are linked to other difficulties and to each other. I think of an assessment as a giant jigsaw puzzle with all the elements fitting together to give the bigger picture.

Why do I share this with you now? With the emphasis being placed on catch up from the pandemic, I urge you to look at the bigger picture and see each young person as a jigsaw with all the elements fitting together to give the full picture.

As I visit schools, I have many discussions about how young people have fared during this difficult time once the scaffolds have been taken down that are commonplace in school and how the young person has therefore not done as well. Never underestimate the quality of what you put in place for learning within the classroom. The conversations that have taken place with the young people have been very interesting and revealing; their perception of how they learn best has improved. In contrast, self-esteem and confidence has declined. A negative experience of learning has impacted on them. For many, they did not engage in home learning as they did not want to set themselves up to fail.

As we head into our summer break and take time to recharge our batteries, reflect on how we can make certain that we always move our young people's learning forward regardless of the circumstances. How can we apply our scaffolds that are cemented into our physical learning environments into our virtual learning environments in a way that all can access with confidence and self-belief?

Have a restful summer.

Managing transition in a time of change

In her regular column for Education Today this month, KATE SARGINSON, Deputy Headteacher and SENCO, reflects on the effect that the pandemic has had on transition and suggests some strategies for helping SEND pupils to manage.



The pandemic has meant that for the second year, transition looks very different for children. Teachers have faced repeated challenges in navigating children through one of the most challenging times in their young lives, and this can be most keenly felt for children with SEND when it involves transition from Primary to Secondary school. What has been a time of orientation visit and taster activities has been replaced with virtual experiences, or in some schools, removed altogether in favour of written information in letters or website updates. Year 6 teachers and SENCOs will inevitably be frustrated with a restricted way of working at such a key point – usually additional transition support is put into place from an earlier date, and now it has been reduced for everyone. Primary schools are left with the task of trying to both prepare the pupils for the next stage and responding to the uncertainties children feel, mainly without the specific answers that the usual programme would address.

Teachers have already become familiar with using technology to continue communication remotely, and this can continue. Meetings can take place between the SENCOs in the 2 schools, as well as new teachers, pupils and parents. Where a child has an EHCP review staff from the new school can be invited to attend. Written documentation such as support plans, pupil passports can continue to be shared by email, and there are new online providers that collate information about cohorts of children in one central spreadsheet. Children are always more than they are on paper anyway, so it was never possible that a conversation or a booklet about the child will replace getting to know them once they start at the new school. It relies on teachers having the time to read through lengthy documents, take in, make note and decide on next steps, which for hundreds of incoming children, which was always a significant undertaking.

It is ever more important to prepare children with SEND for change and give time and space to explore their feelings and questions. Emotional well-being is crucial, and techniques such as social stories can be a helpful tool. Change is an abstract concept but some practical activities can be delivered which can aid preparation, such as using timetables, maps of the school site, reading the school rules and understanding rewards and consequences.

Providing safe spaces for children to talk about any worries they have and inviting questions, even if the specifics aren't known by the primary school, can then be passed on or found out. Some children have embraced virtual working during the lockdowns. Meeting adults on a screen is more common, and can help to introduce new staff to help familiarise faces and roles, especially if this takes place more than once.

Planning for transition for pupils with SEND requires SENCOs to think outside the box and reflects their determination to advocate and support the children in their care, against all odds. Schools are well versed in taking different approaches in response to the pandemic, and transition is another opportunity to showcase the resilience of the teaching profession, and our deep rooted commitment to the children.



Sensory rooms: therapeutic or a form of seclusion?

**Comment by Dr ASHA PATEL,
CEO of education not-for-profit
Innovating Minds**



I have been concerned in recent weeks by comments on social media and stories from schools that talk about calming areas. When these ideas are explored further it sounds like the calming area is used as a form of seclusion.

In theory it sounds like a good idea to have a space where children can go to be alone, to get away from a situation that has triggered distress, and the child is feeling too overwhelmed. But stories are filtering through of schools keeping young people there against their will in these 'safe spaces'.

Guidance by the Department for Education allows the use of seclusion or isolation rooms to manage disruptive behaviour providing that it is proportionate and is clearly outlined in the behavioural policy of the school. The guidance also states that: 'the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have.

Sensory rooms

Some schools are turning to sensory rooms. Suitably equipped, they can provide a space where people who are overwhelmed can return from the heights of emotion to a state where their brain and body feel calm and safe. However, it would be a mistake to see them as an all-purpose chill out area.

Sensory rooms offer stimulation, interactivity and adventure, helping individuals develop and engage their senses. They need to be tailored to the individual needs of the child.

Good practice in using sensory rooms for emotional regulation means that schools need to develop procedures. Staff need to know the child's sensory profile and how to support the child when they are accessing the sensory space. It is good practice to work alongside practitioners such as Occupational Therapists to ensure the child has a sensory diet that meets their needs.

Safeguarding concerns suggest that the room should be in a place where all staff can monitor what is going on, not tucked away in a corner. Children must be able to leave the 'safe space' freely. If they are locked in, told that they are not allowed to leave or threatened with further sanctions if they try to leave, then it becomes a form of restraint.

Ensuring it is a safe space

Used effectively a sensory room can be a valuable part of a whole school approach to mental health but it is not a quick and easy solution.

- You will need to put in place risk assessments to ensure that everyone stays safe if staff enter the space whilst the student is in flight mode
- If you intend to buy a sensory room do your risk assessment first and discuss with the vendor concerns such as size, vision panels and access.
- Explain to staff, pupils and parents the thinking behind using a safe space and that this is a therapeutic intervention
- Make it clear it is not a punitive measure for children who become emotionally/sensorily distressed
- Set up protocols to cover the number of people who will be observing the student
- Provide staff training on the lights, smells and other components and on sensory regulation
- Some children will need a sensory care plan so ensure staff know how to set up the 'safe space' to meet their needs
- Work with the child, parents and staff to find alternative strategies to use in the classroom and at home
- Keep logs of who uses the area, how often and for how long Identify why children are accessing the safe space
- Identify how you will measure the impact of this intervention

Time to act on sexual abuse findings

**Comment by HANNAH GLOSSOP,
Judicium's safeguarding service lead**



Ofsted's recent review of sexual abuse in schools and colleges made for jarring reading.

Their findings - based on interviews with more than 900 children and young people in 32 schools and colleges, as well as school leaders, governors, parents and local safeguarding partners - reinforced the Everyone's Invited revelations that began in the spring and delivered a few extra shocks of its own.

These included the startling statistic that 92% of girls and 74% of boys say that sexist name-calling happens a lot or sometimes to them or their peers. Worryingly, the review said incidents like these were so common that students saw little point in reporting them.

The review identified seven key actions for schools to create a culture of zero tolerance of sexual harassment and online sexual abuse. Here's my advice on how schools can meet each of those recommendations:

- A carefully sequenced RSHE curriculum. In line with the DfE's statutory guidance, schools need to give RSHE the time and thinking that it deserves. The curriculum should be thoroughly evaluated so that students understand and remember key concepts such as consent.
- High-quality training for teachers delivering RSHE. It is important to remember that the majority of RSHE teachers are non-specialists. In the same way that non-specialist maths teacher get support to teach algebra, schools should ensure RSHE teachers have the tools to teach the more challenging parts of the curriculum, with space to discuss and reflect with the subject lead and other specialists.
- Routine record-keeping and analysis of sexual harassment and sexual violence, including online. Ofsted asks that these records are available by 8am on the day of an inspection, yet the review notes that 48% of schools visited did not have this data. Recording and reviewing this information as an SLT will mean all school leaders are able to identify trends - and address them.
- A behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated. When reviewing record-keeping, it is also important to check what actions are taken to impress upon alleged perpetrators that their behaviour will not be tolerated. Is your behaviour policy as clear on this as it is about missed homework?
- Working closely with LSPs. Local safeguarding partners can draw on a range of support that can be offered to victims and alleged perpetrators. Local network meetings are also a good place to learn about best practice.
- Support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs. The DSL role in schools is ever-expanding. Check your safeguarding team have the time and resources they need to confidently respond to sexual abuse.
- Training for all staff - and governors, where relevant. Many sexual abuse incidents are too sensitive to be shared with all colleagues, but it is important that all staff, volunteers and governors are alert to the risks in their school. Staff must be able to spot indicators of peer-on-peer abuse and consistently demonstrate that sexual harassment or violence will not be tolerated.



Virtual tutoring: the time is now

Comment by Dr JUNAID MUBEEN, Director of Education, Whizz Education



There is much to laud about the Department for Education's investment in tutoring as a catchup strategy. One-to-one tutoring is an unrivalled means of supporting student catchup and, in light of the extensive knowledge declines during the pandemic, it must form the basis of any recovery initiative.

But the DfE has missed a trick by failing, so far, to acknowledge the proven pedigree of virtual tutoring. A virtual tutor is an automated online system that simulates the most effective instructional behaviours of a human tutor.

The case for virtual tutoring is emphatic:

- Economics: £700 for 15 hours of human tutoring (via the National Tutoring Programme) vs £10/student for unlimited tutoring.
- Pedagogy: for identifying and addressing students' core knowledge gaps and providing just-in-time feedback and support, virtual tutors are demonstrably as effective as a human tutor.
- Equality: students from low-income backgrounds, already behind their peers, have been further disadvantaged by the pandemic. Virtual tutoring provides a safety net otherwise lacking in education.

Our call for national-scale rollout of virtual tutoring is premised on three principles:

1. Access for all: Allow students to learn anytime, anywhere

The pandemic has brought into stark focus the alarming disparities in home learning. Every student should ideally have access to internet-enabled devices at home as a contingency for school closures, and to complement the learning happening in class. Rollout of government-

funded laptops has been patchy, with hundreds of thousands of students still lacking access to online learning a year into the pandemic. This is not a one-time investment: laptop provision must be backed up by recurring investment in repairs and upgrades to hardware, software and connectivity.

2. Capacity building: Empower teachers with integrated solutions

The wellbeing of students, parents and teachers must never be pitted against learning. Recovery strategies must reinforce the existing efforts of schools and teachers, who have been nothing short of heroic during the pandemic and need solutions that align to their current provision. The efficiencies of virtual tutoring, and the flexibility with which it can be implemented as part of teachers' practice, has been proven to reduce workload. And since continuous assessment is embedded throughout the tutoring process, measuring and recovering learning loss need not be a 'high-stakes' affair that induces anxiety.

3. Real-time accountability: Monitor, evaluate and course correct at every turn

The learning data generated by virtual tutoring platforms, as a by-product of students' learning, enables real-time monitoring and evaluation of large-scale implementations by teachers, head teachers and programme administrators. Continuous course correction is the most robust and accountable mechanism available to justify large-scale EdTech investment, and it has proven to double the learning rates of students in some of the most marginalised communities worldwide.

Our response to COVID-19 must not only mitigate immediate threats to students' learning, but also embed resilience in our education system to prepare for future shocks. The UNESCO Institute of Statistics projects that recovery efforts will take several years, and even while proactive intervention strategies can halve that period, a long-term commitment is needed to support students impacted by the pandemic.

Let's use the capabilities that our modern age affords us to ensure equity and learning opportunity for all.

How education lettings can help schools financially recover in 2021



Comment by KATY BAKER, Director of Services and Education Lettings Specialist at Oaks Consultancy and FRANCES HOLGETH, Senior Business Development Manager at School Space

To ensure that your lettings income, customers and reputation are protected, here are six key tips on how to form a successful and profitable partnership with an education lettings service during 2021 and beyond.

• Take your time

After months of lost revenue opportunities, you might feel pressured into signing new contracts. However, whether you're looking to lease school buildings for the first time or seeking a new lettings partner, you should take a more cautious approach.

Do not feel rushed into making a decision about working with a partner, especially now there's been a sudden flurry of activity with the sector recently reopening. Before any serious conversations, be sure that you are clear on what you can expect to achieve together.

• Shop around

Speaking with multiple agencies will paint a fuller picture of what you're looking to gain from pursuing the education lettings market. From communication to team integration, there are several factors to consider.

We'd always suggest meeting with multiple partners to get a feel for what is important to your school or Trust. As well as being able to compare price points and service differentiations, this should give you a better idea of what to expect with a lettings partnership, from the logistics of crisis management to day-to-day communications.

• Get references and testimonials

Even if you're sold on a prospective lettings partner, don't forget to do your homework and ratify any testimonials and reviews that are shared with you.

Testimonials can help to reassure that any potential providers genuinely share your values and can align with your own ways of working. As well as those provided directly by the company, see if you can make contact with another school who use them, ideally in your local area.

• Understand the financial mode on offer

There are a variety of financial models currently offered by lettings management companies. Take time to consider which will be the most convenient and profitable for your organisation.

The main distinction between different models is whether they require a set payment on a monthly, termly or annual basis or if they work on a revenue share basis where the amount paid is based on the success of any lettings activity. Understanding which financial mode works best for you and your institution is crucial to a successful long-term partnership.

• Read and negotiate the contract

After you've found your ideal lettings partner, take the time to read and re-read your contract. As well as reviewing essential details such as contact information, billing and progress reporting, you'll be creating a foundation of mutual trust and respect.

Always make sure to thoroughly read any contracts. Important topics to keep in mind include laying out clear lines of communication and timescales for regular check-ins: we would recommend scheduling a call or meeting every 2 weeks at a minimum.

• Get external help if needed

If you need assistance benchmarking the commercial success against local competition, reviewing your pricing and expenditure and other aspects of community lettings, you could consider seeking external support from expert organisations.

If you lack the confidence or capacity to commission a provider - or aren't sure about outsourcing - you could consider commissioning an external agency, like Oaks, to support you through the process. Having supported over 140 schools and academies in the last 12 months, we can offer a wealth of experience and an objective view of good practice suggestions.



How to refresh your school's internal communications

Comment by GRAHAM COOPER, Chief Marketing Officer at Juniper Education

One of the biggest problems any organisation faces is how to keep the right people informed, in the right way and at the right time. Get it wrong and you risk leaving someone out of the loop, while others are swamped with calls, emails and meeting requests.

Good communication took on a whole new importance during the pandemic with schools needing to keep staff informed of health matters and changing guidelines.

As we look ahead to the new academic year and what we hope will be more settled times, now could be the right moment to refresh your communications strategy.

We've been asking some busy headteachers for their advice:



- **Conduct a straw poll**

It's important to consider staff preferences when it comes to communications platforms. You can't please all the people all the time, but it's a good idea to ask everyone how they prefer to be contacted. Draw up a quick questionnaire to ask staff the best way to contact them about something urgent, and how they would like to hear about information, event announcements and news.

Give everyone a range of options such as phone calls, email or text message. You can suggest other platforms your school uses, or might like to use, such as Slack, WhatsApp or the school's own app.

When you have your answers, select the best communications channels for your urgent and non-urgent messaging and ask everyone to stick with them if possible. This will keep your communications simple and ensure nothing important gets missed.

- **Design a flow chart**

If you mark every email 'urgent' your staff will soon switch off and the genuinely urgent messages could get lost in the background noise.

A flow chart will help your team get into the habit of triaging to sort the urgent from the important, and the informative from the nice to know. It also ensures everyone receives the right information in the correct order.

Different procedures will work for different schools, but there are some key factors to think about. Why a message is being communicated, who needs to see what and in which order, and does it need to be escalated to the SLT, head or governors.

Having considered all these points, you are ready to create a flow chart for in-school communications as a guide for staff to use.

- **Monitor, keep or change**

When you have chosen your internal communications tools and created a flow chart, you will need to keep track of how well these are working. Review your communications strategy two or three times a year in your SLT or staff meetings so the temptation to add more layers is kept in check.

Consider the pros and cons of each communication platform, debate which technologies are good for urgent and non-urgent messages, and discuss the etiquette for out-of-hours communications.

Be open to changes if someone finds a communications channel which is better or easier to use.

Starting the academic year with a fresh communications strategy will help to tackle inbox overload and make it easier for everyone to focus on the business of teaching and learning.

For more ideas on how to save time, visit <https://junipereducation.org/10dayproject/> for a set of free resources from Juniper Education aimed at primary school leaders.

Why teaching touch typing could be one of the best activities for #CatchUp



Comment by Sal McKeown, editor and freelance journalist

The two big themes of the last twelve months have been digital learning and learning loss. Schools are keen to see children make progress as fast as possible and the key areas of concern have been speech and language, especially in early years, literacy, spelling and maths. But if there is one thing we have learnt from the move to online remote learning is that touch typing is long overdue in the UK

I was delighted to receive this testimonial from Simon Luxford-Moore, eLearning Coordinator at ESMS in Edinburgh. He tried it with one learner who was struggling to write: 'The publicity claims that you'll notice a difference after 15 minutes. They are right. After just a few minutes she looked up at me with a big smile on her face. She learned to touch type very quickly, so we started using it more extensively.'

Many schools are concerned about handwriting as they still expect candidates to write exam answers by hand but Amanda McLeod, Consultant of Scholastic's Handwriting series, says: 'Research shows that handwriting improves recall and gives learners a deeper understanding of content, but if you have any form of SEND, handwriting is too slow. You need touch typing to compensate for memory issues and slower processing.' Once students can type without looking at the keys they are no longer working at word and letter level and write more fluently.

Touch typing is ideal for neurodiverse learners. It uses a kinaesthetic approach, so children remember patterns on the keyboard and develop a sense of what feels right. There is a SEND/Dyslexia edition with advice and guidance from the British Dyslexia Research Trust. It caters for neurological differences such as dyslexia, dyspraxia, ADHD, ASD and Tourette's, among others.

It helps all those students are now using technology in exams, especially young people with dyslexia, and it is important that they are trained to type properly and move away from 'hunt and peck.' Research shows that touch typing improves spelling because it gives children an alternative to 'look- cover- write and check' which does not work well as a strategy for children with dyslexia who may struggle with working memory.

This is why some schools are using Catch Up funding for touch typing and choosing the KAZ course which teaches children the basics in just 90 minutes. They can also enter for the City and Guilds digital badge which some children like as it validates their learning. It is also a simple solution for schools as children are learning online and can work independently.

Kathryn Stowell, Head of Outreach and AAC at Charlton Park Academy describes the advantages: 'Kaz teaches touch typing fast so students are not taking much time out from other subjects to learn the keyboard. Best of all, we have one portal at the school and can see from the student logins how they are getting on. With students right across London, this saves us time when we are checking on progress.'



Why many more need to embrace diversity

Comment by ERNEST JENAVS,
CEO of Edurio

We recently released the findings of our review on equality, diversity and inclusion (EDI) amongst school staff with over 16,500 school staff sharing their perspective. It is a fascinating snapshot of how school leaders and staff feel about EDI.

Overall, the majority of staff feel that their workplace is committed to EDI. And yet, we discovered a perception gap where those with a Minority Ethnic background, with a disability or with another protected characteristic, were less convinced. Many also felt their school lacked diversity amongst staff and in particular, school leadership teams.

The report found that less than half of staff feel that their workplace is diverse. This varies significantly between regions. Staff in London and West Midlands reported the highest levels of diversity; staff in the South West the least. And it appears that the higher we look, the less diverse we get. Only 28 per cent of staff surveyed felt that their leadership team was diverse.

Just over a third of the respondents believe that their school staff diversity reflects their student population. My team and I work on understanding the experiences of students, staff and parents in schools.



We know how students can benefit by having a role model; someone they can identify with. But our study shows that there is a real discrepancy between school staff and its student population. It must be addressed if we are to create an environment in which every member of staff and every student can survive and thrive.

The first step towards a diverse staff body is the school's commitment to EDI. The difference we discovered in the perception between various staff member groups indicates that there is more work to be done. Take ethnicity and disability. Only 69 per cent of Minority Ethnic staff feel that their workplace is committed to EDI, compared to 83 per cent of White British/Irish staff. For disability, the split is 71 per cent of disabled staff versus 81 per cent of staff without a disability.

Leaders are more positive about their school's EDI performance than their staff. The report shows that 90 per cent of leaders believe their school is committed to EDI compared to 78 per cent of those without a leadership position. This clearly illustrates the importance of having a clear communication strategy and making sure every member of staff can have their say.

The tools for change sit first with the school leadership teams. They can and must create psychologically safe spaces for all staff. They can and must ensure staff views are heard. They can and must consider how well their current policies support recruitment and career advancement for all staff.

Change starts when we truly listen and react. More than 16,500 members of staff have had their say. Now it is up for us to let them know they have been heard.

The report can be found at: <https://home.edurio.com/edi-report>

Top tips for building on skills learnt in lockdown

Comment by FLEUR SEXTON,
Managing Director, PET-Xi
Training

The past year and a half has been difficult for all sections of society, but there are some rays of brightness emerging from the gloom, one of which is that young people are learning skills as a result of lockdown that will serve them well for the future. Here are the most important.

- **Resilience**

The modern 'super-power' that everyone needs - the ability to be flexible and adapt to change - uncertainty is now a certainty in life.

- **Time management**

Without the usual structure of the school day and having to negotiate for resources, shared digital devices and limited connectivity at home - students have planned their own days.

- **Troubleshooting**

Navigating new learning platforms, resolving problems along the way - students have managed to find ways to upload work, communicate with their teachers and peers and sit exams online.

- **Emotional intelligence**

It's been a tough ride - schools and social services have done all they can to support young people, but it has been so different being remote without the normal channels and hands on approach. Young people have



been looking out for each other, being aware of signs of depression and anxiety and helping their peers get back on their feet.

- **Stress management**

Students have recognised the importance of wellbeing and taken time to be more reflective - process negative thoughts and feelings and deal with them, making the most of remote communication and finding ways to express themselves using tech as a tool.

So what do teachers need to do?

Teachers need to recognise and build on these skills - celebrate their students' achievements over lockdown. There's pressure to 'catch-up' with the academics - maths and English - which is important, but establishing where students are emotionally and how resilient they feel is vital. We do not always know what stresses they have coped with over the past months. Year 10 and 11 especially need this acknowledgement with the added pressures they are under. They all need stability first with an holistic approach before they tackle academic work.

Not all students will be in the same situation - for some academic catch-up can be the focus - but all students need to continue building confidence and resilience. Team challenges build these skills alongside communication and collaboration - it's very different to online - and it's fun. Most young people will relish being back with their peers and teachers and having more structure to their day - make it exciting and enjoyable. Teachers need the autonomy to do that.

Make the most of students' newly acquired IT skills. Blended learning can offer access for disabled students, give more time for students who need to consolidate their learning, and keep students with behavioural issues involved via Zoom without disrupting the class.

Broaden their horizons - continue to develop their online collaboration and communication skills - consider partnering with schools internationally. Use technology to enable students to participate in choir or orchestra or interview role models for work experience etc - the virtual world can open up new opportunities beyond students own ideas of 'who they are' and 'who they can be'.



“Educating the educators” – what can be done to cyber-proof the education system?

Comment by **STEPHEN ROBINSON, VP EMEA North, Arcserve**

Let’s take it back to September 2020 when an independent schools’ group in Wales was attacked by a cyber gang intent on deleting files belonging to staff and pupils as well as encrypted Veeam onsite backups held on disk and tape. The attackers used Sodinokibi ransomware to penetrate the IT systems of Haberdashers’ Monmouth Schools and demanded £500,000, rising to £1m after six days, to decrypt the data safely. The malware variant penetrated the schools through a domain admin account, working its way through the main infrastructure to knock out file servers, Exchange, and SQL servers.



This narrative has far too often penetrated our news cycle here in the UK and around the world since then. More recently, 15 secondary schools in Nottinghamshire have had to shut down their IT networks after the Nova Education Trust and main system management core, was hit by a cyberattack. The attack method and those behind it have yet to be found, but this does share similarities with a spate of ransomware attacks in 2020 again, on Northumbria and Newcastle Universities. It’s evident that in the last year there has been an increase in the number of ransomware attacks on education establishments in the UK, including schools, colleges and universities.

The question now is not what could’ve been done, but rather, what can be done to prevent these sorts of cyberattacks from ever happening? Here, I will outline my top three picks and cyber proof considerations for the education system.

Create a cyber-aware culture

It’s true for businesses and now also schools and third-party affiliations within the education sector, in order to stand a chance of repelling incoming cyberattacks you must create and maintain an efficient cyber-aware culture. This is not just a one-off training enforced through to all employees, but more of a culture enforced by a continuous flow in educating them about the latest cyber threats out there, and really promoting cyber-healthy habits and hygiene. Whether that’s malware, phishing emails, or DDoS attacks, those in charge of educational institutions, much like C-suite level leaders in other organisations, must invest time and money in teaching the basics in cyber hygiene. This includes how to spot and recognise fraudulent emails that contain suspicious links, updating passwords to key endpoints such as emails and social media sites on a regular basis, and providing clear and simple IT guidelines/frameworks that will increase overall cyber literacy within an organisation. By going that extra mile and hiring technical specialists, they can also help promote practical and interactive training sessions that involve simulating certain attacks, to help boost a school’s level of experience and cyber maturity. Bottom line is that they need to think of themselves as any other organisation is and ensure they’re just as prepared or more so than others.

Be swift in responding and learn from the attack

I often compare this to a patient that is just being wheeled into an A&E

room. The quicker you move, the more likely you are to save a life. And it fits this example perfectly. One an attack happens you need to start thinking about how to preserve the remaining data that hasn’t been compromised and how to disable remote access, internet connection, update firewall settings and change all passwords across the entire network. You then need to assess the damage, identify costs, aim to recover lost data (whether that’s by purchasing it back or dealing with the relevant authorities). It doesn’t end there either. You have to study, observe and learn from the attack and analysing how it infiltrated your system, highlighting your weak points, etc. Last but not least, think proactively about how to shore up your network defences, deploy trusted backup options, off-site servers and cloud services to ensure future business continuity in the event an attack occurs again. An attack will certainly happen, no one or no organisation is immune from it. You must be swift in responding and learn from it so that you may prevent future attacks.

Enable a multi-layered level of protection

The second step, and often the most important, is ensuring business continuity following a cyberattack. The National Cyber Security Centre’s (NCSC’s) advice includes a comprehensive checklist, and part of what GCHQ calls an in-depth defence strategy, ranging from cyber hygiene to anti-virus software updates, to having up-to-date and tested off-line backups. We look at it as a multi-layered approach, using lots of different techniques that can be deployed against the potential threat of malicious code. These range from basic of controls such as conducting an inventory of all data present, encrypting sensitive information such as employee data and financial records, and creating regular backups stored safely outside of the network. All the way to training staff in the latest cyberattack methods and ‘tricks of the trade’, to updating anti-virus software and backing up data via cloud and offsite through tape.

Backing up data – the golden key

There is a golden key here, and it’s ensuring that you have the appropriate backup system that can restore your data. Take for example the recent ransomware attack on videogame developer CDPR and their recent headline-grabbing video game Cyberpunk 2077. Soon after the attack occurred, the company immediately secured its IT infrastructure and restored data from existing backups. The company is being transparent about the attack in saying that it is not negotiating with the cyber-criminals, instead relying on well-managed back-up systems.

That strategy, in terms of recovering without delay, involves having an off-site cloud or on-premises copy of data that ensures the restoration of systems in full, instantaneously. Another affordable strategy is making use of immutable storage technology, such as magnetic tape or dedicated on premises or cloud-based immutable object storage. Once data is written, it cannot be changed or deleted, which completely removes the potential for a successful criminal attack. It also uses less memory than other forms of storage and it makes it practically impossible for equipment and human error to impact saved data. Basically, backing up data is the best way to ensure that even if data gets lost in an attack, there are external copies that can be accessed and used later.

Ultimately, education affiliations and organisations should be looking for an all-in-one DR and endpoint protection to make sure they receive consistent updates and fixes to keep up with the latest threats. By enabling and adopting some of these ideas we may just be able to stop the upwards trajectory of cyberattacks on the UK’s education system.



How computing technology is powering the future of remote learning models

Comment by NEVILLE LOUZADO, Head of Sales at Hyve Managed Hosting

Nobody could have predicted the sheer scale of the disruption caused by the pandemic in 2020, let alone that we'd still be living with that disruption more than a year later despite a relatively successful vaccine rollout. Businesses throughout the UK were able to weather the worst of the storm thanks to government support, but while a worker's salary can be furloughed and compensated, a child's education cannot.



Even as schools closed their doors and exams were postponed, the education sector had to forge ahead with teaching by whatever means possible. Despite the country's GDP contracting by roughly 11% by the end of last year, spending on technology from the UK's education sector surged by almost 72%. This acceleration of digital adoption has already completely transformed countless classrooms, but far from making education more difficult, it has instead made it more accessible, inclusive and agile. Where geographical distance was once seen as an obstacle to

overcome, hundreds of schools are now beginning to see 'e-learning' as an asset rather than a hindrance, and that's largely thanks to innovations in cloud computing.

Technology has always been a great facilitator, and the education sector is no different in that regard. While the journey here may have been less than ideal, many schools will no doubt be pleased to now have tools like cloud-based resources and apps for remote collaborative learning in their teaching toolkit. It's not a zero-sum game either. While cloud-based technology can replace on-premises teaching and learning as needed, its primary function has always been to supplement, support and improve it. It simply presents teachers and schools with options, and as many other sectors have discovered, options during a pandemic are invaluable. A recent Gallup poll revealed that 81% of teachers saw great value in using digital learning tools, and more than 90% of children were already using digital tools to aid their learning prior to the pandemic. The sector has been ready for a while, now it's just a case of employing the right cloud infrastructure to make it happen.

By upgrading their cloud infrastructure in the same way, a business might do, schools are able to harness new learning models such as live video lessons, online testing and performance tracking, as well as live chat and social tools. Such cloud-based applications can add value to the learning experience, allowing for cross-border collaborative learning, improved accessibility of resources, and much greater resilience in the event of another pandemic or similar crisis. That's not to mention the huge potential for cost-saving as the need for physical space and assets diminishes, allowing schools to channel more funds into educational resources and teaching staff.

The value in adopting a strategic approach to cloud computing for schools knows no bounds, but only if the sector is willing to invest in its cloud infrastructure in a way that prioritises security, agility and scalability in the same way it prioritises education.

The purpose of education and progressive learning

Comment by FELICIA JACKSON, Chair of the Learn2Think Foundation

The eternal question in education is what is it for? Is it to ready children for a lifetime of work, or to open their minds to possibilities, or even to help them develop flexibility of mind so that they can adapt to whatever life throws at them? Whatever it may be, it is always within the strictures and structure of the curriculum.



2019's new Ofsted inspection framework brought in a focus on the overall quality of education. In many ways this can only be defined in terms of the goal of education. What it seems to be suggesting is that the important thing is how effective schools are at providing a broad but nuanced curriculum, with an understanding of what children's gains are in terms of knowledge and understanding at every stage of the curriculum. In addition, it addresses questions about social justice and children's place in the world.

This new approach is about understanding learning progression with the idea that each element of learning should build on another, supporting many of the ideals close to the heart of the Learn2think team. These range from the importance of questioning - because answers are

easily available but no good if you don't know what questions to ask - to learning about what it means to be a part of society and to help build empathy and life skills as well as knowledge.

What's exciting about the idea of learning progression is that it returns to the very root of education. The root word 'educare' means to draw out or draw through - the role of educators is to teach children how to think. It means moving them away from a fixed mind-set and the need to be right, the need to believe that there is one answer and one answer only. This has been a huge contributor to the misinformation that surrounds complex issues from climate change to the coronavirus. If we can focus on learning progression, on building and evolving learning through different stages of complexity, we can help to teach children to be comfortable with complexity and uncertainty, rather than uncomfortable.

The scientific process is a system of checks and balance of facts, theories and experiments. We don't always have enough information to draw the right conclusions, but we can learn. With the changes in the social contract driven by COVID, BLM, Me Too and the like, the more we acknowledge the need to teach our children that the things we've learned over history are not always the full story and don't always include more than one perspective.

What is important here is understanding the messages that children take from the environment of being at school, the way they are taught as well as what they are taught. Education today is the primary way in which people are encouraged and socialised, and often the only social environment in which everyone shares. Education is about developing a process of learning which highlights new skills and new approaches in thinking, enabling people to move beyond the boundaries of traditional 'isms' into new paradigms of how the world should really work. Changes to the curriculum are about system design, and a focus on learning progression can be a useful tool for understanding how best to redesign that system.



Confidence is key when it comes to bridging the learning gap – the power of peer learning



In our first look this month at bridging the learning gap, we're delighted to hear from Anne Morris, founder and CEO of Yipiyap, who explains how peer tutoring can help anxious students catch up on lost learning and instil self-confidence and self-esteem.

As a former maths teacher, I've worked with lots of pupils who had quite marked gaps in their knowledge, simply because they had missed a few specific lessons then never had the confidence to raise the subject again. I realised that there were others in the same boat, who didn't know prime numbers, square numbers, basic number bonds, etc., but were too nervous or embarrassed to admit it - and it ended up impacting on their overall understanding of this vital subject.

To me, it showed how easily a lack of confidence can impact on someone's overall understanding, and therefore enjoyment and success, in a subject.

A lack of self-confidence at any given point is perfectly normal, at any age (Imposter Syndrome, anyone?); but for schoolchildren, whose learning curriculum will move along with or without them, it has more potential to cause harm - and yet can quite easily be addressed.

If a subject at school is fun, engaging and the learner understands, then the pathway to learning success is almost guaranteed. But if the pupil doesn't understand, it can quickly stop becoming fun and engaging. This then becomes self-perpetuating. Pupils become more nervous and lack the confidence to admit they don't know how to do something, so stay silent out of self-consciousness. In a large class, this silence can often be taken as an understanding of a lesson, or section within a lesson.

Research carried out by the Cambridge-based Primary Review says many schoolchildren are suffering from 'deep anxiety' and are just as overwhelmed as their parents by the messages, instructions and choices thrown at them each day. The Children's Commission spoke to almost 2,000 eight-17 year olds in March of last year and two thirds (66%) of the respondents said they felt most stressed about homework and / or exams - quite a way ahead of worrying about what other people thought of them (39%) or bullying (25%). And this was before the pandemic.

When you take into account the fact that

young people's minds are still developing, and then throw in hormone changes, it's no wonder young people can feel overwhelmed, uncomfortable or self-conscious in a learning environment, and don't want to admit if it doesn't immediately 'click'.

The last 15 months have left a lot of gaps in the learning of our schoolchildren, despite the gargantuan efforts of school leaders and teaching staff to keep up with the ever-changing dictates from the government, and the weeks and months of home-schooling.

Some people don't like the term catch-up as the mental health (and confidence!) of the children comes first. I think it's a combination of the two. It's our duty to help our schoolchildren get to the level they should be at, but the key is to find a solution that helps learners strive to attain their full potential, without putting them under any more unnecessary pressure.

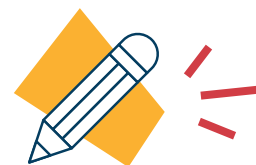
This is where peer tutoring comes in.

Peer learning is already established as a powerful tool - with guidance, students can work together through new concepts and formulas, giving them the opportunity to learn from, and teach each other, at the same time. When students are well-matched, it is recognised for helping them learn, see different perspectives and develop connections with others. All of these things combine to develop confidence, as they are taking place in an informal setting - the students feel less self-conscious, and more relaxed.

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FEATURE FOCUS: BRIDGING THE LEARNING GAP

Peer tutoring takes that concept further, by providing a learning environment which offers a higher level of knowledge and expertise, while also helping learners feel relaxed and comfortable - changing some of the traditional classroom dynamics and, for some students, removing blocks to communication. It's not carried out with students the same age as each other but instead places sixth form graduates into a classroom environment, providing support for the teacher and the learners. The peer tutors, who are often taking a gap year before university or full-time employment, are high achieving individuals and keen to make a difference. If their training is of a high standard and they are given support themselves in the placement, they are likely to become great role models for younger students. They themselves may still only be 18 or 19 years old, so are very close in age to secondary learners. They have enthusiasm and passion for learning and, without having any of the other responsibilities that come with teaching, they have a bit more time to make it fun and accessible for children in a way that supports the experienced teachers they work alongside. They are relatable and can understand the challenges and explain possible strategies for how to approach a piece of work in a straightforward, empathetic way, which helps the learner feel more comfortable. Which is of course, the key.

Peer tutors also work with smaller groups or in one-to-one settings, to provide tailored support to students or help target groups of learners 'catch up'. We know there is a wealth of evidence supporting one to one and small group tuition, as both cost-effective and impactful support for students who need to catch up on their learning. Independent research by the Education Endowment Foundation has shown the effectiveness of peer mentoring as an intervention strategy with certain age groups, the Teaching and Learning Toolkit suggests it can boost progress by up to +5 months.

From nine years of empirical evidence of our own, we can testify that this is the case across KS3 and KS4. Peer mentoring, directed by experienced teaching staff and in the context of a structured school environment, engages reluctant/low confidence learners in a way that supports and enhances classroom teaching.

Activate Learning, one of our partners, agrees - they have reported that regular, friendly, positive contact from a 'near-peer' has unlocked an



emotional and confidence block in their students. It also exemplifies Activate Learning's learning philosophy, which is based on the brain, motivation and emotion. They promote growth mindset, the power of 'yet', creating explicitly purposeful learning and providing emotionally safe spaces to fail, try again and succeed.

Activate Learning appointed a number of peer tutors to support their GCSE maths and English resit students last November. Up to 600 students across Oxford benefitted from the trial across Activate Learning's seven colleges with a range of tutors from across the UK, each providing two days' support a week. They themselves had recently completed A Levels and deferred university to provide the support. It was the first time a complete UK network of tutors was formed with the express purpose of helping those who did not pass maths or English GCSE. Students attending sessions with peer tutors were 23% more successful at gaining a Grade 4 or higher than those who did not* - so the programme is now being expanded to deliver a mix of face to face and online support.

The last year has seen teaching staff all over the UK thrust into the spotlight in a way we never anticipated or desired, as we've attempted to navigate the choppy waters of COVID and go with often confusing advice from the government. But more importantly,

schoolchildren's confidence has been affected.

To break the potential block in learning, overstretched schools and teachers could benefit hugely from introducing someone with whom learners might feel comfortable and confident. It also allows teachers more time to focus on wider school matters, classroom activities and future plans, while providing each learner with that little bit of extra 'hand on the shoulder' time that could encourage them to admit where they are struggling - and start to relax and enjoy learning again.

Peer tutors bring so much to the schools they support, and not just to learners. Coming from a different generation, they provide different outlooks and experiences to the teaching process, and this benefits everyone. Their use of technology in lockdown has been testament to that.

Schools and students have an impact on the tutors too. We often see our tutors rethink their future plans once they realise how much they enjoy the whole process of teaching. They learn so much from the classroom and gain whole new skillsets that help shape their future. Those that still go to university find that their own confidence has been boosted by the process, and they have developed a deeper level of patience and kindness.

To me, the only barrier is funding - and this is where we need clarity from our government. It was disappointing to see our recently appointed Education Recovery Commissioner Sir Kevan Collins quit in protest at the "pitiful" amount of funding being dedicated to helping schools catch up.

What is needed now is clear guidance for school leaders who may have been confused over recent months about which interventions are allowed or appropriate.

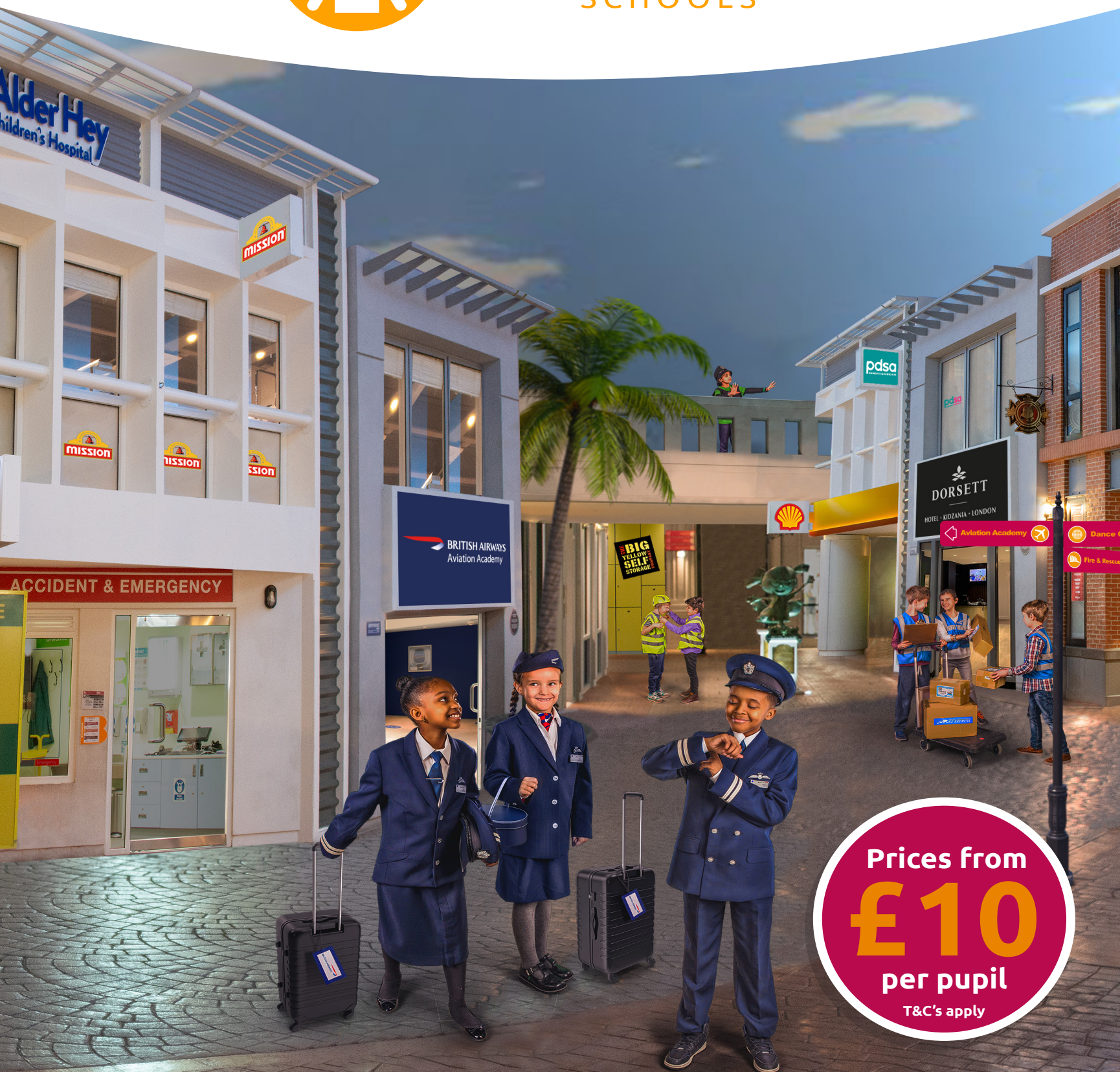
The more those leaders are given autonomy - and proper funding - the more they will be able to bring in the appropriate support that works for their own schools, whether that is peer tutors, summer schools, more extra-curricular activities or any other intervention.

If timings, costings and options can be clarified, our school leaders could then have that very same thing their learners need: confidence that they will be supported to bridge the gap after Covid, aiming higher than ever before.





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Summer schools: how to make them work for pupils, parents and teachers



In our second piece this month, Nayeer Afzal, Programme Director at Learning Hive, examines the summer learning gap and offers her thoughts on how summer schools can help children affected by the pandemic regain much of the learning they have lost due to home schooling and school closures.

The UK may finally be approaching some form of normality once again, but the impact of the pandemic on young people's education will take a significant amount of time to be fixed. School closures, classroom bubbles and self-isolation requirements have caused unprecedented disruption and, despite the best efforts of hard-working teachers and home-schooling parents, children have missed out on a lot. Pupils from disadvantaged backgrounds have felt the effects particularly acutely, with a lack of access to technology making learning from home extremely

challenging.

Summer schools have been touted as one of the leading initiatives to make up for this shortfall in learning. The government has pledged around £200 million in funding to help secondary schools run additional classes, citing statistics from the Education Endowment Foundation (EEF) that suggest that pupils can make up to four months' additional progress by taking part in a summer school programme.

While the basic concept of summer schools has plenty of merit, the government's plans have been met by scepticism and opposition from some stakeholders. Teachers are concerned about the risk of burnout, while parents have expressed worries that too much of an academic focus could be bad for their children's overall wellbeing.

Making summer schools work, therefore, means taking a nuanced approach that bears the concerns of every stakeholder in mind. Specifically, it is crucial that programmes strike the right balance between academic rigour and enriching activities that provide a holistic experience for pupils.

The impact of school closures

The first nationwide school closures in March last year saw young people miss out on around three months of in-person learning, with the second period of shutdown in January this year lasting until around February half term. Outside these periods, pupils have also had to deal with further disruption caused by mandatory self-isolation, as well as the various challenges of being in class bubbles.

Despite remote learning helping to maintain a semblance of stability in pupils' academic

routes, it is clear that many have fallen behind. Research has shown that reading skills across all year groups – both primary and secondary – have suffered, with learning loss in maths also being felt strongly.

In addition, school closures have had a huge impact on children's mental health. A recent study has found a significant rise in emotional and behavioural difficulties in primary school children following closures in the 2020 spring and summer terms. Such issues are likely to be felt in the secondary school environment too, as any severe break in routine and time away from friends and teachers can be highly disruptive to young people's wellbeing.

From this, it becomes clear that additional resources to help pupils catch up on lost learning and restore their sense of emotional fulfilment are key. Summer schools, in theory, should be aiming to do this.

Disadvantaged children bear the brunt

Children from disadvantaged backgrounds have been hit particularly hard throughout this period. Research by the Sutton Trust found that almost a quarter of GCSE students from poorer families said they could not get help from family members with their schoolwork, and 40% said they lacked a structured routine to enable them to study from home. While 97% of children from disadvantaged families had access to a digital device such as a laptop or tablet at home, only two-thirds said they were able to use it to do their schoolwork.

The slow response by the government to get devices to disadvantaged children early in the pandemic also exacerbated the situation further.



According to a freedom of information request submitted to the Department for Education by Learning Hive, only 27% of the 1.4 million devices given to pupils in England between March 2020 and March 2021 were provided within the first six months of the pandemic. This meant that during the first peak of the virus, hundreds of thousands of young people lacked the technological capabilities needed to keep pace with their peers. Bridging this gap and properly reintegrating disadvantaged pupils should be a key aim of the summer schools programme.

Enter summer schools

According to government plans, the summer schools programme makes up part of the £1.7 billion already invested in helping pupils catch up over the course of the next year. It is aimed primarily at incoming Year 7 students to support their transition to the secondary school environment.

The government guidance states that summer schools should be short programmes designed to provide a blend of academic learning and enrichment activities. The thinking behind this is positive, as it emphasises the need to catch up in areas such as English and maths, but also the importance of focusing on pupil wellbeing and mental health.

What is less clear is how the potential of summer schools can be maximised in practice, and how scepticism or opposition to them can be quelled before the current school year ends. Below, we examine this in more detail.

Winning hearts and minds

Since the idea of summer schools was first announced, both teaching staff and parents have expressed concerns about whether the programme will be a success. To ensure pupils taking part get the very most out of the scheme, it is crucial that school leaders, local authorities and government ministers take the thoughts of key stakeholders into account.

Teachers have seen their roles completely transformed since the start of the pandemic. Keeping children happy and engaged in a

classroom environment is a perennial challenge in itself, but the switch to remote and blended learning meant teachers had to pick up new skills very quickly. It is no surprise, then, that burnout could be a major issue if teachers need to run extra sessions during the summer holidays. With this in mind, any summer school programme needs to be designed to minimise the burden on teaching staff, without compromising on quality of provision.

Parents have also been forthright with their thoughts on summer school plans. A recent Ipsos Mori poll revealed that a majority (56%) see increased wellbeing support for all children as essential, with 55% also supporting additional tutoring sessions outside school hours. In contrast, only 41% advocate shorter summer holidays, and 21% are in favour of longer school days. Parents know their children better than anyone, so it is clear from this that a delicate balance between academic achievement and mental and emotional wellbeing needs to be struck.

This need for balance must also be reflected in the messaging employed by the government to promote the summer schools programme. So far, much of the language has been on the punitive side, with the Education Secretary recently announcing plans for “behaviour hubs” to tackle increasing disciplinary issues with some children. While such measures are well-meaning, they approach challenges from a negative standpoint.

Reaching a solution

While there are many hurdles to negotiate, there are also plenty of reasons to be optimistic if summer schools are approached in the right way.

Firstly, summer schools should be relaxed, welcoming environments: they should be places that children look forward to going to when they wake up in the morning. This means steering clear of strict, regimented approaches where they are expected to spend all day in a classroom. Instead, it is absolutely vital that enriching activities – such as drama or outdoor exercise – play a major role alongside academic lessons, and are not considered simply as an afterthought.

After all, a happy pupil is a motivated one, and building confidence and a positive attitude will stand them in great stead when the next academic year begins in September.

At the same time, teachers should not be expected to shoulder all of the workload. Summer schools should be managed not just by teaching staff, but by other qualified experts working in partnership. This can include a wide range of professionals, such as tutoring providers, sports coaches or specialist drama or music teachers. This is core to our own summer school programme at Learning Hive. If managed effectively, this approach would achieve the all-important goal of relieving some of the strain on teachers after a rollercoaster couple of school years.

A necessity, but not a drain

Summer schools might be a necessary measure to help children catch up on months of lost learning, but there is no need for them to be a drain on exhausted teachers or the pupils in their care. High academic standards – for the next school year and all the years beyond – are paramount, but these can only be maintained if all parties are happy, engaged and motivated to achieve their full potential.

This means listening to the thoughts and concerns of everyone involved in the process. One of the few silver linings of the pandemic was a resurgence in community spirit and a sense of togetherness. Piecing the country back together after the last year or so will require a collective effort by everyone, and this is even more relevant when it comes to safeguarding the future of our children. Make a success of summer schools, and we will take a hugely important step in achieving this.





Closing the gap on summer learning loss



In our third piece this month looking at ways in which schools can help pupils catch up on lost learning, Fiona Goddard, Education Consultant at Whizz Education, discusses the company's recent research into the issue of summer learning loss and offers pointers on how to address it.

Summer learning loss is an established phenomenon in education. Research over the years has indicated varying levels of learning loss across different subject areas while students are inactive over the summer. One study (Cooper & Sweller 1987)[1] showed that learning loss was greater in maths than in other topics.

At Whizz Education, we have been able to conduct more recent research as we are able to track students' access and learning in maths through our virtual tutoring platform.

A virtual tutor is an automated online system that simulates behaviours of a human tutor. While not designed to replace one-to-one human interaction, virtual tutors can offer teachers and students additional support, providing content which adapts to different levels of attainment and pace of learning. 1.5 million students have now used our virtual tutor across the world.

As students interact, it generates analytics in real-time, as an automatic by-product of their learning. This has allowed us to track summer learning loss over several years. Our research[2] shows that when students switch off over the summer, they tend to lose around two-three months' worth of maths knowledge.

Quantifying summer learning loss in maths

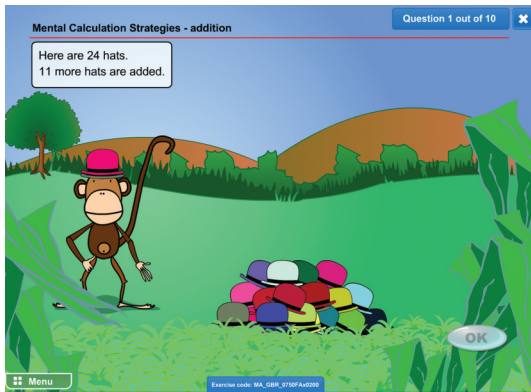
We looked at 681 students aged 5-13 who were assessed at the start of the academic years between September 2014 – 2017 and who were not re-assessed until the September or October the following year. The average weekly use of the Maths-Whizz virtual tutor was 30 minutes between September to June – ensuring the student's Maths age at the end of the academic year was a reliable measure for their true maths

knowledge at that point. We also ensured the total usage between 20 July – 31 August in the first year did not exceed 30 minutes – so we can assume they did not acquire new knowledge during that time. The results showed an overall average drop in topic age corresponding to 2.4 months of lost learning.

A drop was experienced in every assessed maths topic, and we have been able to break this down. The greatest loss was seen in Pencil and Paper multiplication (0.34 years) and the smallest loss observed in Percentages and Ratio (0.01 years). One contributing factor is the maximum and minimum possible Topic Ages, since Percentages and Ratio starts at a later point in the curriculum, there may be less scope for learning loss for those who have covered the topic. Children studying these topics are generally older. These findings reflect similar studies we have conducted in other regions around the world, where younger pupils with a limited store of knowledge to draw on, suffered a higher degree of learning loss.

The COVID effect

COVID-19 has amplified learning loss overall, as students have struggled for access to education. We have also been able to quantify the lockdown learning loss in maths experienced by 5-13-year-olds in the UK in a separate study. Our research



shows that 46% of the 1,721 children assessed experienced a learning loss, exhibiting an average of knowledge decline of eight months during the first lockdown. This is hardly surprising in the face of severe disruptions this past year. Despite the tireless efforts of teachers to adapt lessons and provide remote classes, the global pandemic has had a drastic effect on pupils' learning.

It is also likely that those in our underserved communities have been hardest hit - a sad consequence of the pandemic is that it has exacerbated the attainment gap, with disadvantaged students falling further behind due to lack of access to online learning during school closures. We've observed this in both the UK and globally.

Making learning gains

At Whizz Education, we believe that every child deserves a learning experience that caters to their individual needs and pace of learning. We work closely in partnership with schools to develop quality bespoke learning programmes delivered via Maths-Whizz. The virtual tutor uses powerful AI to build a completely personalised plan for each child, and then continues to tailor it as they complete lessons to help mitigate learning loss but more importantly, so they can make learning gains.

Our research shows with just 60 minutes per week of Maths-Whizz over a six-week summer period, students can expect to acquire a 4-month learning advantage (based on an expected progress rate of 1.4 years, which has been verified by separate Whizz studies). This amounts to 0.17 years (2 months) of acquired knowledge compared to 0.20 years (2.4 months) of lost learning for those students not active on Maths-Whizz and not accessing other maths resources.

Further, our research conducted with over 12,000 students and verified by independent experts - demonstrates that children who learn with Maths-Whizz Tutor for 45-60 minutes a week across the whole year, increases their Maths Age by an average of 18 months in their first year. These are gains which have been recorded in the UK and worldwide over fifteen years.

Making maths fun

While we accept the phenomenon of learning loss and that particularly after this year, many students are possibly not where they should be or where we would like them to be, how this is presented and how it is addressed needs to be carefully managed to ensure students don't feel penalised for something that is not their fault and to ensure teachers do not become overwhelmed.

It's vital that teachers can reconnect with students and work with parents to help build

confidence, informally assess gaps, and secure firm foundations with an emphasis on quality over quantity.

While large class sizes continue to put teachers under pressure, we have aimed to ease the burden by providing more than 1,250 pre-prepared lesson plans, enabling teachers to deliver tailored learning gains for children with a range of attainment. The Interactive games, lessons and exercises within the Maths-Whizz curriculum covers 98% of the curriculum. It rewards effort so helps build children's confidence and they love it too.

Children may believe they're playing maths games, but really, they're receiving one-to-one tuition from a virtual tutor. Maths-Whizz has proven results, designed by expert educationalists, and the ability to adapt to a child's needs and pace of learning - all with the aim of giving each child a rounded maths profile, boosting their confidence, whilst making maths fun, and ultimately accelerating learning.

Commitment to learning

Our own commitment to ensuring learning never stops begins with an effort to expand access to virtual tutoring. In the past year, this has translated into providing additional licenses to schools and across the world in areas like Kenya and the Democratic Republic of Congo where we are working with partners to make our virtual tutor accessible on affordable smart phones. In Thailand for example, it is being offered as a remote learning solution for summer camps. Each context has required its own adapted implementation.

Closer to home, we have supported schools during the Pandemic and the platform was "first aid" for our schools and parents. We enabled access for all parents whose schools were subscribed, so that they could support their children while the schools were sorting out the logistics and dealing with the 'shock' of learning from home. In this way we maintained our 'triangle of success' with students, teachers and parents.

We have also been able to provide that additional targeted help at home during the Pandemic, to ensure that each student's needs are catered for. We have been able to support parents' during this last year when home learning took precedent ensuring learning has been targeted to their child, so gaps are addressed while giving the parent an insight on areas where help is required.

Summer learning programs are an important strategy to help address summer learning loss. Quality programmes that offer well designed content can not only mitigate loss but contribute to improve attainment.

With this in mind, we have also launched our Summer Learning Challenge <https://www.whizz.com/summer-challenge-signup/>. This new initiative is open to all schools and parents, designed to encourage students to continue 'doing' maths whilst having fun over the six-week summer holiday period. The aim of the challenge is to ensure measurable learning gains are made, helping students get 'back on track' by September and have fun doing so both on screen and outdoors.

We understand the summer is an essential time for teachers, parents and students to relax and recharge. Therefore, this initiative is intended to secure learning and engagement with minimal effort and maximum fun! With just 60 minutes per week the potential impact on learning gains is significant.

Knowledge can be regained

Knowledge can be regained, and students can use the summer to turn the tables and make learning gains rather than experience further loss. We believe tools such as virtual tutoring platforms have a vital part to play as we move forward.

For students, highly engaging and interactive content, pitched at the right learning level means progression can become a fulfilling experience that brings joy to learning rather than a situation which introduces anxiety to catch-up.

Virtual tutors can be used to address the phenomenon of summer learning loss and also the loss experienced as a result of the school closures during the past year. With just an hour of access to our virtual tutor per week, children can expect around eight-nine weeks of progress over a six-week summer period, in all gaining a four-month advantage. Let's work together to help close that summer learning loss gap.

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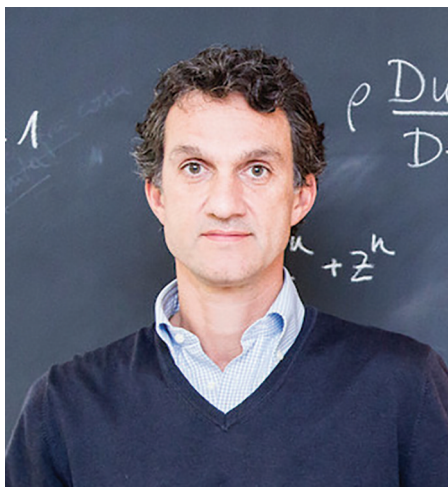
[1] Cooper, G., & Sweller, J. (1987). Effects of schema acquisition and rule automation on mathematical problem-solving transfer. *Journal Of Education Psychology*, 79(4), 347-362.

[2] <https://www.whizzeducation.com/wp-content/uploads/Summer-learning-loss-SCREEN.pdf>





How children can make up for lost learning



The last year has been turbulent for children in more ways than one, and the disruption to schools has meant that parents and teachers alike have been searching for new ways to keep children engaged with learning. In our final look this month at the issue, Javier Arroyo, Co-founder of Smartick, the innovative maths program designed closely with experts in education, explains the best ways to help children catch up for lost learning during the pandemic.

The pandemic has been fraught with stress and uncertainty, and as we approach some form of normality, it's hugely important that we avoid placing anymore unnecessary pressure on children. With numerous lockdowns, children may feel that learning has become a chore, resulting in

feelings of disengagement and disinterest.

For some children who have not been able to attend school during lockdown restrictions there can be a significant learning loss – especially when parents are under pressure to not only home school but continue to work from home themselves and manage the household.

In our recent study of 1,003 children aged between four and 14 and their parents, three quarters of parents (75%) said they would like support in ensuring the pandemic has as little effect on their child's learning as possible. Although 66% worried that they don't have enough time to support their child's school learning, 79% said they will continue to support it with learning at home.

What's interesting is that the pandemic has forced many parents to consider more creative ways to keep their children engaged. In fact, 70% of parents said that the tribulations of home learning have made them realise that there are different educational routes that can boost school learning.

However, learning should be fun, challenging and rewarding – but without being overwhelming. There are numerous ways that teachers can support children's learning outside of the classroom to help make up for disruptions. Calling on the assistance of parents to help integrate these fun activities into their child's routine is a creative way of making maths relevant to their everyday lives and extending learning outside of the classroom.

The importance of gamification

Encouraging children to do a little each day, with

a strong focus, is much better than getting them to sit down once a week for hours on end without their full attention. Instead, learning must be made enjoyable and engaging again. Our education experts have found that, gamification, or put simply, turning learning activities into games can be a great way to keep children interested. Maths seeps into most aspects of our lives and introducing children to these interactive activities can help them catch up on lost learning free from the stresses of the classroom:

• Counting Coins

Although it's becoming rarer to have coins lying around the home, it's likely that we all have some coppers we've been meaning to use. Rather than letting spare coins gather dust, they can be used as a creative homework task to help children visualise money and help improve their addition, subtraction and multiplication skills. Asking them





questions such as, “show me 20p in as few coins as possible”, or “show me what I’d have left if I paid with £1 for a chocolate bar that cost 65p” can be a great way to introduce them to basic sums. While at home, children could use spare coins as a template to draw around and display their answers to the questions.

The difficulty of the questions can be varied depending on the ability of the child and how quickly they improve their money skills. Introducing more complex multiplication and division sums can begin teaching them vital skills like splitting bills which they are likely to use as they get older. More than anything, familiarising a child with physical coins has the added bonus of teaching them the value of money in an increasingly digital world. By engaging them with simple money counting games, they can begin to see how much things are worth while improving their basic maths skills.

• Helping with the shopping

One aspect of maths which plays a crucial role in our adult lives is budgeting. Everything from working out the price of a food shop, through to organising standing orders and direct debits from the bank – having a basic understanding of addition, subtraction and estimation is vital to everyday life. To give children a taste of this, teachers can create scenarios where children are encouraged to estimate how much the items in a shopping basket will cost. The beauty of this game is that it can be done both in the classroom, or in real life when the children are with their parents.

Encouraging them to round to the nearest pound can help make the task slightly easier for younger children and help them to keep track of the items being purchased.

The simple game allows children to use their mental maths skills along with helping them to estimate the price of a shop, both of which will come in handy as they become more independent.

• Cooking and baking

Getting children involved with cooking and baking during interactive lessons or as an alternative homework task can be a great way to show them how maths is used every day. It teaches them a lifelong skill whilst showing that maths can be used for fun activities.

It’s fair to say that most children love cakes and sweet treats, and baking is a failsafe activity for keeping kids occupied on rainy days. During the lesson, start off by making something simple like a smoothie where it’s relatively straight-forward for children to count the number of ingredients needed. Make sure to supervise the children as they carefully pick out the fruit and add it to the blender. If you’ve prepared yourself for the inevitable mess, baking can also act as a great way to teach children the basics of measurements and ratios. Of course, this may be more difficult in a classroom and may have to be encouraged as a homework task.

It’s common to use half or double of recipes to accommodate different numbers of people. This offers a fantastic opportunity to test children’s maths skills. For example, ask them questions such as “if you’re making a recipe intended for two which requires 500ml of milk, how much would you need if you were to make the recipe for 6 people?”



Alternately, “if you’re making a meal for just one person but the recipe has ingredients for two, how much would you need for your recipe?”

The beauty of cooking and baking is that the questions you ask can be easily adapted depending on the ability or age of the child, and it’s a skill that we use all the time.

Taking advantage of technology

Technology has a huge role to play in helping children catch up, particularly when you introduce Artificial Intelligence (AI) which can help with adaptive learning. Picking up areas of strength and weakness and ensuring children focus on where they need to improve in a fun and often gamified way helps get results.

There are now Online learning programs available that offer short, engaging and motivating lessons which help build a child’s confidence in a subject. For example, the Smartick platform is based around the concept of daily, 15-minute lessons designed to make maths and coding digestible. Online education providers are finding that children and parents expect more nowadays, and with so much choice on the market, it’s even more important for learning to be integrated into fun activities and games.

Productive tablet time

As technology becomes increasingly integrated into the modern classroom, it’s important that it’s introduced in a positive way. There is often a lot of guilt associated with giving children tablets or phones to keep them occupied. It can feel like the easy way out, and children are often so engrossed that it can feel like it’s having a damaging effect on them. Rather than letting them browse YouTube or mindlessly play games, there are now learning platforms that exist to help them keep on top of maths. There is no reason technology can’t be used to assist learning, and if used in harmony with traditional schooling methods, it can help to form a fuller picture of the world for children.

Keeping children engaged with maths is simply about integrating it into their lives so it doesn’t feel like a chore. Children will quickly switch-off if they don’t feel captivated by an activity, so it’s important to understand the individual and adapt to what they enjoy. Showing children the everyday application of maths brings the subject to life, keeping them interested and involved during a time where learning has been placed under immense pressure. More than anything, it allows parents and teachers to help children catch up after what has been an unprecedented year, without making learning a stressful experience.





Why you must consider acoustics in classroom design

Comment by BOB MORTIMER, UK & Ireland Sales Manager, Heckmondwike



We've seen first-hand the effects of changing classroom environments on children throughout the pandemic. From remote learning to struggling to understand through masks, never has a generation had to contend with such a complex set of circumstances.

During their early years, children rely on multi-sensory experiences to get the best from their learning. This is why it's so important to create the optimum environment – one where children and teachers can listen and engage.

According to a study by Euronoise, bad classroom acoustics can lead to concentration and behavioural issues. This is thanks to reverberation time – the time it takes for a sound to drop to 60dB after being uttered. If your classroom is plagued by high ceilings and non-porous surfaces, students are likely to suffer.

Even a change in classroom layout can affect a student's learning, with almost a third of children learning less if sat in the back row. Then we must contemplate children with additional needs, who may become anxious if this 'reverberation' time is too high.

For this reason, we must consider the senses when designing classroom layouts. A set of soft carpet tiles can reduce impact noise by 22dB, while

they can also help to promote spatial awareness. For example, installing and removing flexible tiles allows teachers to designate reading areas, craft areas or simple quiet spaces. With a colourful finish, these tiles will engage students visually as well as audibly.

Even more timely, these classroom segments are essential to promote a healthy return to schools. We can use soft carpet tiles to allocate walkways and one-way systems, while absorbent surfaces are also less likely to carry coronaviruses.

Then we have technology to consider. The modern-day classroom is not complete without a robust IT system, but this presents challenges with high amounts of electricity in a confined space. By using a product like an anti-static carpet, schools can foster safer environments that do not detract from students' learning.

At Heckmondwike, we've been providing carpets in school environments for years. We understand the unpredictable situations that teachers and students confront every day – and the multiple applications of one space.

This is why it's so important to consider a multi-sensory experience in classroom design. Children may be listening, speaking, singing, shouting and dancing all at once – and we need to encourage this to develop their learning. Remember, when we learn, 75% of our knowledge comes to us visually, 13% comes to us audibly, and 12% comes through smell, taste and touch.

Your classroom should have no limits when it comes to using the senses. Rather than encouraging extraneous noise, look for opportunities to balance louder distractions with quieter environments. Something as simple as a segmented carpet tiling setup can make all the difference, providing a variety of learning opportunities in one.

We've been working in education since 1967. While the technology may change, the fundamentals haven't.

Visit <https://heckmondwike-fb.co.uk/>



PREMIER MODULAR WINS PLACE ON £330M PUBLIC SECTOR BUILDING FRAMEWORK

Premier Modular, one of the UK's leading offsite construction specialists to the education sector, has been awarded a place on the new £330m LHC Modular Buildings Framework.

Premier's appointment to the framework covers the design, supply and installation of both temporary and permanent modular buildings to local authorities, schools, academies, colleges, universities, and other public bodies for the next four years.

LHC is one of the longest-established public sector procurement specialists. Its MB2 framework includes primary and secondary school buildings, temporary decant facilities, self-contained teaching blocks, and student accommodation. The framework is designed to give education providers easy access to modular buildings for hire and bespoke offsite solutions for permanent applications.

► For further information, visit www.premiermodular.co.uk, call 0800 316 0888 or email info@premiermodular.co.uk



Local businesses come together to support primary school

A Lochmaben roofing manufacturer, contractor and builders' merchant have joined forces to re-roof a local primary school despite the Covid pandemic.

Leading pitched roof tile manufacturer Russell Roof Tiles worked with Lee Glover Roofing Contractors, Dumfries and Galloway Council and North West Roofing Supplies to provide a seamless roofing supply for Lochmaben Primary School – that is future proofed for years to come.

The re-roofing project started March 2020 but stopped due to the pandemic. Work restarted in July 2020 to completion in September 2020.

Russell Roof Tiles is based on an 11-acre Halleaths site and recently unveiled a £1.7m capital investment programme for the tile plant.

The firm worked closely with Lochmaben based Lee Glover Roofing Contractors to supply over 13,000 Grampian tiles in Peat Brown.

The Grampian tile forms part of the Russell Commercial Range. Commercial Range tiles are traditional sized interlocking tiles in a variety of profiles which provide a cost-effective roofing solution.

Russell Roof Tiles is continuing with a recruitment drive in Lochmaben and is currently recruiting for 15 additional operatives – for further information check the website.

► <https://www.russellrooftiles.com/careers/production-engineering/>

New, on-trend, wood-look options from Altro

Altro has introduced new shades for its Altro Wood™ adhesive-free and Altro Wood safety flooring ranges. The new, on-trend, wood-look options, from cool grey hues through to warming and natural tones, provide flexibility when specifying or designing application areas which require differing technical performance.

In support of the growing popularity of adhesive-free floors, the number of shades for Altro Wood adhesive-free has increased from 12 to 18, and they are now aligned with those in the Altro Wood palette, making selection between the two ranges quick and easy.

Altro Wood adhesive-free creates maximum impact with minimum downtime. It can be welded and walked on the same day, and at the end of its life can be removed easily, allowing it to be reused or recycled. With Altro Wood adhesive-free bringing 14dB sound reduction, one in a million slip-resistance reassurance, high levels of comfort underfoot and speed of installation; it provides a safe, durable, and decorative solution for busy spaces.

Altro Wood safety flooring offers four new oak colours, together with differing plank sizes and shades including wide plank classic and rustic designs. This attractive, general purpose wood-effect vinyl safety flooring gives 4dB sound reduction, sustained slip-resistance for the lifetime of the floor and is designed to cope with medium to heavy traffic helping create the right look for areas where people live and work.

David Brailsford, Altro's New Product Introduction Manager said: "After we introduced Altro Wood adhesive-free in 2020 it quickly established itself



as an important product for those who are looking for a sustainable and versatile safety floor that is quick to install. It is key to ensure that our colours and designs stay relevant and, as a result, we wanted to offer more design choice in this valued product. We have therefore extended the range from 12 colours to 18 and at the same time have balanced the Altro Wood range, re-colouring this popular product and adding extra dimension to our range of colours. Our customers value the choice and flexibility that this alignment provides, giving them breadth of choice with what remains a really popular finish for homely interiors."

With matching design and colour options across the Altro Wood adhesive-free and Altro Wood ranges, you can achieve a consistent look in different areas. Select from the ranges for the right technical performance required.

► www.altro.co.uk/High-Design



SOME THINGS REMAIN... OTHERS DON'T

Heckmondwike's Supacord range was launched in 1973, the same year Britain joined the European Union. However, our UK manufactured Supacord has stood the test of time.

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www.heckmondwike-fb.co.uk



MADE IN
BRITAIN

The future is here. The future is video!

Schools have been hit especially hard during the pandemic – closures, online teaching, little interaction between teachers, students or parents and increased stress.

At the same time parents' evenings, an important means of engaging with parents, have been badly disrupted with no in-person meetings at all.

Many schools explored other means – text messaging, websites, social media, or even Zoom or Teams to set up video calls.

Whilst these are great tools for general communication, they don't solve the issues of parents' evenings.

Parents Booking solves this problem through its easy to use online booking system, with individual video meetings automatically made for everyone.

Let's hear from Catherine McMahon, Head Teacher at Sacred Heart Roman Catholic Primary School in Whetstone, London.

"Sacred Heart Roman Catholic Primary School has been using Parents Booking since 2015 and has hosted thousands of parents' evenings appointments over the years. The school used the product because it helps relieve management and administration work related to parents' evening to the tune of about one hundred staff hours per year, as well as increasing parental participation, especially amongst parents who were less interested in attending these meetings before having an electronic booking system which allows them to pick appointment times that suit best."

Feedback from parents and teachers has been very supportive of this change, and while there will always be a benefit to and a place for in-person meetings, having this technology at our fingertips, has enhanced what we as a school can offer. We have had great support from all of the Parents' Booking team who helped us make sure our technology was up to the job, and who are proactive in making sure the evenings run well."

Indeed, there are so many benefits to using video calls instead of traditional parents' evenings that many schools say they will not be going back to the 'old way':

- **Evenings all run to schedule** – no over-running or missed appointments, so no unhappy parents or staff
- **No 'walking-time' between appointments** – more appointments can be fitted into less time
- **Multiple teachers/parents can join the video meeting** – all from different locations and devices..
- **Increased privacy for parents and staff** – no fear of conversations being overheard by those at the next table along
- **1-to-1 meetings can be set up as required** – ideal for follow-up meetings, pastoral care, SEND, Support for Learning, careers or even for regular 'teacher surgeries' etc.

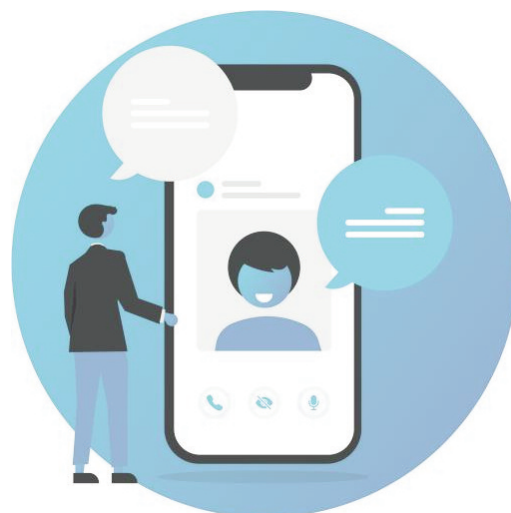
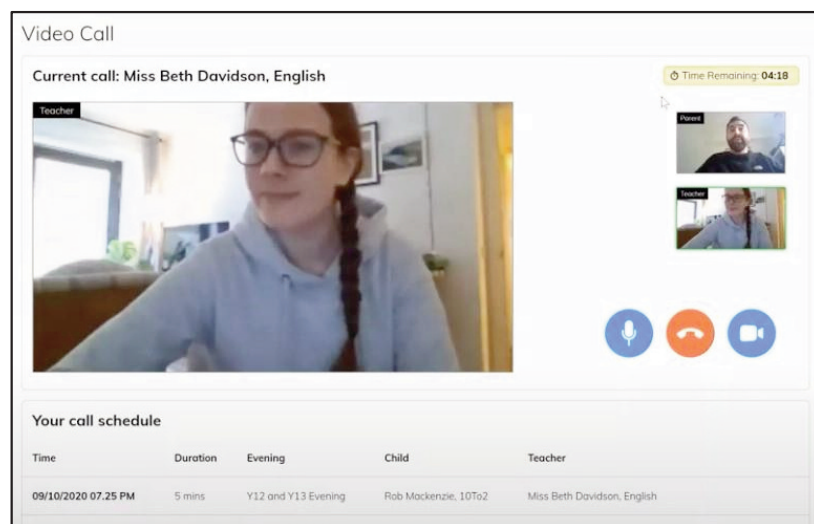
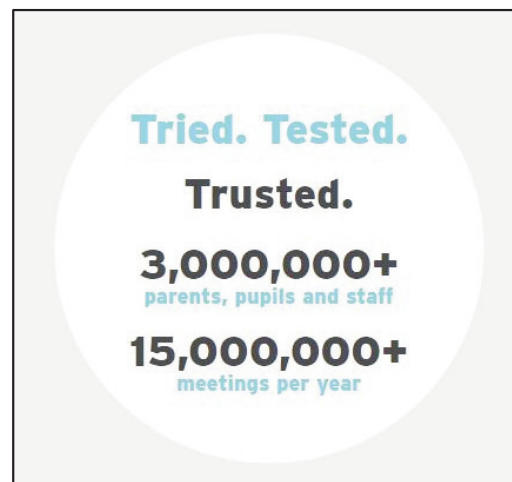
One of the most important benefits, I believe, is that of improved well-being and work-life balance for teachers. Instead of being at school for an entire evening, teachers can join the meetings from home, then immediately relax after their last meeting.

Also, we are seeing schools set parents' meetings across several evenings and as long as the teacher provides sufficient appointments across these evenings for the number of pupils they teach, they can choose to work around their own commitments.

Video meetings are now being used by thousands of schools world-wide and will continue to be the preferred method even without COVID.

For more information or a free trial of the software:

- ▶ **01463 731000**
- ▶ **parents-booking.com**





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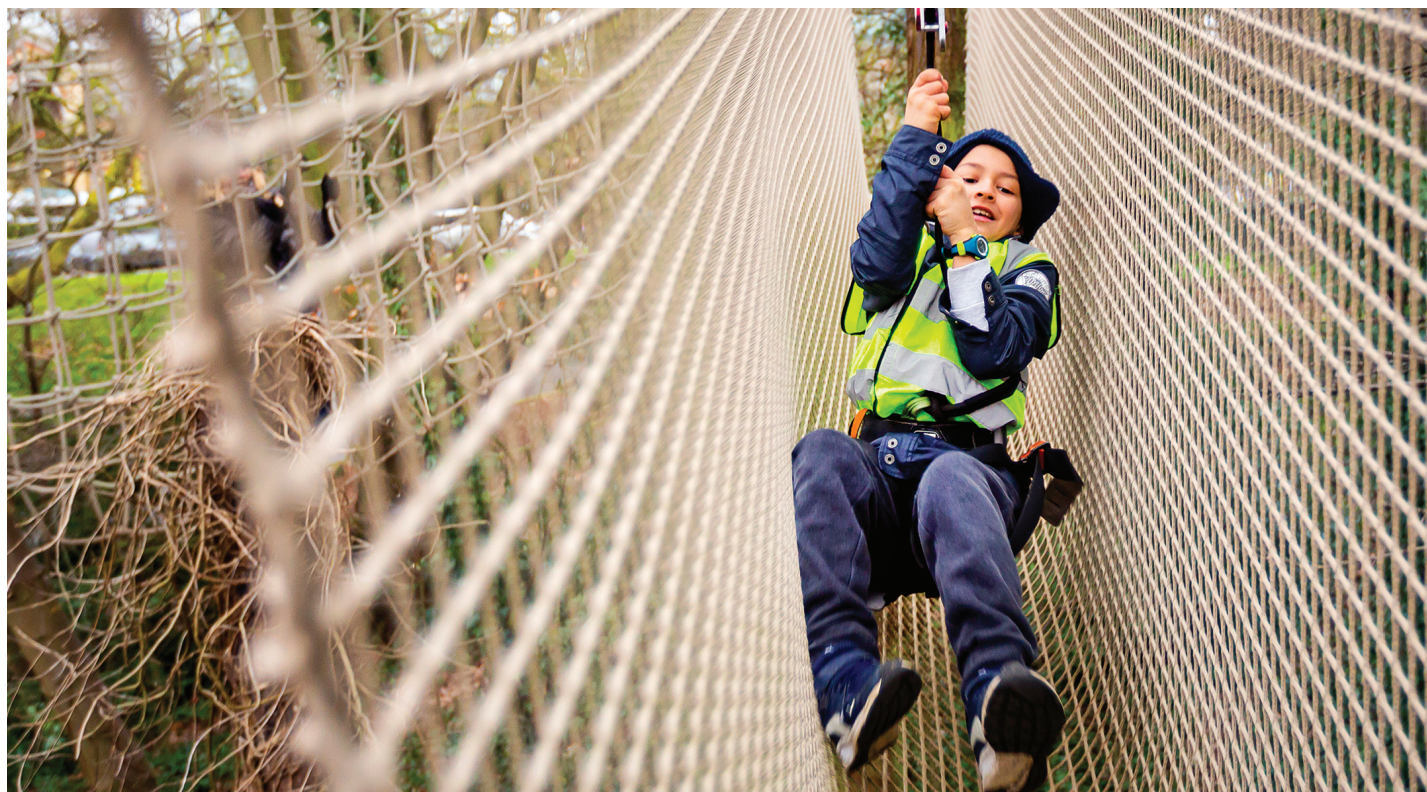
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Go Ape Wins Best UK Attraction School Travel Award for the fourth year

Go Ape has come home with an award from the School Travel Awards for the fourth year in a row! Plus Go Ape nabbed the 'UK's Best Attraction' for the second time.

The prestigious awards ceremony results were revealed during an online broadcast hosted by Olympian Katharine Merry. Go Ape were delighted to continue their winning streak in a highly competitive category and after the challenges of the past year. Runners up in the same category included Alton Towers, The Warner Bros. Studio Tour London – The Making of Harry Potter and LEGOLAND (Windsor Resort).

Go Ape Founder, Rebecca Mayhew, said, "After a difficult past year we are very proud to have continued to offer fun and adventurous learning experiences outside of the classroom.

Every person who sets out on an adventure at Go Ape challenges themselves to climb higher, leap longer and zip further but this year children have faced even more obstacles. After months of home-schooling, they have had to get comfortable socialising again. Go Ape have felt very privileged to help school groups get outside and not only connect with nature but also re-connect with each other.

A representative from the awards on the night said, "Pupils visiting one of the 35 Go Ape attractions across the UK can swing through the trees and push themselves to the limit which in turn allows them to conquer fears and push boundaries. The staff can also host team games which encourage students who wouldn't usually speak to come closer together and form bonds."

Event Host Katherine Merry added, "I went there (to Go Ape) recently with my two small children and we will be going back soon. They had a great time!"

Rebecca Mayhew also presented the Award for the "My Best School Trip" Award to Walsall Academy, Bloxwich who set off on a KS4 Outward Bound Trust residential in the Lake District.

Details of all the award winners are available at schooltravelorganiser.com/awards #SchoolTravelAwards

- ▶ www.goape.co.uk
- ▶ Instagram: @goapetribes
- ▶ Twitter: @GoApeTribe
- ▶ Facebook: <https://www.facebook.com/GoApeTribe>



Education today WEBINARS

We have hosted a number of webinars with Education Today over the years, and there is a reason we continue to partner with the publication. The team couldn't be more helpful and accommodating when it comes to the planning, promotion and execution of webinars. We have been very pleased with the engagement with each of the webinars, which has generated some interesting leads for my clients.

– Sophie – Conscious Communications on behalf of the International Baccalaureate

'We recently partnered with the Education Today team to run a webinar for teachers on running a remote classroom. It was wonderful working with a team that is equally as passionate about education as we are. It was a collaborative and seamless experience, and we received positive feedback from the teachers who attended the webinar'

– Nicola Wall, VP Marketing, Mathspace

Here at **Education Today**, we have now hosted a number of highly successful webinars and have built up an established, very well received webinar channel.

Our webinars provide an excellent platform for suppliers to discuss a sector wide issue or debatable topic, and communicate their marketing message to thousands of key decision makers and teaching professionals.

WHAT'S IN IT FOR YOU?

- Huge marketing support including 5 email blasts to 40,000 subscribers
- Communicate your marketing message personally and directly to your target audience
- Capture all the leads from registrants after the webinar has taken place
- Continued brand awareness - own a recording of the webinar for your own marketing, plus it will remain on the **Education Today** website for a further 12 months



www.education-today.co.uk



RECRUITMENT



Education today working in Partnership with Talented Teacher Jobs

In our recruitment section, Education Today is delighted to be working with Talented Teacher Jobs, a leading UK School and Local Authority recruitment site for teachers, leaders and education professionals. Every month, we'll be bringing you the hottest jobs and the best opportunities from around the country, as well as links to top tips on interviewing, preparing your CV, and making sure that when it comes down to that dream job, you really shine!

DEVELOPMENT OFFICER (DATABASE AND STAKEHOLDER ENGAGEMENT)

**George Watson's
College
Edinburgh**



We are currently seeking a skilled and dynamic individual to join our Development Team.

Contract type: Permanent

Closing date: 30/07/21

PREP SCHOOL LEARNING SUPPORT ASSISTANT

**Ewell Castle School
Surrey**



Ewell Castle Preparatory School requires an inspiring and engaging Learning Support Assistant with relevant special needs experience and qualification to join the Learning Support team to offer class based support to a pupil in a one to one capacity.

Contract type: Permanent

Closing date: 23/07/21

CLEANERS

**Queens' School
Hertfordshire**



We are seeking to appoint an experienced, reliable and flexible person to join our in-house cleaning team.

Contract type: Permanent

Closing date: 23/07/21

PLAYWORKER

**George Watson's College
Edinburgh**



Due to our continued expansion, we are looking for Playworkers to join our busy team.

Contract type: Permanent

Closing date: 17/07/21

AFTER SCHOOL CLUB SUPERVISOR

**George Watson's College
Edinburgh**



We are looking for a dynamic, organised and motivated individual to lead one of our 3 After School Care provisions.

Contract type: Permanent

Closing date: 17/07/21

SENIOR NURSE

**Queen's College
Somerset**



We are looking to recruit a Senior Nurse to have overall responsibility for the day-to-day running of our Medical Centre.

Contract type: Permanent

Closing date: 14/07/21

IT MANAGER

**Dr Challoner's Grammar School
Buckinghamshire**



We are seeking to recruit a full-time IT Manager at this 11-18 grammar school for boys with a co-educational Sixth form.

Contract type: Permanent

Closing date: 14/07/21

OCCUPATIONAL THERAPIST (PINNER SITE)

**Gesher School
London**



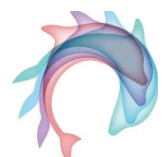
Join an innovative learning community with ambitious practices.

Contract type: Permanent

Closing date: 13/07/21

SCHOOL COUNSELLOR

**Varndean School
East Sussex**



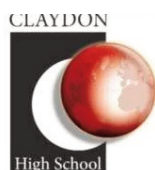
Varndean School requires a dedicated, experienced and qualified Counsellor to offer counselling and support to our students.

Contract type: Contract

Closing date: 12/07/21

HISTORY TEACHER - PART TIME MATERNITY COVER

**Claydon High School
Suffolk**



We are looking for a well-qualified and enthusiastic teacher to teach History across both key stages.

Contract type: Temporary

Closing date: 12/07/21

BEHAVIOUR MANAGER South Dartmoor Academy Devon



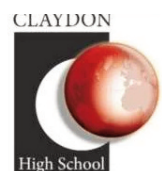
South Dartmoor Community College is seeking to appoint a dedicated and enthusiastic colleague who has a well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment.

Contract type: Permanent

Closing date: 09/07/21

PE TEACHER - PART TIME MATERNITY COVER

**Claydon High School
East Suffolk**



We are looking for a well-qualified and enthusiastic teacher to teach Physical Education.

Contract type: Temporary

Closing date: 09/07/21

MATHS/ICT TEACHER**The Beech Academy
Nottinghamshire**

The Evolve Trust values its staff and aims to be an employer which those in our communities want to work for.

**Contract type:** Permanent**Closing date:** 08/07/21**COMMUNICATION TEACHING
ASSISTANT****Kings Langley School
Hertfordshire**

We are looking to appoint an enthusiastic and committed person to support and work with students.

Contract type: Permanent**Closing date:** 08/07/21**EXAM INVIGILATOR****Oxted School
Surrey**

We are looking for Exam Invigilators to join the team at Oxted School.

**Contract type:** Permanent**Closing date:** 07/07/21**LEARNING SUPPORT ASSISTANT
- LEVEL 1****City of London
Academy, Highgate Hill
Greater London**

We are seeking a Learning Support Assistant to join us in September 2021.

Contract type: Permanent**Closing date:** 07/07/21**TRUST FINANCE MANAGER****St Albans Girls' School
Hertfordshire**

We are seeking to appoint a motivated dedicated Trust Finance Manager to oversee the Trust's finances as part of ATLAS Multi-Academy Trust.

Contract type: Permanent**Closing date:** 07/07/21**EXAMS INVIGILATOR****All Saints Catholic College
West Yorkshire**

We are seeking to appoint Exam Invigilators to oversee and supervise examinations and to ensure that guidelines and regulations for the integrity and security of the examinations papers and procedures are followed during examination sessions.

**Contract type:** Permanent**Closing date:** 07/07/21**LEARNING SUPPORT ASSISTANT****Howard Of Effingham School
Surrey**

We have an exciting opportunity for a Learning Support Assistant to join the team at the Howard of Effingham School.

Contract type: Permanent**Closing date:** 07/07/21**HEADTEACHER****Charles Darwin School
Kent**

Due to the retirement of the current Headteacher, the Trust Board and the Governing Body are looking to appoint a Headteacher.

Contract type: Permanent**Closing date:** 06/07/21**TUNSTALL ACTIVE MANAGER****High Tunstall College of Science
County Durham**

High Tunstall College of Science is seeking to appoint a Tunstall Active Manager to oversee the utilisation of our State-of-the-Art Complex.

Contract type: Permanent**Closing date:** 06/07/21**STEPPING INTO TEACHING
OPPORTUNITY****Northgate High School
Suffolk**

Northgate's aims underpin everything that we do.

Contract type: Permanent**Closing date:** 06/07/21**LEARNING ASSISTANT
The Brunts Academy
Nottinghamshire**

The Evolve Trust values its staff and aims to be an employer which those in our communities want to work for.

Contract type: Permanent**Closing date:** 06/07/21**ATTENDANCE
ADMINISTRATOR****St Albans Girls' School
Hertfordshire**

The successful applicant will be able to manage and maintain a comprehensive school information resource.

Contract type: Permanent**Closing date:** 06/07/21**COVER SUPERVISORS****Northgate High School
Suffolk**

We are keen to accept applications from people who are able to work full school days or any combination of mornings and afternoons.

Contract type: Permanent**Closing date:** 06/07/21**TEACHER OF SCIENCE****St Albans Girls' School
Hertfordshire**

We are seeking a talented and innovative teacher to join our vibrant department.

Contract type: Temporary**Closing date:** 06/07/21**PASTORAL OFFICER
Northgate High School
Suffolk**

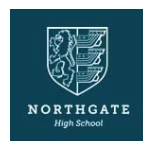
An opportunity exists to join an excellent pastoral team who are committed to the wellbeing of students at Northgate.

Contract type: Permanent**Closing date:** 05/07/21**MATHS TEACHER
Wildern School
Hampshire**

As a large over-subscribed secondary school in Hedge End, Southampton we are keen to recruit additional Maths Teachers to join our team.

Contract type: Permanent**Closing date:** 05/07/21**TEACHER OF BUSINESS (TEMPORARY
MATERNITY)
Northgate High School
Suffolk**

Required from November 2021 a specialist teacher of Business with outstanding practice and a commitment to teamwork.

Contract type: Temporary**Closing date:** 05/07/21**EAL LEARNING
SUPPORT ASSISTANT
Rutlish School
Greater London**

Rutlish is a very successful, oversubscribed comprehensive school located in the leafy suburbs of Wimbledon.

Contract type: Permanent**Closing date:** 05/07/21



Encourage students to cycle by protecting their bikes from theft

BikeRegister is the national cycle marking and registration scheme. It is used to help protect student's bikes from theft. Over 1 million bikes are registered and all UK Police Forces have immediate access to the database to carry out searches should they recover a lost or stolen bike.

BikeRegister security marking kits permanently mark the frame of the bike, providing a powerful deterrent to theft.

BikeRegister are offering Education Today readers a special promotional package to mark and protect the bikes of 100 students for just £499 + VAT.



Find out more by visiting
www.bikeregister.com/education
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01689 860757

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