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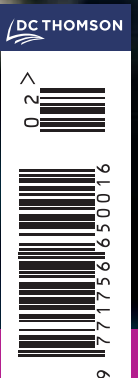
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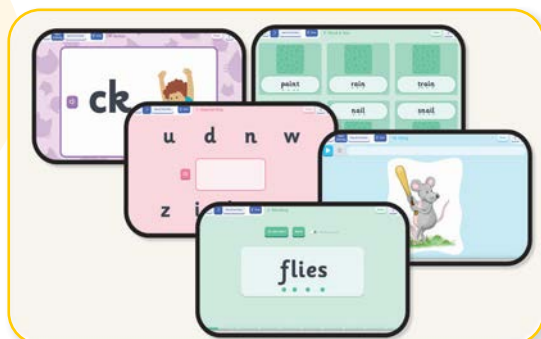


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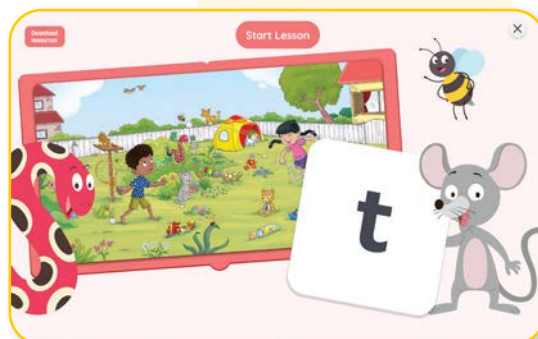
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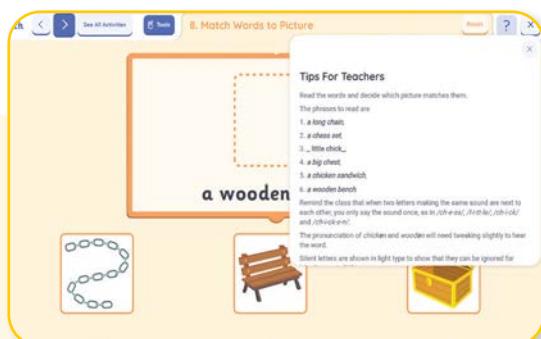
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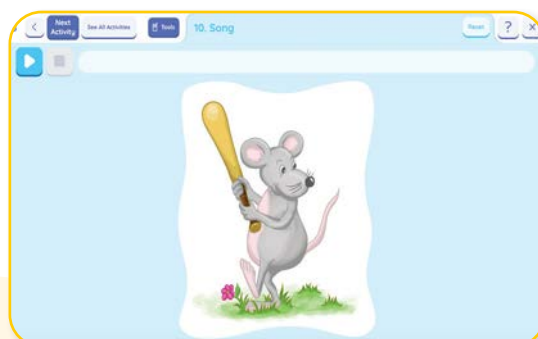
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SCAN HERE

Hello!



As the mornings are slowly getting brighter, and evenings gradually becoming longer, there is the hint of spring in the air. But despite the occasional bout of warmth that the weather allows, the chilly air of ongoing strike action and a failure to reach agreements on teachers' pay continues. We all know we're living through a time of economic crisis, and that budgets are stretched, but it doesn't make swallowing the pill of disappointment (and, in many cases, rage) any easier.

However, what is clear, is that – striking or not – teachers across the UK are still stolidly focused on the part of their job they take most seriously: the children. Though I wish there was something we could do to lessen the collective pain of the education sector right now, I am glad that we can at least showcase to the public the impressive level of inventiveness, dedication, and joy that school staff bring to children every day.

And this issue is no different. From Abby Ball's six-week plan on the Industrial Revolution, helping pupils to understand the motivations and mechanisms behind 200 years of change in Britain (p28), to Sophie Bartlett's ingenious paper-folding technique to support UKS2 in nailing down what relative clauses are, and how to use them (p19), we're proud to once again showcase some amazing work. Our STEM special highlights how one school helped its kids learn to love maths (p63), as well as giving an insight into a curriculum based around ocean preservation and climate science (p66).

We've also got a wealth of free, expert resources, including a teaching pack aligned to MA Bennett's historical fiction novel *The Mummy's Curse*, perfect for your unit on the Ancient Egyptians (p44); and some brilliant last-minute World Book Day ideas in case you've not had chance to organise something just yet (we get it), on page 58.

Thank you once again for your dedication. Until next time...

Charley

Charley Rogers, editor
 @TeachPrimaryEd1

*Don't miss our
 next issue, on sale
 14th April*

POWERED BY...



SAM HODGES

on how she successfully adapted her practice to help a visually impaired pupil thrive in maths

"Our planning is very visual, especially in the younger years. Where would I start?"

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RACHEL WALKER

shares her tips on balancing great teaching with the exciting use of tech in the classroom

"This is the story of one of my best maths lessons, and how it shaped my view of technology"

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BETT INSIDERS

The world's biggest edtech show is back – peek behind the curtain and find out what to expect in 2023

"We want our pupils to be global and local citizens. A lot of this is about digital skills"

p74



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Katherine Muncaster
Steve Oakes

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RISING STARS
FROM HODDER EDUCATION

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We're all ears!

We want to make sure our magazine is a brilliant resource for teachers and are always striving to improve. We love hearing from real teachers about what they liked and what they would change. Got feedback about this issue? Contact us via the details in the yellow box below — we'd love to hear from you!

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We want to hear from you!

Get in touch with your rants, comments, photos and ideas.



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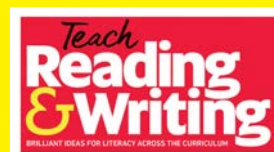
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- *Daily Mail*

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for
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Breaktime

News | Interviews | Ideas | Resources | Research



New Early Years Toolkit

The updated Early Years Toolkit, released on 8th February by the Education Endowment Foundation (EEF), summarises findings from the best available international evidence. It is designed to support early years professionals to use their resources to improve learning outcomes for their children, particularly those from socio-economically disadvantaged backgrounds. The Toolkit includes evidence on 10 topics, including parental engagement. For each topic, it presents an average impact in months of progress, alongside information on cost and the strength of the evidence base.

According to the Toolkit entry on communication and language, approaches that support early language development – such as interactive reading and teaching, and modelling vocabulary – can have a very high impact on learning and are inexpensive to implement.

Professor Becky Francis CBE, chief executive of the EEF, said: “We want early years professionals to feel empowered to use education evidence to their advantage, so that they can make informed choices about the strategies they adopt in their practice.” Read more at tinyurl.com/tp-EYToolkit

3 INSTANT LESSONS... (You're welcome)



SCRUMPTIOUS SCIENCE!

Roald Dahl needn't only feature in your English lesson plans! The folks at Roald Dahl HQ have pulled together all their science-based lesson plans into one handy pack to help you mark British Science Week 2023 with your class. You can find it at roalddahl.com/teach



OUT AND ABOUT

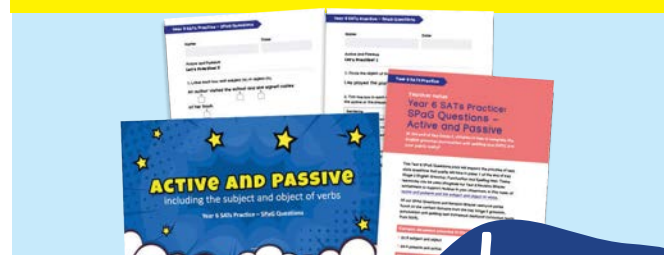
The RHS and Tes have teamed up to produce a live KS2 science lesson on how plants adapt to different environments, and the wellbeing benefits of getting outside year-round. Includes teacher guidance. Visit tinyurl.com/tp-RHS



ANTI-RACISM HUB

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→→→ TODAY'S **TOP** **RESOURCES**



KS2 SATs support

For engaging, effective recap and revision materials, designed to test children's knowledge, find and fill gaps, and build their confidence in the run-up to SATs, take a look at Plazoom's KS2 SATs Support collection of resource packs! From practice questions for the reading and grammar tests, to tasks that will produce independent writing for moderation, you'll find everything you need and more – just head over to bit.ly/PlzSATs





Mental health progress

A new study from Birmingham, RAND and Cambridge Evaluation (BRACE) Centre and the Policy

Innovation Research Unit (PIRU) shows that an NHS-funded programme delivering mental health services in schools has made significant early progress in its first three years. The programme began in January 2020, working directly in schools and colleges, helping staff to promote emotional wellbeing for all pupils, and supporting children and young people with mild to moderate mental health problems. By April 2023, an estimated 400 teams will have been created, supporting around three million 5- to 18-year-olds. However, according to the analysis, there have also been considerable challenges, including supporting children with more specialist needs and staff retention within the service. Concerns have been raised about the poor suitability of the cognitive behaviour therapy (CBT) approaches that teams had been trained in for some young people and some mental health conditions. Read more about the study at tinyurl.com/tp-MentalHealthStudy

All for MAT

Findings from a new report by the National Foundation for Educational Research (NFER) say the government's suggested rapid transition to an all-MAT system could cause issues for Trust quality, potentially impacting other educational policy priorities such as Covid-19 recovery. The study offers new insights into the current MAT landscape by investigating how the mainstream school system has evolved so far. It says additional consideration is needed to address the issues facing particular groups of schools (such as faith schools) and how to ensure that no schools are left behind. Read the full report at tinyurl.com/tp-NFERmat



44% OF ALL TEACHERS PLAN TO LEAVE SCHOOLS TOGETHER BY 2027

Look ahead | Book ahead

LET'S GO ZERO

Get a chance to win a prize of £1,000 or £200, and support your school to increase access to nature for pupils with the Let's Go Zero campaign. Entries open until 6th March. tinyurl.com/tp-LGZ



LITERARY EVENT OF THE YEAR

World Book Day is back! Falling on Thursday 2nd March 2023, if you're still stuck for ideas for your class, check out our bumper roundup of activities and lessons at tinyurl.com/tp-WBD23

WORLD
**BOOK
DAY**

2 MARCH 2023

Q & A



Brian Blessed OBE

Legendary actor, explorer, and face of BoomWriter's 'Write to Raise' campaign

What was primary school like for you?

Some of my greatest, earliest cheerleaders were teachers. I was fascinated with learning all sorts of wild and wonderful things, and they appreciated my exuberance, though I was often told I must stop daydreaming! I wasn't great at standardised tests, mind you. I took the 11+, and filled the whole thing in in three minutes, covering it in pictures of dinosaurs. But I firmly believe teaching is the most important profession.

Tell us a bit about BoomWriter

Well, I've joined forces with them to unleash a creative writing wave across UK schools. I have written the beginning of a story – *Adventures of Brian Benedick* – and I'm looking for talented pupils from 7-11-years-old to finish it! The campaign is called Write to Raise, and we will be publishing the winning story as a real-life book that schools can then sell to raise money to help fund additional energy bills – very important in this current crisis. Schools can register now, until 20th March.

If you could give one piece of advice to children what would it be?

Be yourself! Nature doesn't cheat, and we are all children of stardust. There is nobody else like you. As grown-ups and teachers, we all need to be careful what we put into young people's brains, and books are great adventures – they encourage pupils to put that first footstep on a mountain.

Learn more about Brian's upcoming book with BoomWriter, and sign your class up, at tinyurl.com/tp-BOOM

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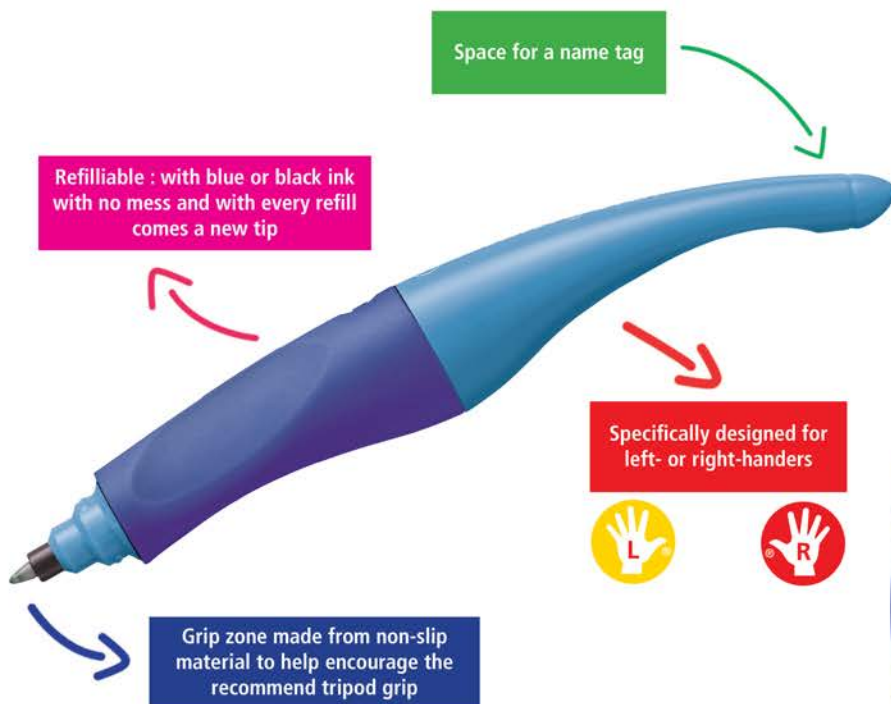
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WHEN IS SHARING NOT CARING?

The way you store and distribute class materials says a lot to your pupils about priorities, says **Rebecca Leek**. So – who's got the green paint?

This article comes with a health warning. It may lead you to work through the cupboard in your classroom that hasn't been tackled for years. It may even end up with a whole classroom reset. Hold onto your glue sticks.

My partner (not a teacher) thought it might be fun to get all the children in Reception to take off their shoes, put them in a pile and then see if they could put the right ones back on their feet again, just before home time. The idea, he theorised, was to not worry too much if they went off with the wrong ones. A shoe is a shoe. He is a children's author and comedian. Hilarious.

But whilst we wouldn't dream of asking children to share around their shoes (imagine!) there are other things that seem completely sensible to share – reading books, for starters; maths manipulatives; stationery in communal pots. We don't, after all, give each child their own small world set in Early Years.

As the children get older, things get a little bit more personalised and the general consensus with child

psychologists seems to be that teaching children to be responsible for their own possessions is completely achievable from around six years old. I will often see shared stationery in KS1 classrooms but by KS2, children have their own pencil cases.

This balance of the personal and communal is worth examining carefully. In schools, and also in other places of work and in society at large, things are often done a certain way because that's how it's always been done. The maths books, one for every child, have always been kept on *this* shelf; the class oil pastels (neglected and incomplete) moulder in *that* cupboard. Each table gets five glue sticks that stay in shared pots.

Last year I spent some time living in a tiny home. In fact, it was a shepherd's hut. The power available was minimal and I took to using a headtorch. When I then moved into something a little bit bigger, it felt strange to be wandering into different rooms, recklessly turning lights on. The headtorch would have been absolutely fine. It was my very own

Squash and a Squeeze experience. I only needed one personal light to illuminate my way.

The point is that, like all things, it is worth examining whether 'what's always been done' is actually the best way of doing it. When considering this question in your classroom you will also need to think about what your priorities are.

If you want lessons that are as efficient as possible, where every child has most of what they need to hand, then individual equipment needs to be personal and close by. Where this isn't possible, due to the classroom layout, systems need to be put in place. Another priority might be that you want to provide responsibilities for the children in your class. This is where *class monitors* come in – to hand out books and to look after materials and equipment after they have been used.

What you value in your classroom will seep through to the children. If the art materials are dished out willy-nilly and are in a poor state, then there is a message then the children will pick up on. Why is drawing inferior to writing? I introduced personal watercolour sets for every child when I was a headteacher. It meant that painting was given a new position in the grand order of things.

Floor books or class record books can be very powerful for teaching; they tend to be used for more discussion-led lessons like Philosophy for Children. But there is no reason why they can't be used for other subjects, too. It might not be the right thing for your priorities but it is worth checking. Would it be advantageous to discuss and record maths thinking in a shared class book? Individual practice can then be done in individual books.

There is no one way of doing things. Each school is different and that is a good thing. What makes a great school is when there is thought and intention behind how things are done.

Glue sticks, though? One per child please, with their name on, and initials on the lid. **TP**

Rebecca Leek has been a primary and secondary classroom teacher, head of department, SENCo, headteacher and MAT CEO. She is currently the executive director of the Suffolk Primary Headteachers' Association and works as a freelance speaker, trainer and writer.



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6 WAYS to inspire creativity through picturebooks

The literacy, art, and collaborative opportunities in visual titles abound, says **Petr Horáček**, and can open doors to all sorts of outcomes for pupils

1 | A GOOD PICTUREBOOK

Choosing a good picturebook may take some time, but it's worth it. An effective title doesn't only teach children to be interested in literature, but it's often the very first time the child, through the illustrations, is introduced to fine art. A picturebook is a complex and very specific form of art; the text and the illustrations must be in perfect balance. The text doesn't need to always describe the pictures and the pictures don't necessarily need to illustrate what was already said in the text. *Rosie's Walk* by Pat Hutchins is a perfect example.

2 | CURIOSITY

Most children like to be read to, and almost every child is interested in a good story, so raising your pupils' interest and curiosity through a picturebook should not be difficult. Reading aloud and performing the story is an important part of literacy education, introducing children to drama. It's good to have a conversation about the book we're reading, but equally it is good to make children notice the art, the illustrations. Ask questions about the pictures, how the artwork was created, what materials were used and to what effect. Help pupils understand the importance of the perfect balance between pictures and text.

3 | ART WORKSHOP

Once we awaken a child's interest in a picturebook, we can do a little workshop. Pupils can draw or paint their own interpretation of a main character from the book they've just read, or a character from their favourite picturebook. You could encourage them to use different techniques, using different materials than they normally use, such as ink, oil pastels or printing techniques. Printing from polystyrene sheets is fun. Children can draw/scratch their chosen character into the polystyrene, and print the same image in different colours. Then they can cut out and collage images together into one final design. It's fun, and it gives pupils a different perspective from which to look at their work.



Petr Horáček is a children's author and illustrator. His latest book, *The Perfect Present* (£12.99, Otter-Barry Books) is out now.

4 | WRITING WORKSHOP

The artwork can also be used for a writing workshop. Creating a story in two pictures is one possibility (you can make a small two-page concertina book). The ideas for the workshop could be simple. What would happen if you brought an elephant home with you? What would happen if you met your favourite picturebook character? Some children would choose to tell the story mainly in pictures and some would choose a wordier text. It's good to explain to pupils what continuity in pictures means: that one should be able to recognise in two pictures, that we are telling the same story. They could use a similar scale, perhaps the same background, similar colours, etc.

5 | COLLABORATION

Working together is also a good idea. Creating a big picture or a mural could be fun. You can prepare/paint a background and together with the children, collage their artwork onto it. For these workshops I use hardboard and acrylic paint for the background (use the smooth side of the hardboard). Pupils can use the printed images or create drawings using wax crayons or oil pastels (oil pastels are easy to draw with and the colours mix very well) and ordinary A4 paper. Cut out the images and collage them onto the painted board using PVA glue. This kind of workshop gives everybody an equal chance to take part, regardless of their artistic 'ability'.

6 | REFLECTION

It's important to give children plenty of time to look at and to be excited about the final work. They will talk endlessly about the picture they've just finished. It's good to go through the final work together, and mention and praise every single image. It's not difficult, because knowing from my own experience, children do come out with amazing ideas, images and artwork. It's good to refer to where it all started, too – the picturebook. Find similarities between their work and the book you've been reading together, then explain to the children that by taking part, they have now become artists and writers!

YEAR 6 SATS BOOT CAMP

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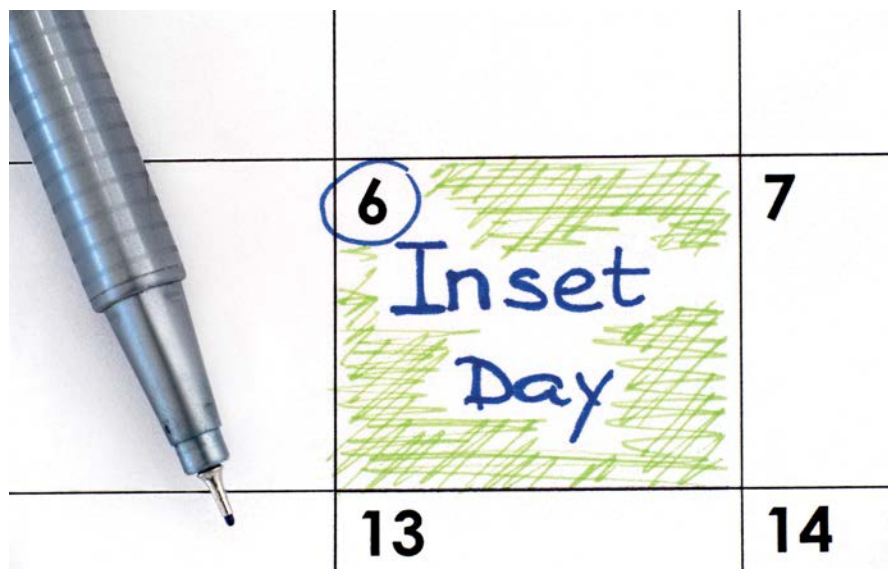
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INSET DAYS: THE ANTITHESIS OF DEVELOPMENT

Big changes are not always the best way to improve teaching and learning. It's the small, manageable goals that matter...

Have you ever set yourself a new year's resolution only to give up on it before the end of January? Or embarked on a new health and fitness regime that proved to be over-ambitious and unrealistic?

If so, you're not alone. When we see a need for change, our instinct is to adopt the big-bang method and try to solve everything at once. This is especially true of teachers who are natural problem solvers.

There's no shortage of challenges in our schools right now, with budgets being squeezed, workloads getting heavier and children needing extra support with their learning and wellbeing after the disruption of the pandemic. However, teachers shouldn't have to fix everything in one go. When it comes to making changes, it's the small but winnable goals that make the biggest difference. This little-by-little approach, known as marginal gains, allows teachers to keep developing their practice in small but purposeful steps.

School improvement relies on recruiting, retaining and developing good teachers, and with so many people leaving

the profession (according to the latest workload census figures) it has never been more important to keep good teachers in the classroom. However, if teachers feel their school is trying to make major changes that are simply too challenging to achieve given the timeframe, there's a risk they might walk away from a job they once loved.

Bite-sized CPD

Launching big, new training initiatives on a high-stakes INSET day can make people feel overwhelmed rather than motivated to learn. In fact, I would go as far as to say that INSET days are the antithesis of school improvement, at least in their traditional format where a 'sage on the stage' sets the scene for whole-school CPD. What works for the trainer might not be so successful in every classroom or with every cohort.

Some schools are recognising the need to review their approach to teacher professional development, to focus on helping teachers boost their individual practice in a more measured and attainable way. This makes a lot of sense. Rather than delivering a blanket announcement that all teachers need

training in how to incorporate numeracy into every lesson, for example, it would surely be much more effective to hold smaller, more frequent training sessions. These regular sessions could offer the perfect forum for a teacher to share best practice based on how a number game they used last week in a Year 5 maths lesson helped to expand the children's understanding of fractions.

This seems to me a far better way to strengthen the link between professional development content and practical application in classes. Teachers take on learning in manageable chunks and apply that learning in a way that suits the needs of their pupils, rather than making big changes to their teaching all in one go.

Building confidence and expertise

Accountability can feel scary when schools try to do too much too quickly. Take the example of a teacher who feels under pressure to make a lot of major changes to their teaching practice and to demonstrate them all at once in a lesson observation. Rather than letting their individual flair and enthusiasms shine through, our teacher ends up trying to tick all the boxes in the lesson in order to meet a one-size-fits-all evaluation of what a good or outstanding lesson should look like.

In aiming to achieve the impossible, they start to feel stressed, and this has a knock-on effect on their pupils. The classroom atmosphere becomes tense and uncomfortable and nobody learns anything.

However, if the teacher had the opportunity to self-reflect on one particular aspect of a lesson, guided by an expert colleague, they would see for themselves where they could improve their practice. That might be by assessing whether a reading task went well for a particular group of students, or by reviewing a video recording of a warm-up session to see how well it helped the children prepare.

Self-reflection activities like these help teachers see where they, as individuals, can improve their practice, in small, incremental but incredibly important steps.

By making small yet positive changes, teachers can maintain their authentic voice and their unique teaching style – all those things which make them special as a teacher. And the improvements they make are long-lasting. **TP**

Matt Tiplin was a senior leader in a MAT and an Ofsted inspector. He is now VP of ONVU Learning.

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Each issue we ask a contributor to pen a note they would love to send

A letter to...

Careers teachers

Suggesting to kids that success looks a certain way can be damaging, says **Alison Kriel**. Here's what to do instead...



In your vibrant and exciting primary community, are you questioning pervasive stereotypes as much as you could or should? Do you challenge the view of your pupils – and your peers?

None of us in teaching (you'd hope) sets out to limit the options of our learners. We generally teach to give the next generation more opportunities, not fewer. Yet, stereotypes persist, often because we're not always conscious of them. On top of that, even the seemingly positive stereotypes can be stifling.

Take our view of white middle-class identities in relation to success. It can seem to be a really positive thing to let pupils from all backgrounds know that they can excel in many different areas. We often suggest that diversity means having non-white lawyers, doctors, business people, architects, and so on. Essentially, that success requires a university education and a high-paying position – preferably one with status. Although it's important to provide role models in positions such as these for all children, no matter their background, being too reliant on providing high-ranking jobs as the essence of success can be a problem in and of itself. By selling identities associated with the white middle-class as the ultimate doorways to success, we're denying pupils the opportunity to excel as experts across the whole range of professional fields, whether this is architecture, medicine, dance, or cookery.

It's easy to fall into these stereotypes, too. I'm not trying to lay the fault at teachers' feet. More often than not, we're put into boxes from the moment we're born: the colour of our baby

clothes, gendered toys, and the perception that certain ethnicities are better at certain subjects. All the while, white, middle-class, male learners are often perceived as being able to turn their hand to anything.

There's even been a lot of conversation recently about narrowing the curriculum, with some schools focusing more on English, maths and science as they feel these will give their students a better chance of success; the ticket to better careers and living happily ever after. But already in today's ever-changing world, that's not the case.

I don't mean to discredit these vital subjects, but prioritising the traditional options over others helps no-one, and stops us from nurturing the versatile, creative spectrum of thinkers that kids can become. In order to allow children from all backgrounds to broaden their ideas of success – and perhaps pursue the arts, rather than business, or building, rather than accounting – we first need to paint these pursuits as worthwhile, and show they can also lead to 'success'.

There is already an appetite for this in schools. In Pearson's recent School Report, teachers wanted to see life skills incorporated into the curriculum with as much time and emphasis as core subjects. They also wanted to develop tolerance of diverse opinions, and social and cultural awareness, as they feel these characteristics will allow learners to thrive in today's world.

As part of this, schools need to expose learners to global perspectives. To show them role models beyond their immediate communities, and beyond the UK too. If the current market is anything to go by, many of our children will be self-employed, and will

need to know how to market their unique skills and character on a global scale.

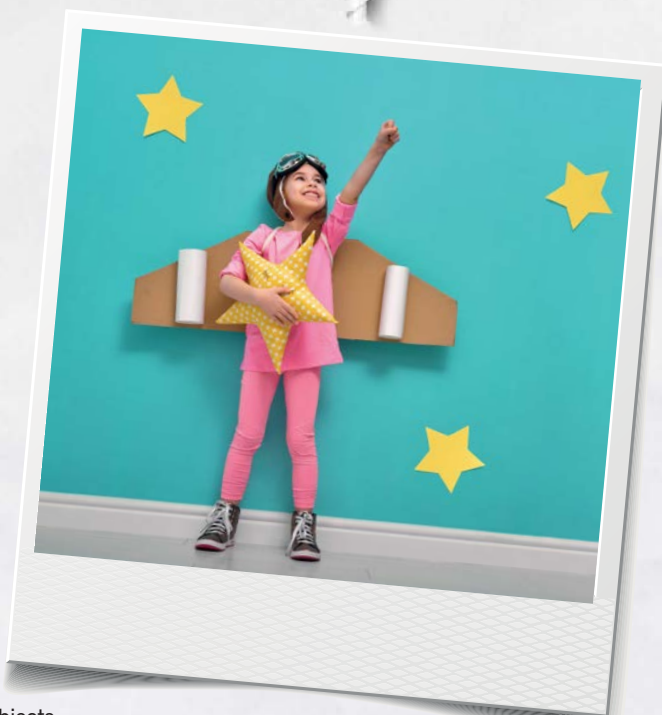
By exposing all pupils to a much broader outlook, and giving them access to a wide range of skills and knowledge, schools can help combat stereotypes that limit pupils now and for the future. Whilst it is not the job of schools to change the perceptions of everyone in society, as a teacher you can open children's eyes to so much more. You can highlight and celebrate unique talents, you can show learners that gender or race needn't determine the course of anyone's life, you can help them understand that there is more than just a Plan A – Plan B and even C exist too!

So, my advice if you're not sure where to start? Introduce pupils to broader careers, as well as broader subjects. To help, keep school trips varied, and invite as many different people and businesses in to speak as possible. By encouraging learners to explore diverse perspectives on 'success', we not only break down stereotypes, but introduce them to abundant opportunities.

Accept that you'll make mistakes. Your conversations won't be perfect, and some views will naturally differ. But when everyone aims to be on the same page, across the whole school, educators can truly support all pupils at every level – and deconstruct damaging stereotypes for good.

Best of luck.

From Alison



Alison Kriel is an experienced headteacher, and the founder of Above & Beyond Education. To see what other teachers had to say about diversity and inclusion in education, visit: go.pearson.com/PearsonSR

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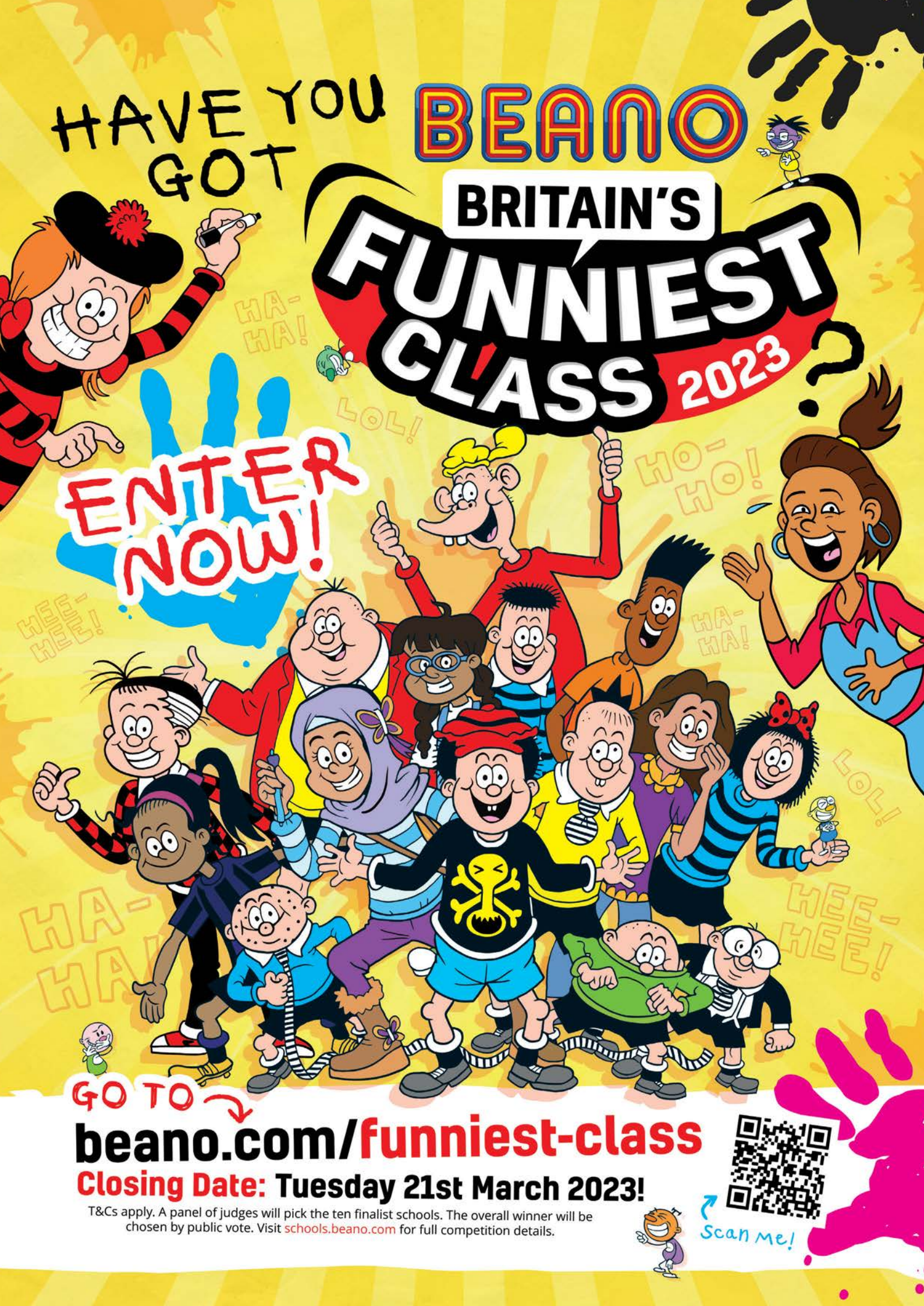
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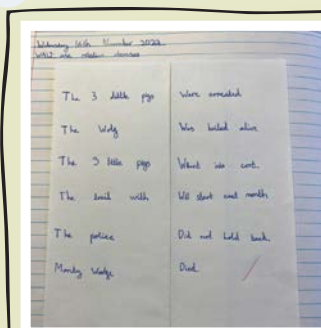
Master relative clauses without sending your class to sleep, with this clever folding technique for UKS2

SOPHIE BARTLETT

1

Start by thinking of seven or eight simple sentences to which children could add a relative clause in the middle. These could be something abstract but, ideally, some would be related to the book you're studying in English (e.g. 'The boys at Camp Green Lake have to dig a hole every day.') or a topic you're teaching in another curriculum area (e.g. 'Jupiter is the largest planet.'). Doing this allows

children to consolidate and apply their learning from other subjects.



You say 'Year 5', and teachers across the country hear 'relative clauses'. Thanks to the National Curriculum, they're a common feature in many writing lessons and grammar tests as soon as children hit UKS2. So, when it comes to teaching, we need to make sure the concept really sticks. This lesson focuses on embedded relative clauses: how to turn a simple sentence (or single independent clause) into a complex sentence by adding more information to the noun. The physical aspect of the task helps children to quite literally see the difference between the two sentences.

...

Take some A4 paper in landscape orientation (this bit is fiddly so perhaps prepare these in advance!). Mark about 6cm along from each side (left and right) and fold the sides underneath (mountain fold) so you have a rough square shape. Now fold the two sides in to meet in the middle (valley fold) so you have a narrow rectangle. When you open it out, you should have two mountain folds and two valley folds, forming a concertina effect.

2

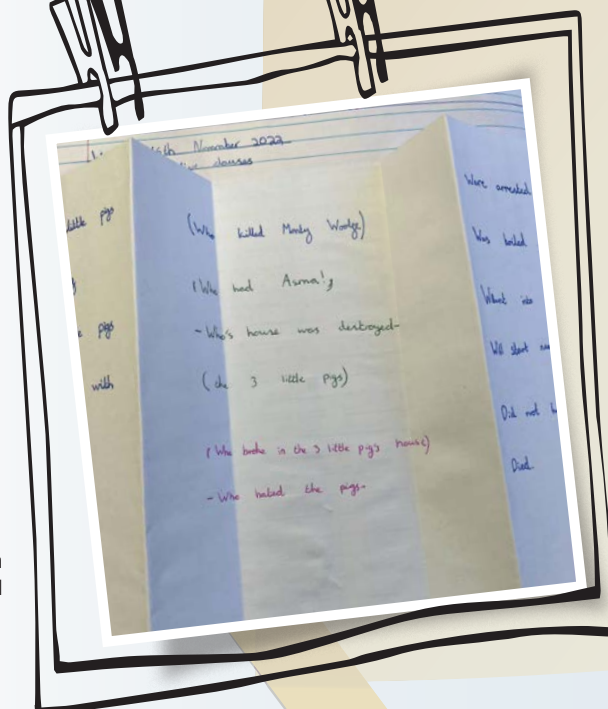
With the paper folded up, have the children write the simple sentences you chose earlier across the page (again, it may be easier to prepare this in advance, perhaps by writing them yourself and photocopying). It is important that the first noun in the sentence (or whichever noun you would like the relative clause to follow) is on the first part of the page when folded, and the rest of the sentence (that should come after the extra clause) is on the second part. So, when folded, the two parts of the sentence should be next to each other, but have a gap in the middle when the paper is unfolded. For example: *Jupiter [fold break] is the largest planet.*

3

4

Now the tricky part is done, show the children how unfolding the paper

'extends' the sentence. They need to add extra information to the noun by adding a relative clause inside parentheses. Remind the children of the three choices of parentheses – dashes, brackets and commas (these could even be written in advance on the mountain folds). Write the most common relative pronouns on the board for the relative clauses (who, which etc.).



Using the 'me, we, you' strategy, complete the sentences and compare them with and without their relative clauses. For example, when the paper is folded, the sentence might read, *Jupiter is the largest planet*, but unfolded, it reads: *Jupiter – the fifth planet from the Sun – is the largest planet*. As an extension, you could write some relative clauses on the board and get the children to create simple sentences around them!

5



Sophie Bartlett is a Y5/6 teacher, and English and curriculum lead.



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UNDERCOVER TEACHER

Our anonymous educator gets something off their chest

So you think you're ready for leadership? Here's what I wish I'd known when I was starting out...

I was appointed as a head at age 31, after a decade in teaching. I felt ready. But was I? In some ways yes, in others no – and I had no idea about which was which. Whatever stage of your career you are at, here's what I think you need to consider before taking the plunge...

BE HUMBLE ENOUGH TO LEARN

You might *think* you're ready, but to be honest, you never fully are. There's so much to learn, that even the most prepared of people will find new things. You need to be flexible; ready to adapt; and ready to say that you were wrong. But above all? Be humble. There are people that know more than you, have been doing things for longer than you, and know the school better than you. If you're truly ready for leadership, you'll be ready to listen. The best teachers carry on learning, and the best leaders do the same.

KNOW YOUR STUFF

Do you need to be the best teacher in the school? No. Do you need to know everything? No. But you do need to know enough about life in different areas of your school to be able to appreciate what it is like to work in those settings. You don't need to be an expert in everything, but you will need to be able to have an overview of what is going on and why, and have confidence in your competency to build staff's trust in you. They may be watching you closely – I remember feeling it hugely. Being able to be confident in my knowledge helped me an enormous amount.

Do a self-check – are there any areas you might need to get a bit more experience in or read up on?

BUILD A RANGE OF EXPERIENCES

I was a governor before being a head, and this really opened my eyes to the world of school strategy. You might have a great handle on teaching and learning, behaviour, or assessment, but what about the other areas? Do you know about school finance, health and safety, personnel and HR? Have you given yourself enough chance to investigate these things? Try and get as much experience here as you have the capacity for.

ASK OTHERS WHAT THEY THINK

You think you are ready, but to be honest you might be a little bit biased. Speak to someone you trust, who will be honest with you about it, to tell you your strengths and weaknesses in a way that will help you improve.

THINK ABOUT THE LEADER YOU WANT TO BE

What are your key values and how are you going to apply them? Consistency was key to me. I worked for a head once where you didn't know whether you were going to be welcomed in or told to go away. So when I got the position, I made sure to put honesty and transparency above all else. How can you bring people along with you if they don't know they can trust you or why you are doing things? So, what do you stand for, and have you thought about how you are going to model that to the staff around you?

"You need to be flexible; ready to adapt; and ready to say that you were wrong"

PREPARE TO GET IT WRONG

People will challenge you on almost anything, and often on the things on which you expected the least resistance. At times you'll need thick skin. Whilst being flexible and honest is a skill and a strength, so is knowing when you are right

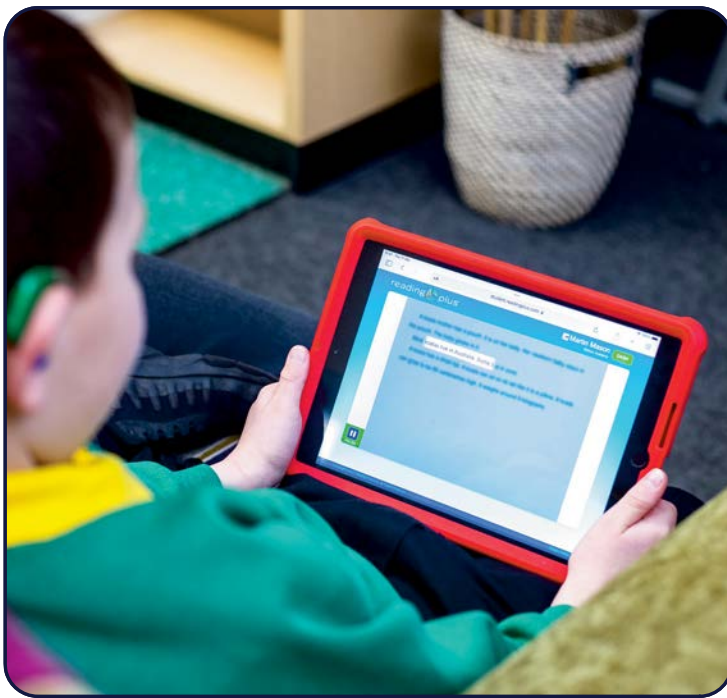
and when to push through with things. Make sure you've got a good reason for doing something, and back it up with facts. Be prepared to fight for it. Sometimes, you'll make the wrong call. It will happen and it will feel rubbish. It's ok to feel bad about it – it means you care – but don't wallow. Saying, "We got it wrong, sorry, we'll do better next time" is so powerful to staff and parents alike. It stops people in their tracks, and if you follow through and make the changes, it works wonders for building relationships.

No one will ever have a handle on all of this. However, thinking about where you stand on these might just give you a little bit of insight onto whether you're ready. If not, reflect and work on it. If you think you are ready, have confidence in yourself, be brave and go for it, you'll be great. **TP**

The writer is a headteacher in England  @secretHT1

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8 ways to make your setting adoption-friendly

Never mind heartstring-pulling Christmas adverts, making adopted children feel comfortable can be more complicated than we first thought

ESTHER CUMMINS

In 2020–21, 2,870 children were adopted from care in England (DfE). With a pupil premium entitlement for each of these children as they reach school age, settings require support in helping them settle and thrive. But there's no handbook! I hope that the following strategies will help you support adopted pupils in your school.

1 Prepare and plan

Whether you have adopted children in your setting or not, be ready to welcome a new child. Consider your usual transition arrangements for your vulnerable children – can these activities be replicated 'in-year'? Do you know who your virtual school contact is? Don't wait to review your practice.

2 Educate your staff

Teacher education and training rarely address this subject in depth, meaning that staff may be both inexperienced and ill-informed. This is not their fault! Look to build in regular mini-staff training sessions, with manageable actions such as reviewing student voices or learning new vocab.

3 Work with parents

Just because a child doesn't seem anxious, upset, or violent at school, doesn't mean that they aren't exhibiting these traits at home. Consider that the parent(s) may have insider knowledge that you aren't aware of. Discuss events (such as Mother's Day) and

activities (like family trees) to see how appropriate these are for the child.

4 Focus on individuals

No two children have the same experience of adoption, even if they are birth siblings. Some have memories of their birth home and foster carers, some have direct contact with their birth families, some have siblings in other homes... Make sure you know the child's story to support their identity.

5 Change your behaviour policy

Look to trauma-informed practices that use natural and logical consequences to support a child's behaviour – such as rubbing off graffiti they wrote, or moving to the end of the line when they pushed in – rather than writing a child's name on the board or asking them to permanently sit on their own. Focus on relationships and restoration as key principles.

6 Avoid assumptions

There are many myths about adoption that are unhelpful; these

include ideas that all adoptees are orphans, or adopters are infertile. There are many narratives behind each adoption story, and there can be a mixture of joy and sadness within the stories. Think about whether it is appropriate to ask a question to the adopted child, and instead educate yourself by looking at the websites such as PAC-UK and Home for Good.

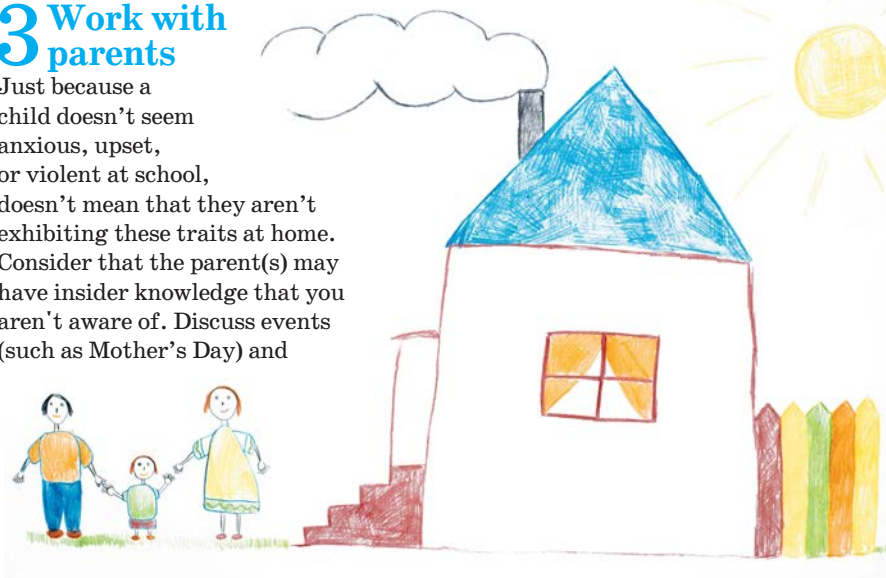
7 Listen to your language

Avoid terms such as 'real mum'; it is more common to use 'biological mum'. However, it's best to check with the family, as phrases such as 'tummy mummy' are sometimes used. Don't tell the child they are lucky – the adoption process can be traumatic for the child, and they don't want to be told they are 'better off'. Stay away from terms that see the child as an 'overcomer' who should be celebrated because of the 'normal' things they do.

8 Look beyond adoption

Adoptees are more than adoption. They may have learning needs that need to be addressed – these shouldn't be dismissed because of trauma. Moreover, all adoptees have strengths, and these should be celebrated; not because they are adopted but because each of these children is as unique as a child who is not adopted.

Finally, own your mistakes, and don't worry that you aren't perfect – the best support comes from those who are willing to learn. **TP**



Esther Cummins is a former primary school teacher, and is now a course leader for Falmouth University's MA Education (Online).

4 REASONS TO VISIT... Historic Royal Palace

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More than a DAY OUT

You never know when a theatre trip might change a pupil's life — all children have the right to that experience...

LUCY CUTHBERTSON

It shouldn't really come as a surprise, but surveys tell us that more than half of students feel their mental health and wellbeing worsened during the Covid pandemic. There were, of course, some students who had quite a pleasant time at home during lockdown — some who may have even preferred it to being in school — but the negative impact was disproportionately felt by those children and students already disadvantaged. Existing inequalities have widened.

Unfair disparity

Many children and young people living in challenging situations rely heavily on school for new experiences and opportunities, but sadly not all schools feel able to take advantage of the cultural sector reopening. We have a situation where, post-lockdown, theatres are back open but many schools are choosing not to come.

We know that even prior to the pandemic, state schools were taking fewer trips to the theatre, with budgets, staffing and curriculum pressure being the most cited reasons. There is a real-life lottery for young people in the state sector as to whether they happen to attend a school that provides these experiences or one that rarely does. This disparity is simply unfair.

Like adults, children and young people have also been impacted from the lack of connection, interaction and the immediacy of experiencing life-affirming live events that previously formed a normal part of their lives. However, unlike adults, for children, this last two years of the pandemic has affected a disproportionately large chunk of their lives. It's sobering to remember that older students have now experienced huge disruption, affecting three of their academic years at school.

We may feel that, post-vaccination, we are

coming out of the worst of it, but theatres up and down the country, who normally see a huge flood of school bookings for pantomimes, reported that schools were still reluctant to come out. That tradition — sometimes the only theatre visit children get — disappeared for another year.

Private vs state

We know that the independent education sector places a high value on the arts and sports. Facilities and opportunities are generally excellent. It's not even just about money — it's part of the parental expectation that these activities are a vital element to a holistic education, so they are appropriately budgeted for.

When the Globe reopened in May, the first schools back through the doors were predominantly independent ones. I was very glad to see them as they represented post-pandemic hope, but I wanted to see more of a balance and range of schools.

as courses are cut and schools aren't able to provide these experiences to the very children who need them most. It's difficult to imagine yourself in the future doing a particular job if you haven't been exposed to it.

Here at the Globe we're doing our bit to narrow the gap in access to theatre trips by offering thousands of free tickets to state schools. All students in the audience will have a memorable experience (especially if they're standing in the yard and it rains), but for a small number it may be life-changing. As adults, we can't predict who will fall into which category; we can only facilitate experience.

We know it works — artists have returned to the Globe to work on shows in a professional capacity after first visiting during their time at school. School trips to the arts and live theatre are more than a nice day out — they need to be understood and prioritised as a child's educational right.

Narrowing the gap

The theatre industry has recently woken up to the lack of diversity in new actors coming through the drama school system and the significant bias to those from more privileged backgrounds. However, it can come as no surprise if the pipeline lower down isn't working; if opportunities to study these subjects are shrinking



*Lucy Cuthbertson is co-director of education at Shakespeare's Globe. The **Playing Shakespeare with Deutsche Bank** project offers free tickets to Y6-Y13 students in non-selective London and Birmingham schools.*

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- Your session includes a 20-minute tech test beforehand
- Our schools' programme is Sandford Award winning

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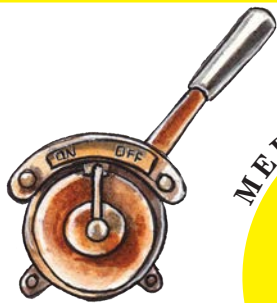


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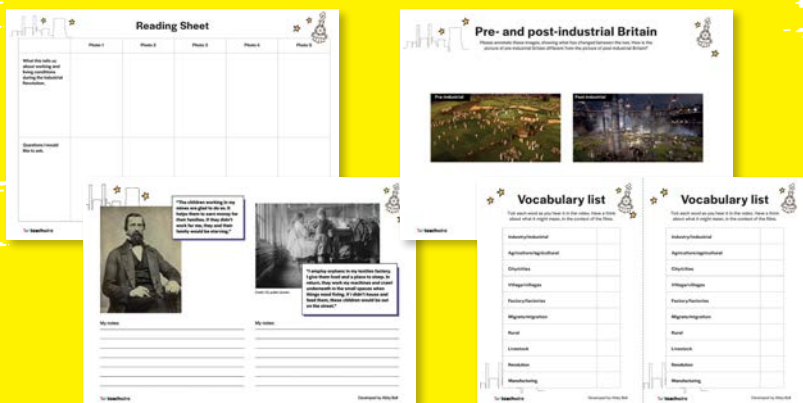
**KS2
HISTORY**

CHILDREN OF THE REVOLUTION

ABBY BALL

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WEEK 1 Lesson objectives

- Describe some of the main differences between rural and industrial Britain.
- Place the Industrial Revolution on a timeline in context with other significant historical events in Britain.
- Name land-use patterns and explain how these have changed over time.



Begin by introducing some key vocabulary. Use the slides in resource 1 (see the download box)

to introduce each concept. You'll want to refer back to this throughout the unit to embed the vocabulary. There are also lots of opportunities here to point out spelling patterns and the use of suffixes to change word class.

Explain that Britain went through a significant change called the Industrial



This medium-term plan explores a significant turning point in British history: the Industrial Revolution. During the unit, pupils will be invited to think about how and why Britain underwent such significant changes, how people's home and working lives were impacted, and learn about some of the technological advances that happened at this time. They will have the opportunity to construct their own historical questions using different sources, acquire the appropriate vocabulary to describe these changes, and develop their chronological knowledge of Britain's history. Opportunities for cross-curricular work are identified where appropriate.

Revolution, from around 1750 to about 1900. Ask the children to work in pairs and use the vocabulary they have just learned to see if they can work out what an 'industrial revolution' might be.

Once the class has come up with a suitable definition, use a clip from the 2012 Olympics opening ceremony to demonstrate how Britain changed (tinyurl.com/tp-2012Olympics). Handing out a tick list of vocab for the children to listen out for is a good way to keep them focused as they watch the clip (resource 2). Start from 13:33 and ask the children to notice what's in the middle of the stadium. What does it look like? What kind of place might Britain have been like then? As the landscape begins to change, ask pupils to notice what's happening and how the people now look. What is different?

Stop the video at 25 mins and discuss what the children have seen. How did the landscape look at first? How was it different at the end? What were the people doing at the beginning? What were they doing (or miming) by the end? Remind children that this is a piece of theatre to help us understand how Britain changed during the Revolution.

To finish, construct a class timeline using sticky notes to show when the Industrial Revolution happened in relation to other historical events the children have learned about, e.g: Saxons, Vikings, Tudors, the Great Fire of London, the Second World War, etc.



Assessment

Can pupils use appropriate vocabulary to describe what Britain might have been like before and after the Industrial Revolution? Can they suggest historical events or eras they have studied previously and place them on a timeline?



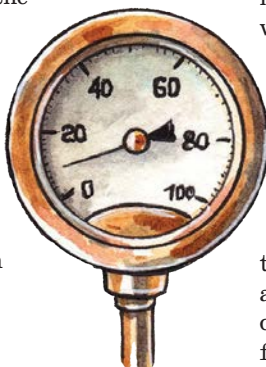
WEEK 2

Lesson objectives

- Ask historical questions.
- Understand what migration means and why some people migrate today.
- Give some reasons people migrated from the countryside to the city in the industrial revolution (geography).

Recap the first lesson by asking children to compare two different scenes: one from pre-industrial Britain, and one from post-industrial Britain. Display the key vocabulary and ask pupils to quickly annotate each picture to show the differences (**resource 3**). Talk about how historians use different kinds of sources to explore what happened in the past. Introduce the idea of migration and tell the class many people moved from rural areas of the country to more industrial cities. Why might people have done this? Can we think of anyone who has moved from one place to another today? Explore the idea of migration, linking to pupils' own experiences if possible. For example, they, or people they know, might have moved from a different place in Britain, or from a different country. Ensure any discussions around refugees/migration are conducted sensitively and take the opportunity to challenge any misconceptions the children might have.

Ask the children to imagine we could talk to someone who was alive during the Industrial Revolution. What would we like to ask? In pairs, ask pupils to generate some appropriate questions. You'll want to model this first to make sure the enquiry stays focused on relevant historical points. Take feedback from the class and decide together which are the best six questions to ask. Then use hot-seating to answer the questions. To do this, you can take on the role of a child who has moved with their family from the countryside to the city, and answer questions in character. You could appoint some 'scribes' from the class to note down answers to the questions, and then display the Q&A as part of an ongoing working wall.



Assessment

Can the children explain what it means to migrate and give some reasons people might have migrated either now or in the past?



Once the children have a good understanding, ask them to create adverts for this 'new' invention. They should choose one aspect of life that the steam engine changed and persuade people why they should use it. The children could get creative with paper and pencils, or use Movie Maker on an iPad to create their adverts.



WEEK 3

Lesson objectives

- Understand the impact of the invention of the steam engine.
- Explain how the steam engine changed life in Britain.

Start by explaining that we're going to learn about an invention that had a major impact during the Industrial Revolution. Can anyone guess what it might be? Use the slide in **resource 4** to reveal clues. Then watch this clip (tinyurl.com/tp-BBCindustrial) from 1:00 to 3:57 to help the children understand what steam engines could do. Discuss how life might have been changed by the invention of the steam engine by creating a class 'before and after' list. Focus on talking about how transportation and manufacturing were revolutionised. For example, point out that before the invention of the steam engine, people had to travel on foot, or by horse. This video gives a simple explanation of how life changed due to the invention of the steam engine: tinyurl.com/tp-SteamEngine. You might also find this one, tinyurl.com/tp-photos (up to about 2:20), helpful, as it illustrates the changes with photographs and early film from the times.



Assessment

Can the children describe what life was like before and after the steam engine was invented? Look for the discussion of key concepts such as manufacturing and transport



WEEK 4

Lesson objectives

- Use primary sources to answer historical questions.
- Understand what life was like for factory workers during the Industrial Revolution.

Start by asking the children if they can remember what was discussed at the end of the last session. Explain that you're going to look at some of the difficulties people had during this period of history. Hand out copies of the photo pack from **resource 5** and explain that we're using a primary source to learn about the Industrial Revolution – i.e. pictures that were taken at the time. Discuss the pictures with pupils and ask them to think about what this evidence tells us about the lives of factory workers. What might it have been like to work





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in a factory? What might it have been like to live in one of the houses pictured? What do the pictures tell us, and what information might be missing from them? Ask the children to fill in the table (**resource 6**), using the pictures for evidence, and noting down any questions they might have. Ensure that the children understand what it would have been like in the factory: for example, working long hours with few breaks and for little pay, in noisy and dangerous conditions. Discuss how housing was built near factories due to the lack of public transport, and was cramped and unsanitary. If they're struggling to grasp this concept, ask them to think about all the things in their own house that wouldn't have been there in a Victorian slum, such as a bathroom, running water, heating, enough bedrooms. What would life be like if we had to share one toilet, and one tap, with everyone in our street?

End the session on a cliffhanger by showing several pictures of children working in a factory (**resource 7**). Tell pupils they will explore what life was like for children, and how it changed, in the next lesson.



Assessment

Ask the children to explain what living and working conditions were like during the Industrial Revolution. Can they explain how we know what life was like during those times?



WEEK 5 Lesson objectives

- Know that young children were working in factories during the Industrial Revolution.
- Understand that things changed for children over time.
- Use a range of sources to answer historical questions.

Return to the pictures from **resource 7** used at the end of the previous lesson. Ask pupils what questions they might like to ask about them. Talk about working conditions for children during the Industrial Revolution. Discuss how dangerous and dirty it was, and how children didn't have a choice about working because they were either orphans with no one to feed or house them, or they had



help their families pay for food and housing. Use these British Library resources (tinyurl.com/tp-ChildLabour) to further the discussion.

As a class, draw up a list of pros and cons about working as a child. Who might want children to keep working? Who might want child labour to end? Explain that some people thought it was wrong for children to be sent out to work, and that they tried to change things. Then ask the class to prepare for a debate on whether children should work or not. Half of the class should imagine they are factory owners who think children should keep working. The other half should imagine they are campaigners trying to persuade the government that children should not work. Give the children copies of the information in **resource 8** and ask them to decide how they want to use it. Would it support their case or work against it? When pupils are ready, organise them in groups of four to hear each other's arguments. At the end, ask them to vote on whether children should be working or not. Talk about how it's okay to change your mind if you've been persuaded by the evidence.

End the lesson by talking about the success of the campaigners – we know they were successful because children don't work in factories now.



Assessment

Can pupils explain why children used to work in factories and how this affected them? Can they use evidence to present an argument?



WEEK 6 Lesson objectives

- Know that past events can be interpreted in different ways.
- Use primary sources to make deductions about the past.
- Understand that the Industrial Revolution had both positive and negative impacts.



Begin the final session of the unit by recapping what the children have learned so far. Can they explain how the Industrial Revolution changed life in Britain and why? Do they think the Industrial Revolution was a good thing? Why or why not? Explain that people often have different opinions about the same events. Tell the class you're going to look at two different drawings from the time that show differing opinions about whether it was a good thing. Show the children two different cartoons: 'The March of Bricks and Mortar' by George Cruickshank, and 'March of Intellect' by William Heath (**resource 9**). What can they notice in each picture? What is each artist trying to say about the impact of the Industrial Revolution and how do we know? Why would there be such contrasting views of the same event? Who might have thought the Industrial Revolution was positive, and who might have thought it was negative? As a class, make a quick list of everything pupils know about the Industrial Revolution and its impact on both people and the environment.



Assessment

Can pupils explain why people might interpret the same events in different ways? As an end of unit assessment, use the children's cartoons as evidence, or ask them to create a mind map of everything they've learned. **TP**



Abby Ball worked as a primary school teacher across both Key Stages for 16 years. She currently lives in Somerset with her husband Tim and their cat, Otta.

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5 REASONS TO TRY... Premier Education extracurricular clubs

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range of clubs to include other desirable subjects such as gymnastics, handball and drama.

4 NATIONAL PARTNERSHIPS

Thanks to its longstanding reputation, Premier Education partners with a number of leading UK Sports Associations and National Governing Bodies such as the LTA, British Gymnastics, England Handball, England Lacrosse and Table Tennis England. These partnerships allow for comprehensive training for over 1,000 coaches, ensuring it is at the forefront of educational sport delivery. In turn, schools have confidence that the clubs on offer are of an outstanding level.

2 HEALTH AND WELLBEING PROMISE

Schools wanting to show their commitment to pupil health are enriching their extracurricular offering with expert-led clubs and activities. Premier Education clubs are aligned to the individual mission and ethos of each school, and for leaders who are passionate about prioritising wellbeing, the extracurricular offering is an opportunity for children to enjoy the benefits that go with living a physically active life such as improved fitness, reduced anxiety, enhanced self-esteem, improved cognitive function (thus boosting attainment and focus), and stronger bones and muscles.

3 VARIETY

When offered a diverse range of activities, children are more likely to have a positive attitude to physical activity, resulting in increased levels of participation and engagement. Children get to try new activities and explore other interests, which can improve physical literacy, boost confidence and develop social skills. As well as offering popular sports such as netball, basketball and rugby, schools can expand their



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5 ATTRACTIVE TO PARENTS

Extracurricular clubs offer a lifeline to busy parents. Beyond providing wraparound childcare options, schools that offer Premier Education clubs are making a commitment to upholding unparalleled levels of physical activity delivery and the highest professional standards. Parents can rest assured that their children are developing new skills, improving their physical health and extending their social network, all under the watchful eye of fully qualified experts who are at the forefront of the industry.

KEY POINTS

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Over 15,000 verified positive Trustpilot reviews from parents mean that Premier Education is the highest rated extracurricular clubs provider nationwide.

Sessions are designed for children of all abilities and are run by highly trained professionals who are committed to improving pupil health, so there's something for everyone.

Exclusion goes by **MANY NAMES**

Persistent absence and suspension are more common among pupils with SEND, so what can we do about it?

CATRINA LOWRI

I first met Jack when he was seven. He loved Star Wars and tigers. He was excellent at maths and had a wicked sense of humour. He was an intelligent, endearing and kind boy who was incredibly loyal to his friends and family. And yet, Jack was close to exclusion due to his frequent, violent meltdowns.

He attended a small village school, known for being excellent at inclusion. They had a fantastic SENCO, who called me in tears. She didn't want to suspend this bright but vulnerable boy. The SENCO knew that SEND children are six times more likely to get excluded than typical peers. She didn't want Jack, an autistic, ADHD child with a Pathological Demand Avoidant (PDA) profile to become another statistic.

I was an advisory teacher at the time for the Advisory Teaching Service. During the four-and-a-half years that I worked for the service, increasing amounts of time was spent reducing the number of exclusions. We were seeing high numbers of schools unable to cope with behaviours of concern – arising from dysregulated SEND children – who weren't getting the right support.

I also began seeing an increase in persistent absence (PA), sometimes falsely described as 'school refusal'. In truth, this is exclusion by a different name. The rise in PA is a national problem. Although figures

vary from year to year, amongst this cohort again, the DFE suggest that 56 per cent have an identified SEND. Data from Not Fine in School indicates that a further 43 per cent have unidentified SEND needs. From experience, I know that all the children I have supported to reintegrate into school after PA were neurodivergent (ND). They were mostly autistic or ADHD, but several were dyslexic, dyspraxic or had a variety of ND needs.

“Teachers agree that the best place for a child to be is in school”

Teachers agree that the best place for a child to be is in school. We can't help them if they don't attend, and yet, over the last decade the number of children excluded from education, whether due to behaviours that challenge, or emotionally based school absence (EBSA), has increased.

During my time at the Advisory Teacher Service and then as a SENCO in a small specialist school supporting children with EBSA, I developed the following strategies to help support SEND pupils back to full attendance. I still use these now to give intensive support to schools,

1 Which stress response are you seeing?

Meltdown and shutdown are two forms stress response that can end in exclusion. The school system currently views these two types of behaviour differently, although both can result in attendance issues. Frequent meltdowns are seen as behaviour challenges. Schools often feel they have no choice but to exclude the child. Shutdowns, however, are often viewed quite differently. These can be the result of burnout,

of stress, for neurological reasons, and because the world is designed for neurotypicals.

In our classrooms, we tend to focus on children who, like Jack, frequently meltdown. This is because that kind of explosion can be deeply upsetting for us and for the child. Meltdowns demand our immediate attention and often send us into a stress response of our own. Sometimes we feel compelled to act.

However, other forms of stress response, such as flight risks, can be equally concerning. For example, if Kasper, our ADHD/ dyslexic learner, is constantly running away, we may be (rightly) focused on his health and safety. In taking this action, Kasper is also excluding himself.

It's understandable, too, that we may miss Mabel, our lovely, polite, dyslexic and dyspraxic pupil who is fawning to mask the freeze mode she finds herself in. Yet she will not be able to mask indefinitely, and when it slips, she may no longer be able to attend school.

What Jack, Kasper and Mabel all have in common, apart from their neurodivergence, is their stress. If we do what we can do help them regulate and lower the stress, this will mitigate the behaviours of concern. Our response must be bespoke, but using sensory, calming activities often gets good results.

which may lead to a child becoming an anxious non-attender. Both these issues are behaviour-based forms of exclusion and are more prevalent for SEND children.

It's important to recognise that behaviours of concern are likely to be caused by one of the three stress responses, known as fight, flight or freeze. We should understand that the dysregulation exhibited by both children close to exclusion, and those with regular PA (defined as missing more than 11 per cent of sessions in a measurable period) are triggered by stress. Neurodivergent children are likely to have higher levels

2 Recognise our own stress

Teachers are time and resource poor. We love the kids! That's why we play this game, but it's tough working with dysregulated children. Stressful and tough. And when we are stressed, it's difficult to be curious, which means it's hard to find a new way of doing things, especially if the child's behaviour causes emotional contagion and compassion fatigue. You can't always have the answers.

It's best to ask someone with a fresh pair of eyes to help you look at the situation in a different way. This could be a colleague from your school, or another setting. It could be an advisor from the MAT or LA. Either way, it may help you gain perspective.

3 Play to your strengths

Here is where your relational practice comes in: what do you know about your pupil? What do you know about their family/ home

life? What are their special interests and how can they be used to motivate the child? Even if you are certain that you know the answers to all these questions, it's worth reviewing, especially if these has been a sudden, dramatic change in behaviour.

Really get to know the family, if you can, too. Parents and carers are often accused of being in cahoots with their dysregulated child. The 2020 survey by CIC Autistic UK, showed 87 per cent of schools believed that PA was down

to issues with the parent or family.

Conversely, 91 per cent of families believed their child's school-based anxiety was caused by mental health, sensory needs or was triggered by bullying. Although this represented a few hundred parents, whose children only fell into one category of SEND, it goes some way to illustrating that there is a mismatch between what schools and parents see as the root cause of the issues, making it harder for these key players to work together.

4 Work together to form a plan

Act together with the child, their family and key professionals to form a plan. A risk assessment is a great place to start, but a consistent behaviour support plan can be highly effective. There is no one-size-fits-all approach. You are likely to need to employ a variety of strategies over an extended period to see real and sustained change, but it can happen. With consistency and perseverance, you can help to reduce stress for Jack, Kasper, and Mabel so that they're able to fully attend school, without exhibiting behaviours of concern. **TP**



Catrina Lowri is a former SENCO, and founder of

Neuroteachers, which helps educational settings work with their autistic and neurodivergent learners to find simple solutions for inclusive practice.

 @neuroteachers

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"I found the demonstration very interesting, and it made me feel positive about the efforts we could make to support young people".

James Herbert,
The Joseph Whitaker School

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School profile



Name: Kedington Primary School
Headteacher: Vicky Doherty
Location: Kedington, Suffolk
Ofsted rating: Good
Size: 211 pupils
Extra info: Part of Unity Schools Partnership

Alex Bedford, curriculum development director & Vicky Doherty, headteacher

“We built a curriculum that lets teachers work their magic”

Clear guidance, academic rigour, and space for creativity is what makes CUSP the key to Kedington Primary School’s success, finds **Charley Rogers**



It's a sunny (but very cold!) day in mid-January as I make my way through semi-rural Suffolk and down a farm track to Kedington Primary School, part of the Unity Schools Partnership. I'm here to learn about a curriculum – one that's been built by teachers from the ground up. And what I find does not disappoint...

I'm met by Alex Bedford, curriculum development director for the Unity Schools Partnership and co-author of the CUSP (Curriculum with Unity Schools Partnership) curriculum, and Vicky Doherty, headteacher at Kedington, who were both eager to explain how this ambitious project got started.

"It's been clear to me, since my very first day at Unity, that all our schools work incredibly hard," Alex says. "However, at the time, there wasn't much consistency across the Trust."

The challenge, then, was to find ways to build cohesion and, as it turned out, the solution was close at hand. Alex found inspiration in Unity's research school – one of 28 funded by the EFF. "It's a centre of cognitive neuroscience," he explains, "and when I started this role, I thought we could draw on this expertise to set up a curriculum that could be used in every school within the Trust."

GROUNDING IN RESEARCH

Using the expertise available on cognitive neuroscience, Alex set about writing an entirely new curriculum – one that would not only provide an outline for what knowledge children should be taught, but that included guidelines for *how* they should be taught, too. And thus, the CUSP curriculum was born.

"We wanted something that was evidence-led," says Alex, "because there was really nothing out there like that." He began writing a more expansive plan, drawing on cognitive load theory, generative learning practice, and Rosenshine's principles of instruction. But even though the desire was for the curriculum to bring cohesion to Unity, it was never the intention to force it upon schools – they would just need to come up with something better.

"The introduction of the CUSP curriculum was such good timing for us," says Vicky. Kedington jumped at the chance to implement it. "We were begging for a Trust approach," says Vicky, "because you just don't have the time, the capacity, or the expertise to devise a high-quality curriculum for every subject and every year group," she says.

"With the best will in the world, our subject leaders didn't have the level of expertise required to build a whole-school system from the ground up," Vicky adds. "We knew what we wanted from a curriculum – to see clear progression and the links that children make between their subjects, from year to year – so I turned to Alex for help."

Pupil voice



Millie,
Jack and
Esmee
(Y7)

"We used to be five and now we're six, and we know so much more now!"



Reif
(Y6)

"The work at school is always challenging, which is good if you want to get far in life."



Flo and
Isaac
(Y3)

"Multiplication is backwards division. You just need to look at it in a different way."



LEARN MORE, DO LESS

Delving into CUSP was a real turning point for the school, explains Vicky, as it takes the load off teachers and pupils, while still being rigorous. "All that back-office stuff is done away with, and you're left with an efficient, high-quality curriculum," she says. By 'back-office stuff', Vicky is referring to the terrifying prospect that many teachers face: starting off your curriculum planning with nothing but a set of objectives and a blank piece of paper. "It's something we can all relate to," she says. "I remember when I first started teaching, sitting there and thinking 'How am I going to fit everything in?' Having a model that outlines everything, and that allows you to add your own flair to it, is a life-saver."

This is precisely the point of CUSP, says Alex: "I saw teachers spending a lot of time on strategic planning, and it was taking away from what teachers do best – their work with the children, in the classroom."

Although CUSP is now used in 350 schools across the globe, with over 100,000 children outside the Trust taking part, it developed from just three subjects. "The curriculum evolved from history, geography and science," Alex explains. "It was quickly adopted in this form, and as teachers could see the impact – they had to do less strategy work, and children were retaining more information, and making more robust links between topics – we continued the reach, and worked on covering further subjects." Resources and planning are now available for vocabulary, reading, writing and spelling (created in collaboration with Alex's 'pedagogical twin', Lauren Meadows), art and design, DT, French and music. But, as Vicky explains, even if the extensive planning sheets and curriculum outline isn't available for the subject you're currently teaching, you can still learn from CUSP's pedagogy.

SAME PAGE

This pedagogy is designed to help children retain information, and build their confidence and understanding of each subject year-on-year. "Vocabulary is a key part of it," explains Alex. "So, not only do we include tier two and three vocab, but etymology, morphology, idioms and colloquialisms as well."



“All schools like to say they have knowledge organisers,” says Alex, “but the principle of design is very important to us. Does it communicate key information? Is it just a list? Where are the diagrams? Where is the dual coding? We have enhanced our knowledge organisers by supporting them with our unique knowledge notes.” These ‘knowledge notes’ are points of reference that are clearly articulated, showing the minimum expectation of study. “They start with a learning question that sets children off on a quest,” Alex explains. “At the end of the lesson, every pupil responds to the question using what they have learned so far.” Teachers can make reasonable adjustments, depending on what their class may need, he explains, but they know that should they just follow this guide, the children will have everything they need. “It’s almost like they’re creating a textbook for themselves.”

I BET YOU CAN’T REMEMBER...

CUSP is a winner for teachers, then. But how do the children feel about it? From my limited experience, their enjoyment of the model was palpable. This was particularly evident during

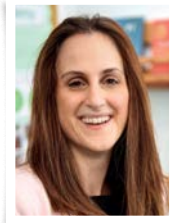
the pupil book study – a process Alex devised to make sure the curriculum is working, without stressing the children out with formal tests. The general idea is that Alex meets with a small group of pupils (between three and eight) from a particular class, and questions them on a certain topic. Today, pupils in Year 2 were asked about the Great Fire of London. The session felt almost like story time for learning, but with the children at the helm. Alex asked them plenty of specific questions (often phrased as a challenge, which got them really excited – “I bet you can’t remember the name of the baker who accidentally started the fire!”) and they recalled an astonishing amount, including impressive vocabulary, despite having learned about the fire last term. It was clear, then, that the children have agency in their own learning, and have the confidence boost of explaining things to a grown-up.

So, what’s next? CUSP was certainly a shift for Kedington. Although there is an awful lot provided for teachers, there is a lot expected of them, too. This is a rigorous, knowledge-based curriculum, and there are plenty of requirements. But it works. The clear phases of the lessons, and the threads that run through subjects (and across them) make CUSP’s upcoming subject editions something to look forward to. “We have a map,” says Vicky. “We know where we’re going. And we couldn’t be more excited.” **TP**

Meet the team

Working with Lauren and Greenfields (Lauren’s education company) to build a cohesive vocabulary sequence has been incredibly powerful.”

At this point, Alex and Vicky pull out a child’s book to show how the curriculum plays out in real terms. This two-page spread is focused on science – a study of vertebrates, to be exact – and includes a wealth of information. It includes an activity where children need to match up a list of attributes (warm blooded; covered in hair or fur; give birth to live offspring) with their related category of vertebrate (mammals). It also has a grid focusing on key terms – this page is *vertebrate* – surrounded by space to analyse, define, connect, and use the word in context. However, the most interesting elements of the child’s exercise book are the central strip outlining the key information required for the topic (in this case, each category of vertebrate, and what criteria they meet) and a ‘flick back’ panel, encouraging the pupil to look back at prior learning (which is all laid out in the same way as this spread) to remind them of what they already know. They are actively encouraged to look back in their books for this information if they don’t remember it, too – an important research skill. All these different elements of the book have been cut and glued from a worksheet, meaning children don’t have to waste time drawing out grids, or listing instructions and learning objectives – it’s all there for them, leaving more time to really engage with the material.



HAYLEY AHLQUIST,
DEPUTY HEAD, ENGLISH
LEAD, SENCO, Y1
TEACHER

“Everyone works together here, and strives for success. It’s a very ambitious school. I’ve seen massive changes since we introduced CUSP. There’s so much more consistency now.”



BETH MACKENZIE,
RECEPTION AND KS1
TEACHER, AND EARLY
YEARS LEAD

“CUSP is a shock to the system at first, but the children’s work – and mine! – is much higher quality now. Pupils’ vocabulary has massively improved, and they are so eager to learn.”



ELLIE JOLLAND,
Y5 TEACHER

“I’ve taught Years 1 through 5, and I can really see how the children have progressed. CUSP is great for that. It’s improved my subject knowledge, so when I come to teach a unit, looking at the knowledge organiser really helps.”



ISSY WEAVER
Y6 TEACHER

“The children’s consistency and retrieval are brilliant. Their helplessness and anxiety have decreased as well, as they now know they can flick back in their books and find information they’ve already got. The routines mean they know what’s coming, too.”



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SCAN ME!

A Sense OF NUMBER

Tackling maths can be tricky at the best of times, but how do you adjust provision to cater for a pupil with visual impairment?

SIOBHAN KING AND SAM HODGES

When I was told that my new mixed Year 3/4 class would include a child who is registered blind, I had many questions going through my head. But my biggest question was around maths. As a school, our planning is very visual, especially in the younger years. Where would I start? What would I need to do differently?

Finding the right starting point

As Olivia (not their real name) was new to school and had limited prior maths teaching, it was essential to

establish the right starting point. Based on my knowledge of the maths progression that we follow, I carried out my own assessments with Olivia and found the best place to start would be from the foundations developed in EYFS, focusing on building understanding of the number system and the value of numbers.

Advice from our local council's Visual Impairment Team identified that repetition is key to securing learning. A child who has a visual impairment needs more repetition, as they do not have visual aids to refer to around the classroom.

However, I knew that if I had to teach the same maths lesson every day each week, I would get bored of it (let alone how Olivia

might feel!) so we developed a rolling timetable. We created a carousel of activities that we would repeat each week. It looked a bit like this:

Monday: Number bonds to 10; regrouping

Tuesday: Measuring and comparing length (longer, shorter, taller)

Wednesday: Part-whole addition

Thursday: Exploring properties of shapes

Friday: Recording answers on braille note touch

Every half term, four of these activities changed. However, we felt it was necessary to keep the number and place value activities constant to secure key learning.

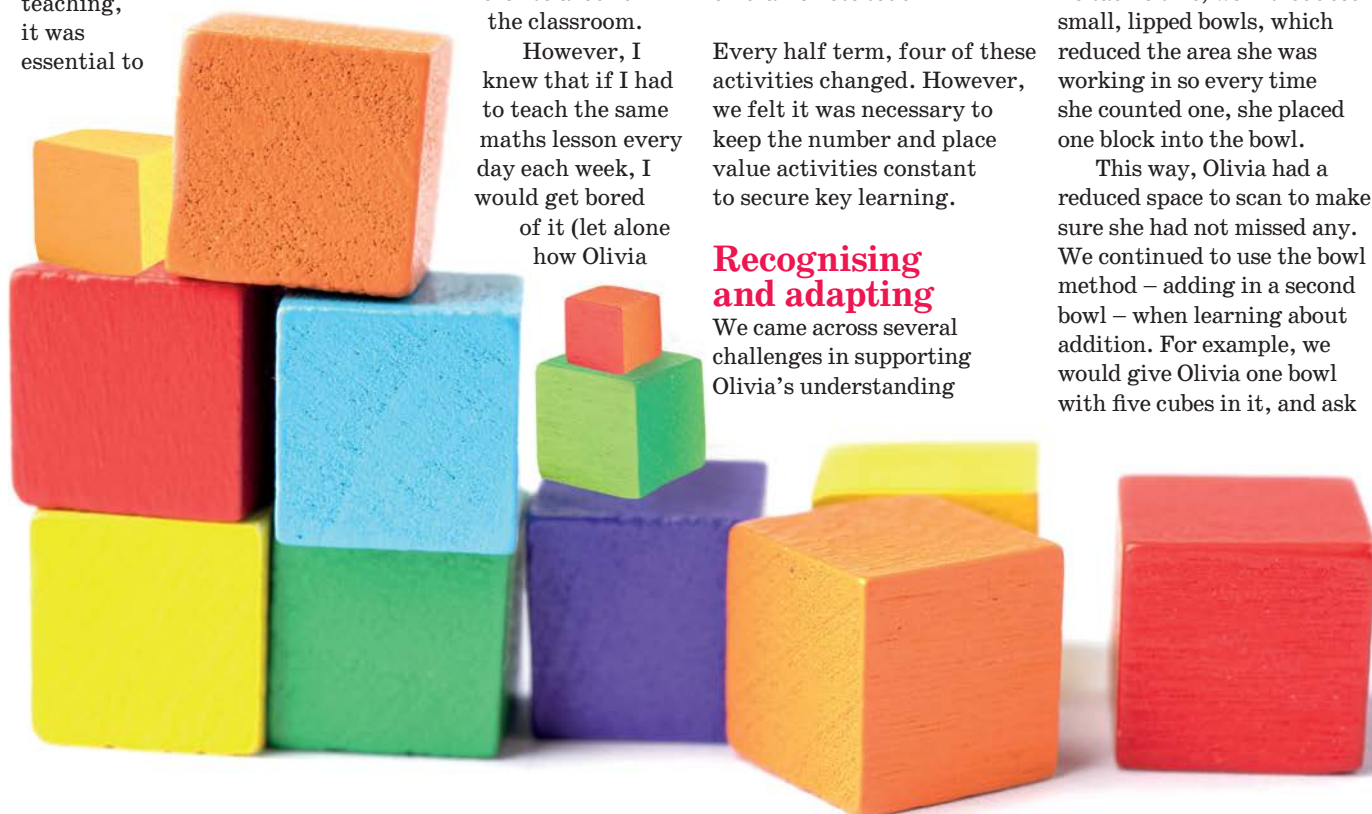
Recognising and adapting

We came across several challenges in supporting Olivia's understanding

of the number system.

Firstly, when sighted people use their fingers or objects to learn how to count, they can physically see the amount is increasing. However, for someone who is visually impaired, they do not have the same recognition. We tried many ways to support counting and found that concrete resources were the most beneficial. However, every time Olivia placed one down, she would not find it again on the table. So, rather than acknowledging she had counted to 10, she may still be at one or two as she could not feel the rest of the objects. To tackle this, we introduced small, lipped bowls, which reduced the area she was working in so every time she counted one, she placed one block into the bowl.

This way, Olivia had a reduced space to scan to make sure she had not missed any. We continued to use the bowl method – adding in a second bowl – when learning about addition. For example, we would give Olivia one bowl with five cubes in it, and ask



“The learning journey Olivia has been on has been lovely to watch, and it’s been amazing to see her confidence grow”

her to add three more. So as not to count the same cubes twice, she would move the original five counters over to the second bowl, one by one, which she knew already had three cubes in it. She could then use her existing counting skills to infer that the total – eight cubes – in the second bowl, was the result of adding her original five to the additional three. Using this method, it did not take long until she was secure with her numbers up to 10 and adding within 10, with a certain amount of independence.

Building efficiency

To reduce reliance on counting and to build efficiency, we knew that it was important to support development of fact recall and particularly number bonds to 10. To teach this, we used a tactile tens frame. We started off by allowing Olivia time to feel and explore the tens

frame so she understood that there were 10 spaces on it.

We used magnetic counters on the tens frame and would place a few on and ask Olivia how many more we would need to count to ten. For this, she had to scan to feel the empty spaces. At the start, she needed a lot of guidance to scan systematically across the tens frame, as she was counting the empty spaces twice or missing a few.

To challenge her, we then began to place the counters on the tens frame in a random pattern so she would have to feel for the magnets and then feel for the spaces. We did have to make sure the magnets were strong, as Olivia

can be very heavy handed and at times ended up moving the magnets as she scanned around. Again, we repeated this weekly for roughly a term and a half, and she is now secure on the recall of her number bonds to 10.

Using key questions

One thing I have noticed, is that I’ve had to change the language I use for questioning. We regularly ask Olivia, “Are you sure?” when she is giving an answer, as a prompt to remind her to check back and see if she has worked it out correctly. Unlike most of the class who can see their answer in front of them when using concrete resources, Olivia can’t, so needs to be taught to regularly go back and check she has counted everything.

The learning journey Olivia has been on throughout the year has been lovely to watch and it has been amazing to see her confidence in maths grow. As well as teaching me a lot of new things about teaching, working with Olivia has also helped the whole class; their use of language while explaining has come along well as they know they need to explain their answer in enough detail so that Olivia understands

it. I’m excited to see how we all continue to progress.

TP

RACE TO 100

This is a great game that I’ve used successfully in many maths interventions. Here’s how to use it for pupils with visual impairment:



Create a board with brailled labels of ‘ones’ and ‘tens’ and a thin strip down the middle in order to separate the two groups by touch. Provide a series of single cubes and ‘ten rods’.



Using a raised die, get the pupil to roll, and note down the number of ones that comes up on the die, until they reach 10.



Once you have 10 ones, (or slightly more, depending on the numbers that come up on the die) you can regroup 10 of the ones for a ‘ten rod’. The first time you do this, place the 10 ones next to the ‘ten rod’ to show they are exactly the same.



Each time the pupil rolls the die, they can collect the ones and add these to those they have collected on their previous roll, regrouping every time they reach 10 or more ones. Make sure they understand that if they have more than 10 ones (say, 13), that means they will have one ten rod, and three ones left over.



Repeat until you reach 100!

You can see this game modelled by HfL at tinyurl.com/tp-RaceTo100



Sam Hodges is a Year 3&4 teacher and maths subject leader. Siobhan King is primary mathematics teaching and learning adviser for HfL Education.

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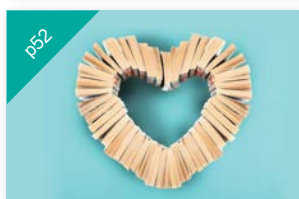
BRILLIANT IDEAS FOR LITERACY ACROSS THE CURRICULUM

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Dive deep into Noi's island world, and help pupils infer narrative from pictures in Benji Davies' enduring favourite...



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Meet the AUTHOR



Image Credit: © Sacha Bennett

One of the greatest archaeological discoveries of all time was made by a young boy – a fact that's sure to make the Ancient Egyptians irresistible to your class, says **MA Bennett**

All the Butterfly Club books hinge on a theorem called The Butterfly Effect, a concept that, essentially, states that the mere flap of a butterfly's wings in one place can have a huge impact in another far away. Each book features time-travelling thieves Luna, Konstantin and Aidan who travel forward in time from Greenwich, London, in 1894, to steal artefacts from the future on behalf of a shadowy secret society called The Butterfly Club.

The Butterfly Club books are about the ultimate kind of travel – time travel. And because time travellers always – funnily enough – seem to wind up in the most interesting periods in history, the urge to have them meet real historical figures is irresistible. But I did manage to resist the temptation to have my three young heroes meet Shakespeare or Caesar or Columbus. Instead, the series takes as its subject very well-known events, but largely unknown heroes.

History's hidden heroes

Most everyone has heard of the Titanic, but Guglielmo Marconi, whose wireless radio saved hundreds of lives on that doomed

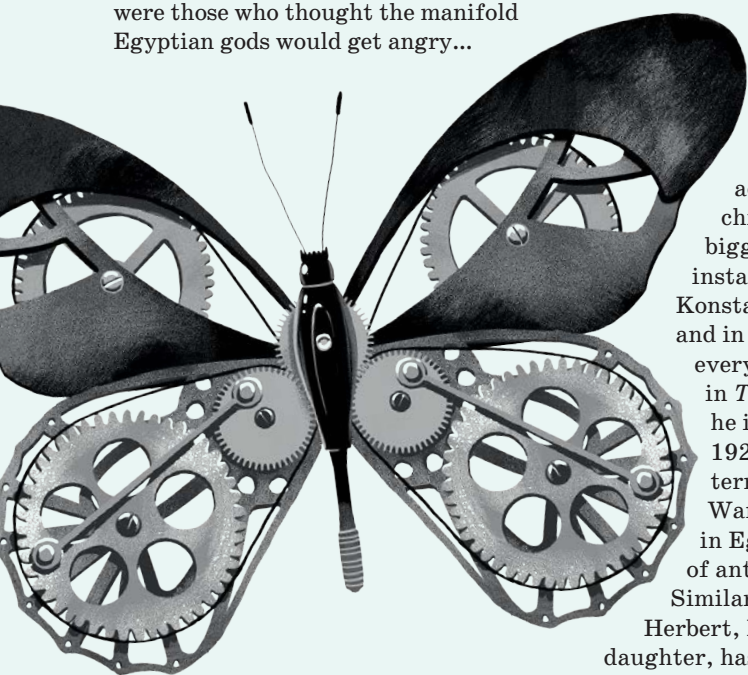
ship and countless lives over the following century, is unknown to many. Similarly, most kids will have heard of the Mona Lisa, but lots of them won't know that the painting wasn't famous at all until it was stolen in 1911 by a man named Vincenzo Peruggia, who thought that her smile could save his home country of Italy from defeat in the impending Great War. And the moon landings of 1969 are familiar to the majority of people, but many space fans won't realise how close the Apollo 11 came to a fatal explosion on the moon's surface, only averted by the brave men and women of Mission Control. Each story in The Butterfly Club series focuses on one extraordinary real-life character from the past, who, in a small way, changed history; and *The Mummy's Curse* is no different.

So, with all the information already out there about Ancient Egypt, why did I decide to focus on this particular moment in history? Well, the real hook for me in the Tutankhamun story was the discovery that it was a 12-year-old waterboy – Hussein Abdel Rassoul – who actually found Tutankhamun's tomb first. Abdel's mule stumbled on a long stone in the Valley of the

Kings which turned out to be the top step of twelve, leading down into the most incredible treasure chamber ever found. Howard Carter himself recognised Abdel's contribution to the find, awarding him with a priceless pectoral pendant from the tomb, made of gold and decorated with lapis scarabs as big as your fist. I thought Abdel would be such a good conduit into the story for a middle-grade reader, as a boy just their age made the greatest archaeological discovery of all time.

Tut through the ages

It's an amazing story that has captured interest ever since, and we can see the impact of the discovery of the tomb of Tutankhamun throughout different eras. There was a huge interest in Egyptology in Victorian times which you can see reflected in art and architecture, and even English tomb design. There were extraordinary public displays of 'unwrapping' of real mummies, and even a type of paint called 'mummy brown' was popular with the Pre-Raphaelites, which was actually made of crushed up mummies! So it's no wonder, when people took such liberties with what were essentially people's corpses, that there were those who thought the manifold Egyptian gods would get angry...



And there's quite a weight of evidence for the curse of Tutankhamun, which began to gather traction when the British newspapers started to connect several tragic events to the opening of the tomb in 1922: as well as Lord Carnarvon (who provided the financial backing for the excavation), American

railroad magnate Jay Gould died of pneumonia after visiting the tomb. French Egyptologist Georges Bénédite had a bad fall on the steps of the tomb and died, and Arthur Mace, one of Carter's own excavation team, had an entire physical breakdown which led to his death. Sir Archibald Reid, a radiologist who x-rayed some of Tut's artefacts, also died, and Richard Bethell, Lord Carnarvon's secretary, committed suicide. Bethell's father, Lord Westbury, on hearing the news, cried, "It's the curse of the Mummy!" and threw himself out of a window. In 1924, British Army major Sir Lee Stack was murdered in Cairo. And an Egyptian prince called Ali Fahmy Bey was shot by his wife in the Savoy Hotel, also after visiting the tomb.

Little wonder then that even 100 years later those ideas still prevail with films like *The Mummy* and MCU shows like *Moon Knight*. It's irresistible, isn't it, the idea that Tutankhamun would curse those who disturbed him? It's just something that seems to seize the imagination in any age, and perhaps that's the reason the Egyptian civilisation seems to hold such a fascination for schoolkids.

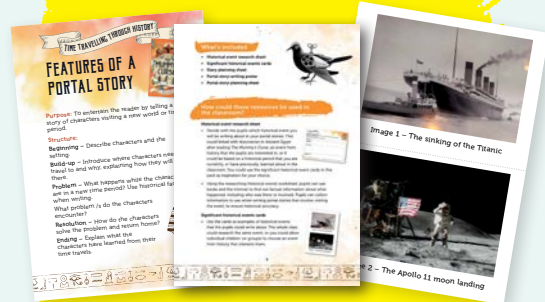
Friend or foe

Because of that, I took the opportunity in my own Egyptian adventure to get children to think about bigger themes. For instance, my character Konstantin is German-born, and in 1894 where he lives, everyone is friends. But in *The Mummy's Curse*, he is transported to 1922, just after the terrible First World War. Among the English in Egypt, there is a lot of anti-German feeling. Similarly, Lady Evelyn Herbert, Lord Carnarvon's daughter, has quite progressive ideas about women, who have just been given the vote. To the children from 1894, that idea is inconceivable.

So, the time travel device is a good one to put ourselves in the shoes of others, and also to bring little-known figures to light. Sometimes history can feel a bit dry, so if it's wrapped in a riddle and rolled in a mystery,

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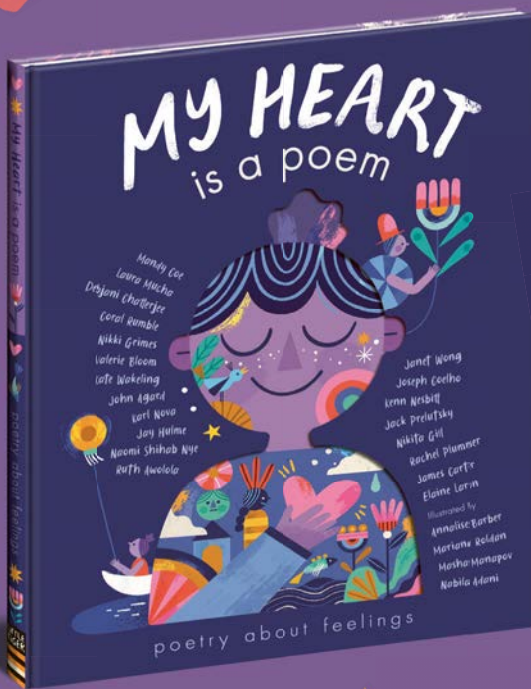
**tinyurl.com/
tp-MummysCurse**

I think it's easier to get children to engage. I call this 'stealth learning'. Kids are very smart and know exactly when they are being preached to. And if they sense the preaching, they can easily switch off. But I hope that by combining history with adventure, I've managed to sneak in some quite complicated ideas, such as the rights and wrongs of Empire, and the restitution of artefacts to their native countries. And of course, my main objective in writing *The Butterfly Club* series was to bring unknown characters out of the shadows – like Abdel Rassoul – and into the light. Hopefully by reading these books more and more children will be made aware of extraordinary lives like his. **TP**



MA Bennett is the author of *The Butterfly Club* series. *The Mummy's Curse* (£7.99, Welbeck) is on sale now.

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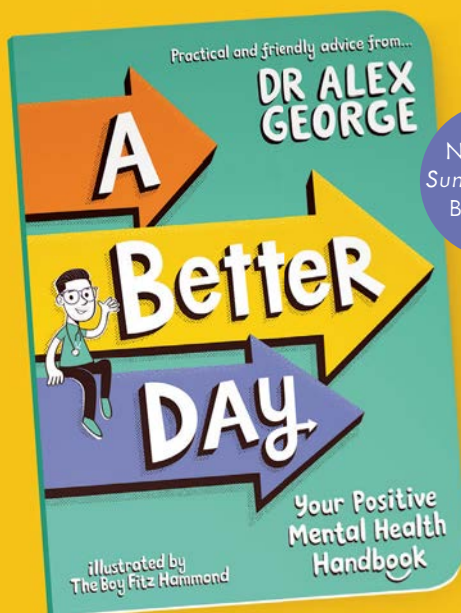


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SCAN ME

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The Storm Whale

Dive deep into Noi's island world, and help pupils infer narrative from pictures in Benji Davies' enduring favourite

CHRISTINE CHEN AND LINDSAY PICKTON

Benji Davies' *The Storm Whale* is a much-loved picturebook with beguilingly simple illustrations and very few words on each page; it can be read to a Year 1 class in a matter of minutes. However, almost everything the story has to say is not actually said: true understanding requires a quite extraordinary level of inference that we have found to challenge older children (and some adults!).

In *The Storm Whale* we get to know a boy called Noi, who lives with his dad (and six cats) in what appears

to be an isolated island coastal community; we don't get a glimpse of any other people, and other houses are depicted as set-apart. The housing is ramshackle, and the mod-cons limited, but the real hardship of Noi's life is the fact he is left alone from early morning until after dark, while his father fishes for a living. And even if you don't yet know the story, you'll have now worked out the main thrust of the book: Noi is alone – and, it turns out, lonely – most of the time.

His discovery and befriending of a small, beached whale leads his

hard-working dad to recognise his son's loneliness, and we witness the beginnings of a more shared life together. It is a gently expressed story, but nonetheless should be handled with sensitivity: many children have hard-pressed parents, single or otherwise, and do not get the time and attention they crave. Be aware that *The Storm Whale* may touch some children very differently to others, and issues may have to be addressed, but the fact that the story emphasises the father's love for his child is important and is worth focusing upon.

Activities

Learning from the cover

This is one of those books that really rewards time spent pondering the front cover, especially if you can do this before children encounter the story. The cover provides a great deal of information... but it will also give you a sense of the prior knowledge your children are bringing to the story.

Ask pupils what they can see on the cover. Not every child has experience of the seaside, so tease out the clues that make it clear this is a beach (rather than a river): the waves, the expanse, the lighthouse, the animal. Check that they know whales shouldn't be on land, and that they are harmed by this. Remind them of the title and ask them to explain how the whale ended up on the beach.

Now look at the child in the story: what is he doing? How do we know he isn't trying to push the whale back into the sea? What sense do they have of his feelings – and why? What will he do?

Understanding the unsaid

As stated above, we have to infer much of what is really going on in this story – it's why it rewards repeat readings. Once you've read and relished the book a few times, return to the beginning and help children notice the clues that hinted at what was to come.

The first page of the book shows Noi's home: what do they notice? What does it tell you about his life?

Re-read the sentence on the other side of that double page. The 'six cats' information is quite distracting; redirect them to notice what they

understand, that *isn't* written: who *doesn't* he live with? Help them notice that they can know things even when they aren't written!

Carry this over to the next page: what do they notice about Noi eating his breakfast? Who is he eating with?

Next, check that pupils understand the implication of the following two sentences: Noi is left by his father for a very long time.

On the next double-page spread, note how calm and peaceful the scene is, and contrast this with 'a great storm had raged' – the only clue that anything different has happened. Draw attention to the information about Noi: a child of about their age, allowed to explore a beach alone; how would they feel?

Then, several pages on, ask the children to explain why Noi is pouring his bucket of water over the little whale. If necessary, help them make the connection between this action and what we are told he knew about whales. When pupils first see Noi pulling the whale on his cart and saying, "I must be quick!", do they think he was going to put him back in the sea?

Show them the double page on which we are told that Noi 'did everything he could to make the whale feel at home,' and ask children to consider what he could have done to make the whale feel even more at home. And why does Noi tell the whale stories?

Remind the children that the author put all these clues in to help us understand more about Noi's life, without actually saying it.

Loneliness is not the only characteristic we can infer about Noi; he is also very kind. Ask the children if they can find clues that contribute to this sense of kindness.



Before and after

It's easy to miss (or dismiss) the double-page illustrations of whale silhouettes that are almost the first and last images inside the book, but they are worth talking about after the story has been enjoyed and understood. Draw their attention to the first, in which the smallest whale shape is apparently falling behind the larger whales; why would Benji Davies have put that picture there?

Then look at the equivalent picture at the end of the story: where is the small whale shape now?

Ask the children to speculate on what these pictures have got to do with the story – perhaps even write a sentence or two about each picture.

If it feels appropriate, ask them to consider what the little whale has in common with Noi. Relate this to the

Take it further ➡➡➡

Island stories

When the whale is in the bath, Noi tells him stories about life on the island. Begin a discussion about what these stories may involve. What sort of things might happen on an island like Noi's? We know there are storms, and people, and fish... but what else might end up in a story?

Many children will find it very difficult to come up with appropriate ideas here, but

think about possibilities in groups or as a whole class. What else might happen during or after a storm? What might happen in the summer holidays? Could there be a story involving all the cats?

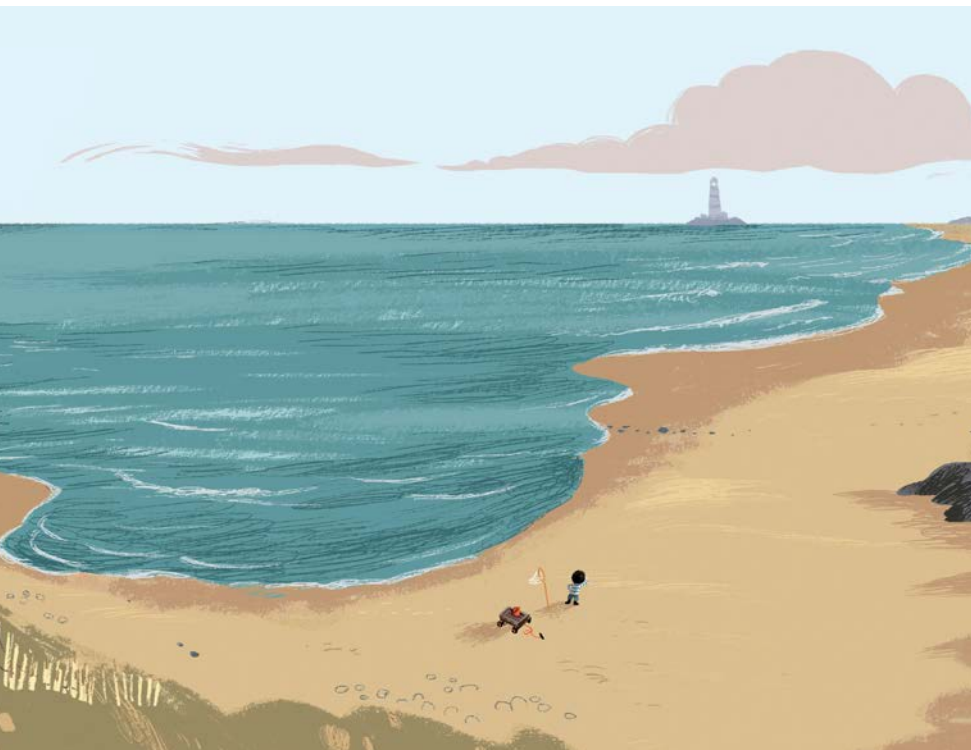
You could support composition here by sitting in a circle and encouraging children to try to come up with the next sentence as you work around the group. Some will find this very challenging, though, so keep it light. Similarly, if you move this into writing, make it

a low-pressure, collaborative piece, unless they are extremely adept with narrative!

Message in a bottle

Once the children have fully understood the story, ask them to think about Noi's feelings for the little whale: what would Noi want to say to the whale, if they did meet again? (What might he want to thank it for?)

If Noi wanted to write a letter to the whale, what would it say? How would he send it, given that water destroys paper? Introduce the children to the idea of a message in a bottle; then they can write short letters



Loved this? Try these...

- ❖ *The Storm Whale in Winter*
– Benji Davies
- ❖ *Grandma Bird (The Storm Whale)*
– Benji Davies
- ❖ *Molly and the Stormy Sea*
– Malachy Doyle and Andrew Whitson
- ❖ *All Things Whales for Kids*
– Admore Publishing
- ❖ *Whales: Safari Readers*
– Tristan Walters

write a diary entry (or two) in-role, talking about their son Noi, how they felt when they saw the whale in the bath, and what they decided to do after that.

Titles

The story is very much about Noi's life, and his relationship with his dad. Ask the children why, then, did the author call the book *The Storm Whale*, rather than, say, *Noi*? Why is the little whale so important to the story? Can they come up with alternative titles for the book?

Next, divide the story into two, three or four parts, as feels appropriate, and ask children to come up with chapter headings for each section. Examples could include, 'Noi's lonely day', 'Finding a friend', 'Dad comes home', and 'Time with Dad'. **TP**



Christine Chen and Lindsay Pickton are primary education advisers (primaryeducationadvisers.co.uk) supporting English development nationally.

last picture of Noi and his dad, and the two whale tails protruding from the sea.

Silent thoughts

Benji Davies occasionally lets us know what Noi is thinking, but for the most part, we have to work it out for ourselves. Take children through key scenes – for example, looking out of the window as Dad goes to work/ returns from work; sneaking fish to the whale as Dad naps in the chair; getting caught with the whale – and ask them to put into words the thoughts Noi must be having. Depending on the age and experience of the children, ask them to compose thought bubbles (you could use a template, or mini-whiteboards).

This entire process can be brought to life through freeze-framing identified scenes, as this almost

always enhances children's ability to imagine the thoughts of a character. Ask them to make suggestions to each other about how they should be using their eyes, eyebrows, mouths etc to show Noi's feelings, as the illustrations are so minimal in this regard that we are left to infer his expressions.

Dad's diary

When Noi's dad finds the whale in his bath, we're told that he realises his son has been lonely. Discuss this with the children: how does he come to that conclusion? Why isn't he angry? Why has he not realised Noi was lonely? If appropriate, talk very sensitively about the pressure on parents /carers, especially when they're single.

What does Noi's dad decide to do, and why? Help the children to

in-role as Noi, and even put them in bottles! If appropriate, discuss what the whale might write back (imagining whales could write) and help them compose this, too.

With younger children, talk about writing a short message to the whale in the beach sand, and encourage them to have a go at this in a sandpit or tray, using either their fingers or a stick to make the letters.

Whale research

Provide access to appropriate texts or resources (such as Britannica for Kids: tinyurl.com/tp-WhaleInfo) and ask pupils to

find answers to key questions such as, 'Why is it bad for whales to be out of water?' 'What causes them to be stranded on land?' 'What kind of whale is the storm whale?' 'In which seas do such whales tend to live?' and 'Can we narrow down the possible location of the island on which Noi and his dad live?'

Stormy seas

Spend some time looking at the images of the dark, rough sea of the inside title page, and also the two illustrations of Noi and his dad in the little rowing boat, again noticing the darkness and the roughness. How do

these illustrations make the children feel?

Why has Benji Davies painted such an unwelcoming-looking sea? The sense of power and darkness through line and colour is extremely imitable, even by young children.

Show them how to mix appropriate colours with paints, or by layering crayon or pastel, and how to use wavy lines to get the sense of powerful movement and mystery.

With older pupils, consider transferring the same skills to other landscapes that may be depicted as dark and stormy, such as woodland, a park or a farmer's field.

Assess Identify Intervene & Improve

1 Assess

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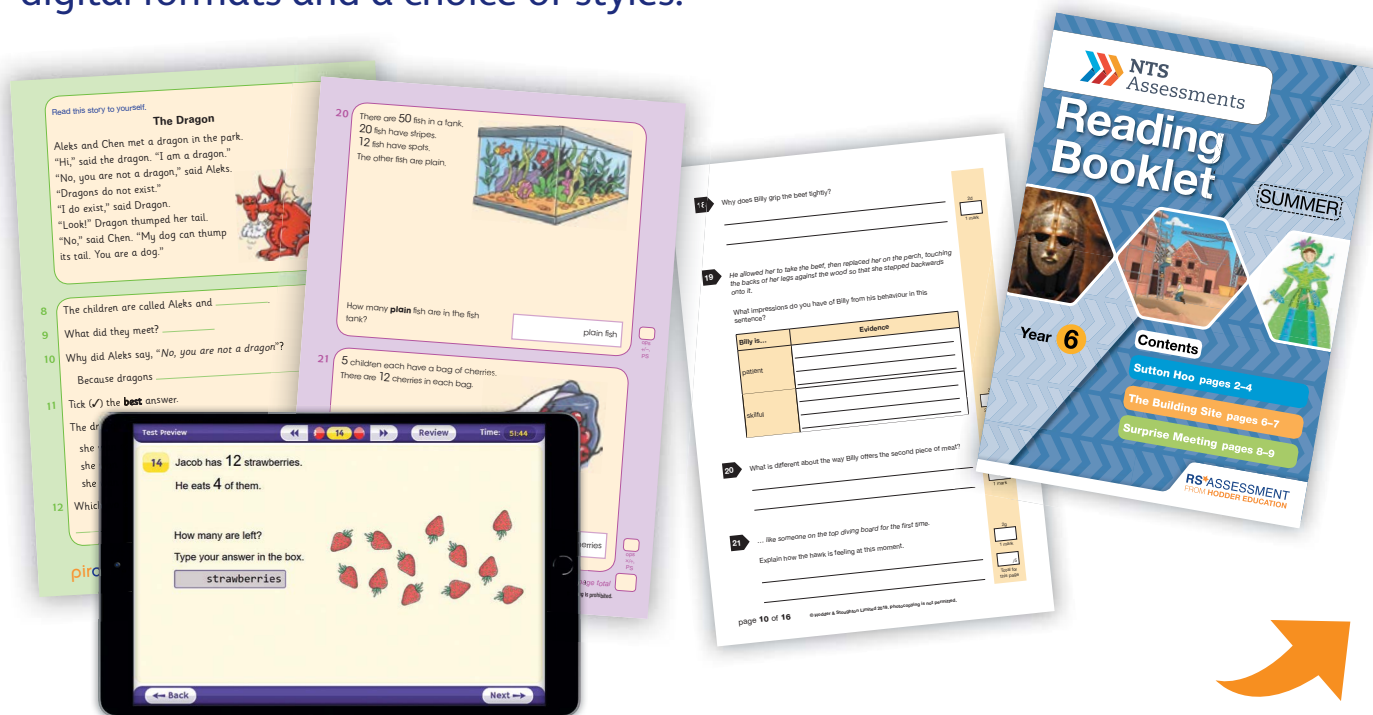
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Why bother learning a **POEM BY HEART?**

Far from an old-fashioned pastime for the posh, committing verse to memory can open all sorts of doors for your pupils, argues **Julie Blake**

The poet Andrew Motion and I were asked this question many times when we began working on the first national schools' poetry speaking competition, and its associated poems and resources, for the Poetry By Heart website. That was 10 years ago. For some of our critics, learning a poem by heart was an old-fashioned, posh practice: long past its sell-by date, certainly in state schools. Why learn a poem by heart, especially an old one, when you could be reading poems, or listening to one being read, or writing your own? And maybe even poetry itself was out of date. Wasn't spoken word the thing now? There were also doubts

about whether children would have the capacity to learn a poem by heart when they had become habituated to finding what they needed when they needed it on the web or social media. And behind those suspicions there was misery about the prospect of tedious

From the beginning, the poets we listened to told us a different story: most of them said that to have a poem in the memory, learned by heart, was a treasure that could be drawn on throughout life. Simon Armitage, the current Poet Laureate, put it this

we believe in. They become personal and invaluable, and what's more they are free gifts – there for the taking. We call it 'learning by heart', and I think such learning can only make our hearts bigger and stronger."

You can test this for yourself by thinking about some of the nursery rhymes, songs and poems you learned when young, and the way these keep you company still.

The poets we spoke to during our research, including Poetry By Heart's judges, also reminded us that poems came to a more vivid and compelling life when spoken out loud. And then there were ideas about poems and memory. Poet Alice Oswald told us that poems don't just "go easily into the memory and stay there;" it works both ways: "The memory goes easily into a poem and grows there, perhaps infinitely."

And, finally, the poets emphasised

***"The poems we learn when
we're young stay with us for
the rest of our lives"***

rote learning. Would pupils be able to do it, want to do it, be prepared to do it? And what about their teachers? For some pupils, having to do poetry at all was bad enough.

way: "The poems we learn when we're young stay with us for the rest of our lives. They become embedded in our thinking, and when we bring them to mind, or to our lips, they remind us who we are as people, and the things

choice. That children should be given the opportunity to explore a range of poems for themselves and find the ones that are special to them; special enough for them to learn, special enough to have a place in their future memory.

Poetry By Heart has been guided by poets and their thinking. These ideas shape every aspect of what we do. But how does it work in practice with teachers and pupils in schools? After 10 years, here are some of the things we've learned.

Keep 'em keen

By generating excitement about performing a poem, pupils get engaged in exploring verse to find their special one. As they learn their chosen poem by heart, they start to notice and explore its language, develop personal connections to their poem, and eventually start wanting to read more. Many of the pupils at headteacher Rowena Kaminski's small rural primary school in Shropshire arrived with significant literacy challenges. Rowena saw Poetry By Heart as a focus for changing this and after their first year, she described the impact on literacy: "Introducing more poetry into our school day has, without a doubt, helped to develop early literacy skills. Poetry has also enabled conversations and confidence around terms such as similes and metaphors. It has enabled our children to develop a love for literacy."

New approaches

When we started our programme at the school, some people said only the 'most able' pupils would be able to do it. We never believed that and it's the opposite of what Rowena told us after they'd tried it. She reported: "Poetry is very manageable for our children, who are generally 'put off' by huge chunks of text. We have a lot of children for whom English is an additional language (EAL) and children with speech and language difficulties, so being such a small amount of writing, poetry is less intimidating. It has been wonderful to see Polish children in our community recite poems in English that they have learned by heart."

Room to grow

By performing in pairs or groups to start with, pupils quickly overcome any initial nerves they may have had, and the process has great benefits for their self-esteem. But there seem to be wellbeing benefits, too, due to the nature of poetry and the way it opens new spaces for children to explore their lives. Rowena reflected on poetry as a safe space. She said: "Children feel safe that

there are no right or wrong answers when discussing their responses to a poem. For emotional support, poetry has provided an opportunity for them to explore their personal experiences and to write about themselves and their feelings."

Learning poems by heart, then, is all about developing confidence in an enjoyable, accessible and engaging way. You can sign up to Poetry By Heart (poetrybyheart.org.uk/registration-form) if you'd like some help with the process (or visit the sites in the panel on the right for some inspiration). Ultimately, the power is in your hands – help your pupils thrive and learn to love poems by sharing them – and learning them – together with your class. **TP**



Julie Blake is co-founder and director of Poetry By Heart. She is also a former FE teacher and university tutor. Poetry By Heart is funded with the support of the Department for Education.

@poetrybyheart

poetrybyheart.org.uk

5 FREE POETRY RESOURCES



1. 7+ timeline

Time travel across the centuries with this poetry resource for pupils aged 7-11. It offers biographies of poets, starter activities and video and audio performances. Use the filters to find short poems, funny poems, or poems about adventure and family. poetrybyheart.org.uk/ks2-timeline



2. Children's poetry archive

A treasure trove of recordings of poets reading their poems. Explore curated collections like Exploring Planet Earth or Hopes and Dreams. There are great teaching resources too. childrens.poetryarchive.org



3. Mix It Up collection

A fun and colourful way for children to explore poems to find ones they like. Hover on a picture tile to see the poem's title, click to read a juicy snippet and then dive into the poem. Hit the Mix it Up button to see why it gets its name. poetrybyheart.org.uk/poetry-for-children/



4. CLPE Poetry

A phenomenal collection of poems, often with videos, by the best contemporary children's poets from A.F. Harrold to Zaro Weil. Sort by year group or poem theme to find your perfect poem. clpe.org.uk/poetry



5. Poem of the Week email

A poem in your inbox every week in term time to share aloud with your class. Read for pleasure and enjoyment then go further with a fun activity to help pupils explore the sounds, shapes and meaning of the poem. mailchi.mp/poetrybyheart/poemoftheweek

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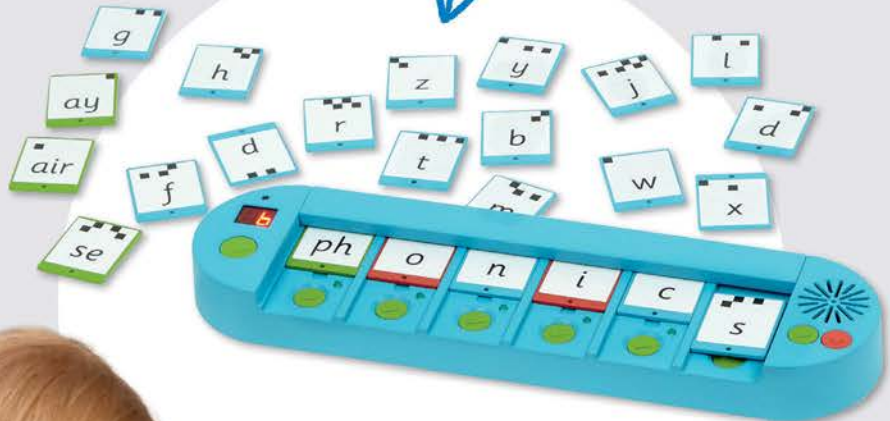
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A 10 second record function allows children to record and listen back to their own segmenting and blending, which can be self checked against the pre-recorded sounds.

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6 ways to improve PUPILS' WRITING

Although there is a need for independent writing, there are a number of benefits for paired or group tasks to help develop independent writing over time, says **Kris Gregory**...

Shared cognitive load

One of the reasons why pupils often find writing more difficult is because there are more factors that impact on cognitive load. By working in pairs or in groups on their writing, pupils are able to split this cognitive load by literally bringing more brains to the task. This can help prevent cognitive overload of each pupil, but also increase the total cognitive load that can be applied to writing through increased numbers.

Real-world application

How many written pieces in the adult world are done independently? How many are done in groups? Open up any research paper and you will often be met by a number of names where a group of people have worked together sharing their expertise and understanding. Working documents are often created collaboratively in the work environment, and even some stories have co-authors.

Spelling

If pupils struggle with spelling, the ability to work in pairs or groups can help with this if they are writing with someone else who is a confident speller. This can help reduce cognitive load as the pupil isn't then worrying about the spelling of a word and can focus

their attention on the composition of the sentence. This will help develop them as writers, as their focus is where it needs to be to develop composition.

Handwriting

Similar to spelling, paired and group writing can support pupils who find transcription difficult. Each pair/ group can nominate a scribe for their writing. By not worrying about their handwriting, pupils are free to once again work on developing the composition of their writing and their ideas. This will also help pupils feel confident with writing, rather than worrying about transcription.

Oracy and vocabulary

The chance to work in pairs or groups on creating a written piece supports pupils in developing oracy alongside their vocabulary. This includes the language of working in a group, alongside developing sentences orally, playing around with them and debating before committing to paper. Pupils can also then bring different levels of vocabulary, with discussions drawing out improved vocabulary and using words for effect.

Editing and redrafting

By creating a composition in pairs or groups, you can provide pupils with the chance to develop their redrafting skills through rewriting the joint piece independently. From working in pairs or groups, they should have a well-constructed piece that is grammatically correct. This reduces cognitive load as they have an accurate piece and can then spend time focusing on redrafting it for effect. **TP**

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**tinyurl.com/
tp-ImproveWriting**



Kris Gregory is a Year 3/4 teacher, with responsibility for English and the wider curriculum at Ashbrook Junior School in Derbyshire.

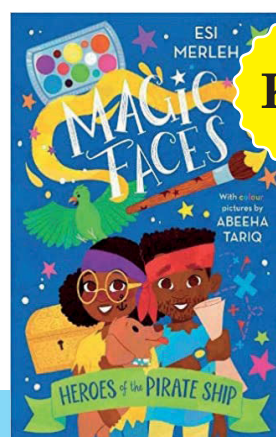
Book CLUB

We review five new titles that your class will love



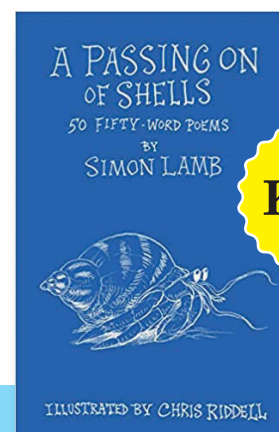
Amazing Mum
by Alison Brown
(£7.99, Farshore)

A sweet, rhyming picturebook for your littlest ones, *Amazing Mum* is a great story to introduce with Mother's Day coming up. Populated with minimal text and large, expressive illustrations, Brown's homage to motherhood spans a variety of different types of mums, like repairing mums, double mums, and mums that drive a bus. Although it may be best to tread carefully for any pupils who do not have a mum, or have lost theirs, this is a beautiful book with which to help children gain meaning from pictures, and understand that everyone's family is unique and special in its own way. Share at story time, and ask your pupils to carefully investigate the pictures – what can they see that links to the text? How do we know which is the repairing mum, for example? What might a picture of their own mum (or parent/carers) look like? Can they create one? Hours of fun.



Magic Faces
by Esi Merleh, ill. Abeeha Tariq
(£6.99, UCLAN Publishing)

Meet twins Austin and Alanna, and Ozzy the sausage dog. One day, playing at Aunt Kessie's, they stumble across some magic face paints, and end up being transformed into pirates! And their new mission? To find a golden treasure chest before their time in the pirate world runs out. But of course, they're met with obstacles – when two very suspicious pirates climb aboard the New Leaf ship and start snooping around, Alanna and Austin know they must do all they can to help their crewmates and save the ship. Created for ages five and up, this colourful tome was conceived in the first lockdown of 2020, when founder of Storymix, Jasmine Richards, used face paints with her children to imagine fantasy worlds. The full colour illustrations can help reluctant readers move to more text-heavy books from picturebooks, and even inspire pupils to test their imagination (or artistic skills) to create a magical land of their own.



A Passing On of Shells
by Simon Lamb, ill. Chris Riddell
(£10.99HB, Scallywag Press)

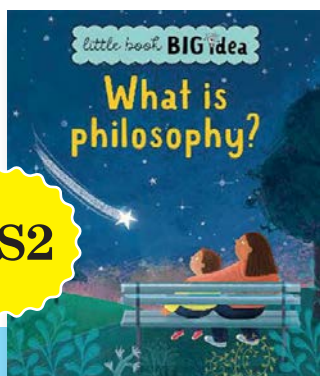
This stunning collection of 50 poems, all written in exactly 50 words, is the perfect representation of how form and structure can actually help to encourage creativity. The book could be a great starting point for exploring poetic 'rules' with pupils, and would be an effective model for the children to copy when creating their own verse. With subjects ranging from family, identity and growing up, to the need for hope, and the wonder of nature, Simon Lamb - poet, performer and former teacher - offers small nuggets of wisdom, warmth and wit to help readers of all ages navigate their lives. Each spread benefits from stunning, classic-style illustrations that give a visual representation of the poems, drawn by the former Children's Laureate and award-winning illustrator Chris Riddell. Whether you're studying poetry, or looking for wider reading options, this is one you'll be dipping back into for years.

→→→RECOMMENDED RESOURCES

plazoom

EXPLORE OLIVER TWIST IN UKS2

Part of Plazoom's powerful Unlocking Inference collection, this resource pack includes a fully annotated extract, with close vocabulary work as well as questions designed to elicit sophisticated, evidenced inferences from all pupils. A complete course of video training explains the layered reading approach that will ensure deep understanding of the text for the whole class – try it today, at bit.ly/PlzOliver



KS2

What is Philosophy?

ill. Katie Rewse

(£9.99HB, Noodle Juice)

Are you looking to explore some of life's big questions with your class? Are they asking you things like "what is time?" or "how do we know if something's good?" If any of this sounds familiar, Noodle Juice's new book may be for you. *What is Philosophy?* addresses some of life's existential queries, and answers them in language that your class can understand. Starting off with the basics, such as how to pronounce the word *philosophy*, your pupils are sure to become engaged quickly. The information is also colourfully supported by full-page illustrations, helping children see the questions' relevance to themselves and the world around them. This is one in a series of factual books for kids, which includes *What is Art?*, *What is Music?* and *What is Money?*, giving you plenty of scope to extend the Q&A sessions, or supplement curriculum learning.



KS2

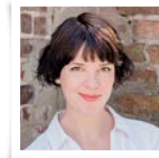
A Dinosaur-Unicorn-Robot Adventure

by Sarah Coyle, ill. Adam Walker-Parker
(£7.99, HarperCollins)

The second book in Sarah Coyle's *Pick a Story* series, *A Dinosaur-Unicorn-Robot Adventure* brings back the exciting, interactive format that proved so popular with her first instalment. Discover not one but three fun-filled worlds in this adventure, putting the big plot decisions firmly in the hands of the reader. With twists and turns and decisions to make on every page, this book takes young readers on a whirlwind adventure, this time with a female protagonist. It's Gwen's birthday but the birthday cake that Dad's been busy making has disappeared. Can your pupils help her to find it? Taking the story into their own hands, readers must decide if the cake has been stolen by dinosaurs, taken by robots, or snatched by unicorns. Again accompanied by modern illustrations by Adam Walker-Parker, this book will help shine a light on how authors develop plot, and why the role of the reader (or audience) is such an important one when writing.

Meet the author

SARAH COYLE ON CHOOSING YOUR OWN ADVENTURE, AND INTERACTIVE LITERACY



What made you want to write a Pick-Your-Own-Adventure story?
Children don't get to make too

many choices, otherwise they'd all be dressed in beach shorts and eating marshmallows for breakfast. But the more ownership we have over something, the more likely we are to engage with it. I wanted to write something attention-grabbing, especially for the kids for whom reading was more of a chore. Handing over narrative control to the reader seemed like an effective way to do that.

What role does interactivity play in literacy learning?

I use interactivity as a hook. I wanted every page of the *Pick a Story* books to have deliberate choices and activities to really harness the reader's interest. If you are prompted to think and decide for yourself then that interest is successfully, if temporarily, captured. If the interest is maintained you'll want to keep going. Afterwards maybe you'll read it again or look around for another book. Anything that gets kids reading is a win. The more we choose to read, the more we want to read. Reading is knowledge. Knowledge is power. Boom.

How would you like teachers to use your books in the classroom?

Use the interactive questions and illustrations as jumping-off points to get wider discussions going. "Which pirate's the biggest stinker?" might be followed up with "Which pirate do you think is the happiest?" or, "What might pirates eat when out at sea?" You can also use the book as an end-of-the-day reward or a fun tool to find focus. Then maybe introduce choices of your own: "We've read two pages of *Pick a Story* – now we're going to look at the weather! What would you choose – a sunny day or a snowy day?" Hands up to share.

Sarah's latest book, *Pick a Story: A Dinosaur – Unicorn – Robot Adventure* (HarperCollins, £7.99), is out now.



Sue says...

Got a classroom question? Our resident literacy expert is here to help...



Q I teach Year 6, and am currently planning a unit of work based on *Macbeth* for the summer term. However, a colleague has suggested that the play's content could be seen as 'inappropriate'. Should I steer clear?

— HM, teacher

Most schools now include work by Shakespeare in UKS2, using extracts from his plays or a book that retells the stories, such as the cartoon versions written by Marcia Williams. In fact, there's a range of plays that schools could reasonably choose to use within a KS2 English unit, including *Macbeth*.

I would have no reservations about using extracts from *Macbeth*, or a retelling of this story, with pupils in Year 6. Using this play in the classroom will provide the opportunity to discuss characters and the motives they have for their actions. Pupils can talk about the heroes and villains in the story and how ultimately, Macbeth and Lady Macbeth fail in their plans, despite their plotting. *Romeo and Juliet* is also a popular choice for Key Stage 2, although that, too, includes events that some may see as 'inappropriate' for this age group.

Pupils generally enjoy stories with gore, treachery and fighting. Children's literature is full of stories that include these themes. Many traditional tales involve characters being killed, often in quite a brutal way (think about the poor Big Bad Wolf!), and some nursery rhymes can also have a sinister meaning. Fairy tales include wicked queens carrying out evil deeds, witches casting spells and prophecies being made — all themes also found in *Macbeth*. Meanwhile, Roald Dahl's books include powerful characters that are often incredibly mean to children; but most teachers wouldn't think twice about reading one of his books in the classroom.

So, don't be put off sharing *Macbeth* with your pupils. If it is a text you love, that will shine through when reading it with the class. It will probably be the first time they encounter Shakespeare, and your enthusiasm may well spark an interest in, or even a life-long love of the Bard's work.

Sue is literacy lead at plazoom.com, with over 20 years' teaching and mentoring experience.

The plazoom Room

Ideas, techniques and resources for all your literacy needs

World Book Day 2023

Have you planned anything for World Book Day on March 2nd this year? If not, there's still time — it doesn't have to be a complicated (or expensive) affair; as long as it's all about sharing the joy and excitement of reading.

If you're concerned about annoying families, or putting them in a stressful situation, by asking that children come to school in a book-related costume, why not suggest a pyjama day instead, and allow time for everyone to snuggle up on cushions and rugs for a shared story?

Plazoom has plenty of ideas and resources for other World Book Day activities; and now you can download a free guide, listing them all by age range and showing you where to find them. From book review templates to virtual author visits, there's plenty on offer to help you plan a WBD that works for your school...

FREE RESOURCE
Download your guide
bit.ly/PlzWBD



Did you know...?

- World Book Day is marked in over 100 countries around the globe
- Just 10 minutes a day reading and sharing stories with children can make a crucial difference to their future success
- You can find out more about World Book Day at worldbookday.com

3 more ideas for World Book Day resources

1 Book review templates pack
bit.ly/Plzbooks1



2 Guided reading dice for KS1/2
bit.ly/Plzbooks2



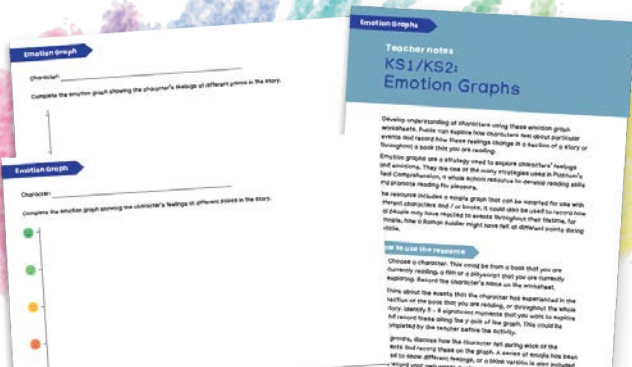
3 Michael Morpurgo writing pack
bit.ly/Plzbooks3



Print your own...

emotion graphs! These are a brilliant way of developing understanding of characters. Pupils can explore how characters feel about particular events and record how these feelings change in a section of a story or throughout a book that you are reading. Follow the link to download your pack for FREE.

Find them at bit.ly/PlzEmotionGraph



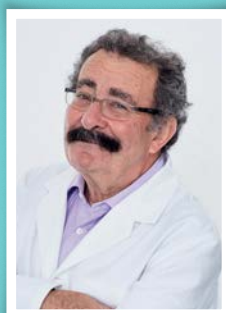
Learn through nature



Build children's literacy skills through a range of activities that link to various strands of the curriculum, with these beautiful resource packs based on articles from *Animal Planet* magazine. Each pack includes a copy of the article that can be read and reread, along with teaching notes and printable, pupil-facing worksheets for at least half a dozen activities, culminating in an imaginative writing task. Whether you choose to explore the intriguing world that exists beneath our oceans, or discover the surprising jobs that have been carried out by pigeons over the centuries – there's enough here to feed pupils' curiosity for weeks!

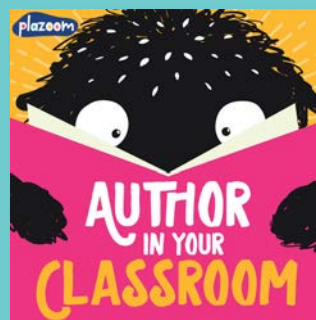
Find all the packs to download for free at bit.ly/PlzLearnThroughNature

If your class is especially keen on the natural world, they'll love Plazoom's collection of interactive animal facts posters, which combine beautiful images with fascinating snippets of knowledge; browse the complete collection at bit.ly/PlzDisplay



Professor Winston is known for his pioneering work in the study of fertility.

He has written over 20 popular science books.



Get KS2 children producing non-fiction writing with real flair, thanks to words of wisdom and motivation from Professor Robert Winston, the author of *Inventors: Incredible Stories of the World's Most Ingenious Inventions*, and many other popular and engaging titles for both children and adults on scientific matters. In his episode of the *Author in Your Classroom* podcast, Lord Winston speaks directly to all young people who are listening, reminding them that their curiosity really can take them anywhere – it's inspiring stuff!

Listen to this episode and download your free teaching resources at bit.ly/PlzRWinston

Hack your class!



Promote reading

Have a selection of books linked to your topic in a basket to read and reread together. This works especially well in KS1, with picturebooks that can be shared multiple times over a few weeks.



Colour codes

Do you have multiple copies of the same photocopiable game? Photocopy each set on a different colour so you can quickly see which group pieces belong to if dropped on the floor, and to help keep them organised.



Messy cupboard?

Have boxes labelled for each topic to put resources in so they are kept organised and are easily found. Or, just keep the door closed!

STEM SPECIAL

INSIDE THIS SECTION



How one school built a maths-loving culture across year groups, ousting the dreaded maths anxiety...



From bread fossils to an exposé on plastic, diving into an ocean-inspired way to structure learning has revolutionised this Trust...



Getting the balance right between great teaching and the exciting use of tech is a tricky one to strike, but it is absolutely worth the effort...



Configure your best computing lesson, yet. You have all the skills you need, just don't get hung up on the tools...

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on sale 14th April**

Computing on a budget

Turn one laptop into three with a data-driven spending plan. (It's really not as scary as it sounds)

MATTHEW LANE

Being a computing lead is an unusual role in a primary school. Whilst you are in charge of the curriculum, just like being the PE lead, the role has many threads and tendrils. A supply teacher needs a laptop. The visitor cannot connect to the projector in assembly. Another teacher's interactive board conks out mid-lesson. All of these will see a child (or maybe a bashful member of SLT) knocking on your door and asking for help. If a device contains a battery and a CPU, it ends up coming under your purview at some point. Which also means you may well need to advise or even budget for buying this equipment, too.

Budgeting. The very word can instil fear into the heart of a subject lead. Especially when you are in charge of computing and could very well be advising on spending tens of thousands of pounds. But how do you go about writing a computing budget? Where to start? How do you try and address all the competing needs in your school?

Spend for impact

As odd as it sounds for a computing lead, try not to think about your subject. Even better, try and pretend for a moment the subject does not even exist. With that in mind, which devices do your pupils come into contact with the most every day? Is it a laptop or a tablet? Actually, it's neither: it is more than likely the teacher's computer and the classroom's interactive board.

How many hours of learning time are lost each year due to

the teacher's computer crashing mid-flipchart or PowerPoint? It can be a lot more than you think. Whilst a crash shouldn't harm a device, it does have an impact on how staff might treat it (usually with a lot less care and a lot more shaking). There is also the morale factor, as teachers work in a constant state of mild terror that the next spinning up of the CPU fan heralds a whole morning's lessons going awry. So, when forecasting spend, I plan for £500 per teacher laptop. This affords a mid-spec business machine such as a Dell Vostro or HP ENVY 15 with an i5 processor, providing enough grunt to run multiple programs at once and run two screens with ease. Schools do not pay VAT on their purchases, so your money goes further than your average company.

Having decided what to buy, when should you buy it? For full-time staff, devices will last between three and five years depending on wear and tear. For part-time staff, five years is a good plan. With this timeframe in mind, you can plan to spread the spend over multiple years, replacing 33 per cent of devices each year. This means teachers always have excellent kit, and you also have a supply of used but still good-quality equipment.

Making something out of nothing

With all this high quality and (hopefully) mildly used equipment, you will have a good cache to redeploy within school. This is where your

good planning starts to pay off: when TAs need devices you can redistribute them. TAs will put less load on equipment, drawing out a few more years' use.

It's also a good idea to plan on putting one or two laptops aside to act as donors to keep your part-time teachers' laptops working. This is where having a good relationship with a reliable IT support company squeezes further value from your equipment.

All of this requires keeping good records of who has which piece of kit. I do this via the serial number on the base of the device, keeping track of which ones can be redeployed and which are only good as spare parts for repair. To aid in this process, I email staff each term asking them to update me on the state of their equipment. To make this quick and easy, I give a series of statements that

staff can copy and paste into their reply. These range from: *Grade A. Bought in the last 12 months and is working well*, to *Grade E. Zombie grade. Has been resurrected from the dead more than once and is in need of being put out of its misery. (Please detail).*

What about the children?

Having talked to staff, how do we plan for student spending? This is where it is easy to put the cart before the horse, and buy shiny equipment that ends up unused or underutilised. So instead, look to the curriculum. Not just for computing, but for every subject. What is tech being used for? If it is like my school, mostly for online research or reading longer guided reading texts on-screen to reduce photocopying. For these uses, laptops are a poor choice. Logging on takes time and the costs can be prohibitive.

Which is where lower budget, Android tablets are great. Lower spec laptops (which are still worth buying) can be £350, yet Lenovo make a very good Android tablet for £99. When buying tablets, budget for cases, screen protectors and cabinets or trolleys to store the devices. This will protect your investment long term, and many trolleys can be easily re-wired should you buy new devices in the future. Tablets should last three to five years, but because they're low cost, it's easy to replace one or two that may break as needed. You could buy iPads, but if children are using the screens for online search, do you need to spend significantly more per device for no better utility?

In terms of laptops for children, good spec is still needed. Not quite teacher spec, but a lower range business style device with an i3 or equivalent processor will be cost effective whilst being long-lasting and reliable. This means more learning time for children and less stress for staff. There is also another bonus to buying more

upmarket laptops: if they are by the same manufacturer as your teacher devices, common faults are easier to identify and plan for. With the tablets picking up lots of the work, your more expensive laptops will last much longer. I plan for a five- to seven-year life span, although we have a set of laptops in my school older than that, which are still working very well.

Set up that spreadsheet

With all these numbers and ages to track, a spreadsheet with a five-year spending plan is a good way to keep things organised. With a little Excel knowhow, you can even programme in price inflation over the five-year timespan. And putting all those numbers on a spreadsheet makes them look a lot less scary too!

With the current nature of school budgets, detailed planning allows for spending to be moved into the future if needed. As discussed earlier, keep a track of your spending priorities, focusing on impact – which can mean putting off investing in student devices.

Adding it all up

Having talked time and numbers, maybe planning your next computing budget will not be quite as scary a proposition. To use the old maxim: buy once, buy well. **TP**



Matthew Lane is a primary teacher and subject leader in Norfolk.



@MrMJLane



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How we built a MATHS-LOVING CULTURE

Ditch the cassettes and bread, and lean into Snow White's triangles and traffic lights to spark joy

CATHERINE MAGEE



Maths is the Marmite subject of the curriculum. For those that don't enjoy it, once that negative mindset takes hold, it is exceptionally difficult to change. There can also be barriers to enjoying maths at home, which make it an uphill struggle from the start. Some parents feel they are not good at the subject, and I often hear "My mum/granny/grandad was terrible at maths". This

makes it very hard to conquer what the child, and indeed the parents, can label as a genetic predisposition to fall short. Moreover, a child not enjoying the subject can also lead to the feeling of "I'm rubbish at maths".

Incompetence vs motivation

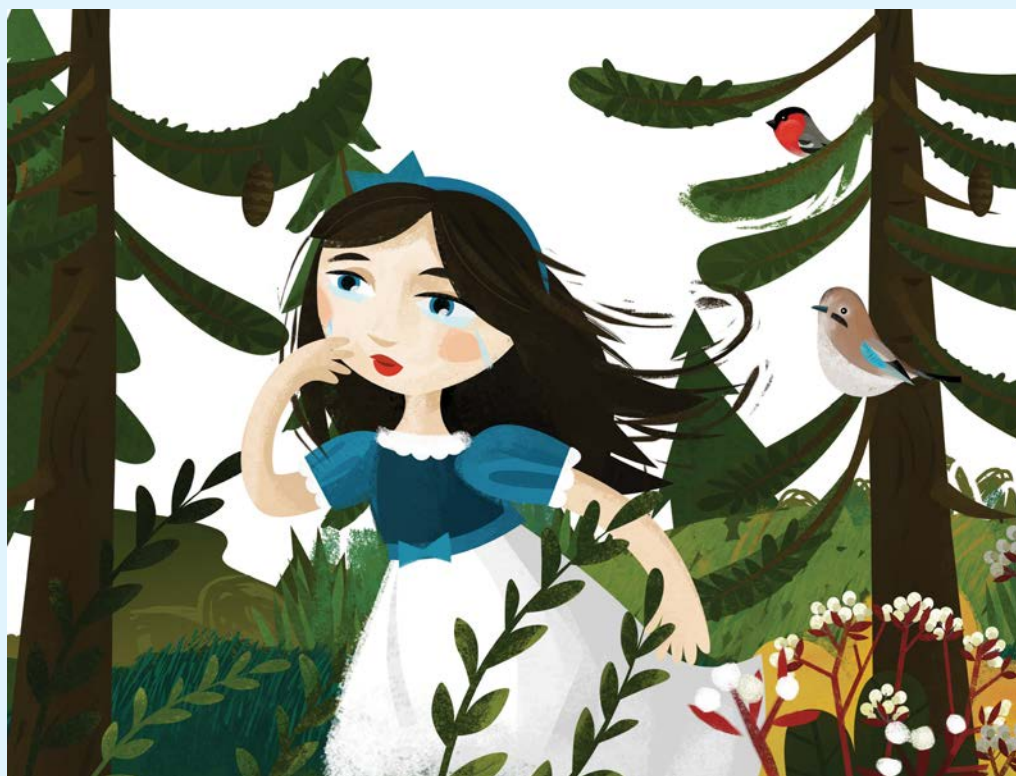
I have realised that motivation is directly equitable with competence, which is also directly equitable with being right or wrong. If a child

feels incompetent in maths, they become demotivated and disengaged. Since there is only either a right or wrong answer in maths, regularly experiencing the latter can be dispiriting. Unlike literacy – where you can offer your own point of view – the often-black-and-white nature of the maths world can intimidate children.

So how can we, as teachers, get ahead of these feelings and help develop a life-long love of maths? Here are a few things that have worked for me:

Fractions and percentages

In my classroom, I found fractions and percentages to be one of the areas that pupils struggled with most. Research carried out by educational software company Renaissance has found that teachers identified maths skills such as fractions, decimals and percentages as those causing the most difficulty. Over a third of teachers (34 per cent) said these skills had been the most



heavily affected by Covid disruption.

To support my pupils in this area I use a 'flipped classroom' model. This is when children are introduced to new learning ahead of the lesson, so that face-to-face teaching can focus on fixing misconceptions and deepening understanding. Using Google Classroom, I post a video of myself talking through the process, along with helpful worksheets, links to YouTube videos, and useful reading materials. It's important to not overwhelm the children before the class; this shouldn't end up being an extra lesson – more an introduction to the content. Then, when I come to formally teaching, they already have more confidence and greater understanding. This way, more of the class time can be spent on working on live problems and strengthening problem-solving skills.

Outside of the actual equations, supporting the class with laying out their work in an easy-to-understand format can make a huge difference to their understanding. I always

encourage my pupils to write down whatever notes help them solve the problem, when they ask how they should set out their work. Encouraging neat presentation and using as much space as needed supports their logical thinking and learning. Cramped sums and disordered layouts will make their learning more difficult, especially when looking back and revising.

Traffic light work

Effective communication is key in creating maths enjoyment. Always ask your pupils if they have any questions, and create an environment where they can share any concerns. Sometimes, saying something in a slightly different way can spark that bit of previously missed understanding. The key thing to remember, especially when differentiating a lesson, is that pupils need work that is appropriate for their level of learning – enough to be comforting and create confidence, yet also stretch and enhance learning. The children make progress

because they enjoy the sense of purpose they get from doing the work.

You can encourage the children to 'Traffic Light' the work, too. They can put a green, orange or red circle on their work in accordance with their understanding. This informs the teacher's planning and highlights areas that need further reinforcement and consolidation.

Maths is a unique subject and this presents many challenges. However, armed with the right tools and through sharing our own passion for the subject, we can help to create a generation of pupils who think and say, "I do like maths. I am good at maths." **TP**



Catherine Magee is a Year 5 teacher and SLT member at St Comgalls School. She won Teacher of the Year in 2021.

renlearn.co.uk/freckle-spots

ACTIVITY IDEAS



Make it practical

Write on desks! In a recent lesson on parallel / perpendicular lines and angles, we covered the desks with strips of masking tape to create all sorts of shapes. Using whiteboard markers, we drew in the angles, identifying them as acute, obtuse, right or reflex, as well as labelling the lines.



Make it cross-curricular

Link with other topics. We designed a symmetrical floor for the first-class dining room on The Titanic. Not only did it make maths fun, but as the curriculum is so crowded, it's a 'two for one' lesson.



Incorporate ICT

What better way to improve maths' reputation and status than to pair it with arguably the coolest subject – ICT! Pupils love it when tech is involved in class learning – for Christmas, we kept track of Santa's incomings and outgoings using an Excel spreadsheet.



Apply it to real life

Don't use word problems involving buying cassette tapes for 23p and bread for 20p. Talk about financial capability and how we almost live in a cashless society, and incorporate this sort of terminology into word problems.



Make it colourful

We recently did a lesson called Snow White and Her Seven Triangles! Children were given pictures of the dwarves' heads, then had to add the corresponding bodies using triangles, (isosceles, equilateral etc...). Injecting art and colour into maths is much more fun and memorable.

Q&A

“We’re tackling pressing issues like climate change and sustainability”

Help pupils understand what they can do to help support the future of our planet, while covering the core curriculum



30 SECOND BRIEFING

Creating easy to use, well researched, interactive resources, Eduvision helps to enrich and modernise the curriculum, tackling most pressing issues such as climate change and sustainability. Our products provide the necessary link between theoretical class learning and practical hands-on experiences for inspirational education.

What is Eduvision United and what do you do?

Eduvision United is a UK-based digital education company, creating exciting, engaging and multi-layered resources for primary school pupils. Our online resources – designed for the digital classrooms of the 21st century – enable children to deep-dive into subjects such as climate change and sustainability through meticulously designed courses such as For Earth’s Better Future 1 & 2. We also offer a free demonstration of these products, so you can see for yourself!

Our products enrich the national and creative curriculums in areas where teachers and schools feel extra support could be provided to meet the expectations and the outcomes.

But the easiest way to describe us is – we want children to CARE!

How is Eduvision United different from similar online companies?

Eduvision’s uniqueness is the blend of passion and content. Our courses meet three core criteria: they inspire children during their learning journey; they give children opportunities for independent learning; and they provide pupils with foundations in leadership skills through project work. We hope the passion we invested in making the resources will show through in the curiosity and passion pupils demonstrate during their lessons.



What does For Earth’s Better Future offer?

We offer key skills for your pupils, to help them throughout their lives: awareness and comprehension; practical demonstration; call to action; and, finally, interactive fun. We provide clear links in the subject through science, geography, history and art to make Eco-education easy. Many schools also use our courses for their staff in the form of continuous professional development (CPD).



ABOUT MARTIN:
Martin Vlasak is the co-founder and managing director of Eduvision United.

EDUVISION UNITED

Contact:
eduvisionunited.com
martin.vlasak@eduvisionunited.com
+44 7894 821994

So, what do children think?

Glad you asked: “We kept on asking our teacher when we were going to see the rest of the course.” (Yr4 class, Chingford CofE London). “I went home and asked Mum, ‘What do we recycle and where does it go?’” (Yr3 pupil, Woodside Primary London)

All of this sounds very exciting! What can we expect from Eduvision United in the future?

We will address the subjects of nutrition, wellbeing and healthy living. Children will also be able to use one of our courses to learn about the world’s architecture. But, most importantly we want to work together with schools and their pupils to develop future products in synergy.

What’s the difference?

- + We create exciting resources, ready to go at the click of your finger.
- + We help you spark curiosity in your class to encourage children to be brave in making changes.
- + We strive to include schools and their pupils in developing future programmes and resources.

Our ocean CURRICULUM

From bread fossils to an exposé on plastic, diving into a brand-new way to structure learning has revolutionised our Trust

CLAIRE HARDISTY



CONNECTING WITH OUR OCEAN

Since our Trust is based in Plymouth, and we have several marine scientists on our teaching staff, as well as board-level links with leading UK marine research institutions, when considering a new curriculum back in 2018, our thinking quickly turned to the ocean. We wanted to go further than studying it within topics, however; our vision was for marine learning and conservation to become a key driver for the whole curriculum. The ocean lends itself to cross-curricular activities in multiple subjects. E.g., understanding the water cycle in science, or exploring paintings of the sea in art. In history, pupils may look at seashores past and present and perhaps undertake a beach visit. We felt a moral purpose to give all pupils opportunities to widen their understanding about the role of the ocean in protecting the future of our planet, as well as how they can make a

difference. So early in 2019, we embarked on creating a scheme of work that could be embedded within the science and geography elements of the national curriculum.

CPD

In October 2022, we launched our new scheme of work through a CPD day at the National Marine Aquarium in Plymouth. Our Ocean Experts (scientists from local marine organisations) joined us and shared their knowledge through hands-on workshops, including creating a human wave machine!



scientists to join us from the Ocean Conservation Trust, Marine Biological Association and Plymouth Marine Laboratories, whom we termed our 'Ocean Experts', to provide scientific expertise and academic review. We met regularly to share our progress, pitfalls, and discuss principles and timescales for the next stage of work. We also regularly reported back to our Trust Board, to keep trustees and members informed.

It was important to have a strong foundation for our work, so we decided to explore in more detail the seven principles of Ocean Literacy, adopted by UNESCO (tinyurl.com/tp-Ocean).



GETTING STARTED

I co-opted another head and a lead teacher to forge the project with me. Our task was to develop a progressive scheme with age-appropriate, scientific rigour, and engaging teaching resources, while working collaboratively with staff to build it from the ground upwards.

We aimed to create the programme within two years. Firstly, we set up a working group that consisted of two 'Ocean Champions' from each school – teachers with ocean or science expertise. We invited

OCEAN PRINCIPLES

Each unit of work focuses on one ocean principle (excluding one and seven, which apply to every unit) and each school in the Trust has responsibility for designing one unit.



DESIGNING UNITS

We agreed to design each unit for teaching across a double-year group, allowing schools with children in mixed-age year groups, or with curriculum projects carefully mapped out, the flexibility to match units to their own needs. I created a proforma so that everyone would follow common guidelines. Over each two-year phase, we wanted to cover five units, with some being 'deep dives' – short, focused units compressed into a few days – and some as cross-curricular units, delivered over a few weeks and incorporating wider curriculum subjects.

We gave staff some release time to do this work, and attend online meetings.

Staff trialled some of their ideas, checking in with pupils along the way. For instance, Year 6 made detailed cartoon flow charts

illustrating the beginning of life and the role of phytoplankton. In science, teachers also explored the use of plastics, testing literacy with investigative journalism techniques. We met regularly to take stock as a team, to keep us all on the same page, and make sure everyone's workload was manageable. Our lead teacher was given a half day per week to focus solely on writing up each unit, carrying out a residency in each school alongside the Champions, then further fleshing out the units. By Summer 2022, we had trialled several sections.

DOUBLE CHECK

Now in the final phase, our Ocean Experts are checking our science content and developing 'teacher guides' to help give staff the knowledge and confidence to teach each unit.

"We want to widen pupils' understanding of the ocean's role in protecting our planet's future"



ON REFLECTION

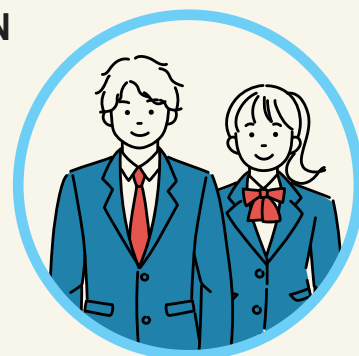
Developing a whole new scheme of work from the ground up, and in the midst of a pandemic, has not been easy. To be honest, the process has been rather messy, (the creative process is like that!), and we're not quite finished yet. We are still working through our expert sign-off on the scientific content, and the next step will be to publish our work in a form that we can share more widely.

Our Trust has now grown to eight schools, and the new additions are keen to embrace this work. In the five Plymouth schools, every child will undertake at least one of the units this academic year; next year, all eight schools will be delivering the scheme, so all our pupils will have the same opportunity. It's too early for any hard evaluation, but we've already seen changes. We have all increased our awareness and understanding of how connected we are to our ocean, and it has galvanised our thinking on

personal responsibility and sustainability. Our children are acquiring a scientific approach and vocabulary from a very early age. They too are becoming more aware of how their actions and choices can impact the future of our planet. **TP**

MORE INFO

If you'd like to learn more about our ocean curriculum, or our Trust, please visit connectacademytrust.co.uk, or contact us by emailing admin@connectacademytrust.co.uk or calling 01752790990.



MASON, Y4

"Making fossils out of slices of bread was the best thing – we pressed objects like model dinosaurs down into the bread, and then we could see next day how it had made the shape."



CHARLIE, Y6

"I had no idea of all the places we can find plastics, and this [investigative] work has inspired me to become a journalist."



AMBER, Y6

"We have a responsibility to our children's children. If we want them to be able to enjoy the ocean, we need to do something now."



Claire Hardisty is headteacher at Thornbury Primary School, part of Connect

Academy Trust in Plymouth and Torbay, and is a driving force behind the UK's first Ocean Conservation Curriculum for primary children.



@connectMATDevon



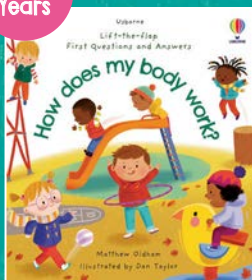
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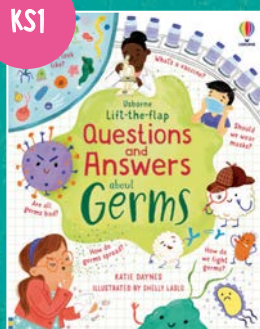
Early
Years



KS1



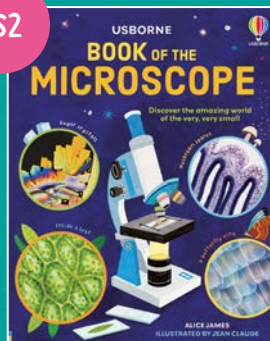
KS1



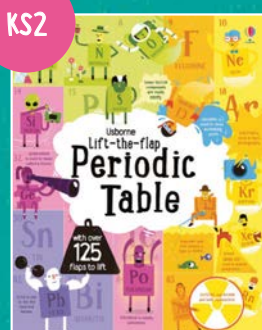
KS1



KS2



KS2



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What if you could CLONE YOURSELF?

Getting the balance right between great teaching and the exciting use of tech is a tricky one to strike, says **Rachel Walker**, but it is absolutely worth the effort...

Picture this: it's 2019, in a classroom of 30 Year 6s. Each pupil holds a tablet, playing what appears to be the same video, but at different points. They wear earphones. Some are working on a whiteboard, and some write with styluses on half their screen while they watch the video of the other half. The teacher also has a tablet in her hand and appears to be staring at it intently. Has the teacher gone to sleep?

You may think that the role of technology in this case has completely ousted the teacher. Not so. This teacher is me, and this is the story of a maths lesson – in fact, one of the best I've ever taught – and how it has shaped the way I view how technology is used.

SATs revision tools

The situation that led to this lesson will be familiar to many teachers of UKS2. It took place in December and that May deadline was looming. A quick assessment of division methods revealed the vast majority of children had not understood it and were in need of intervention. The solution? Flipped learning. The evening of the assessment, I recorded three videos (one a screen recording, two of me actually at a whiteboard teaching) and added them onto our learning platform, Showbie. I then uploaded three separate tasks: one that I knew even my pupils who were struggling most could access; one that I expected everyone to complete; and a challenge. I then uploaded a voice note containing the instructions.

When the time for the lesson arrived, I simply told the class where to find their work, and that they should listen to the instructions and get on. For the first 10 minutes, I observed. This is where classroom management apps have become my best friend.

I can look at my tablet and see exactly which child is accessing which video, as well as see them writing their answers in real time. A critical moment for me in this lesson was when a child who usually struggled with such work paused his video and came up to me. He said: "I understand everything up to here, but I have watched it twice and I still don't get the rest." I could intervene, at exactly the point I needed to, without repeating everything unnecessarily. By the end of the lesson, nearly every child had understood the concept.

Explore beyond the classroom

Of course, this method of teaching doesn't work for every learning objective. But tech can still help. For example, I started one of my writing lessons with an augmented reality tour of each of the planets through Google Expeditions, building vocabulary

and sentences using class discussion on Showbie, followed by the children writing up the work in their books then using iMovie to create an advert for an imaginary tour of the planets, with the written work forming the voiceover.

Platforms that allow you to create an online workbook for the children are very useful (I use Showbie). You can typically upload almost any file type, have live discussions with pupils as a class or individually, and sometimes younger children can even sign in using a QR code. Often, you can give feedback in many ways, and children can annotate images and documents, too.

The app BookCreator provides huge amounts of opportunity for producing work digitally, as well. You can use it through a browser like Chrome or get the app, and it enables you to produce eBooks that pupils can read online or export as videos or PDFs. I've used it extensively in French, as you can record writing and speaking so easily, but it really lends itself to each subject in different ways.

Another platform that can instantly get your class hooked is Chromavid, a free greenscreen app that you can use to produce images to spark writing. Our Year 2s did a brilliant photo session where they pretended they were in the Great Fire of London, followed by some first-person writing accounts that explored that experience.

Technology really does change the classroom environment and the possibilities are truly endless. Getting the balance of great teaching as well as exciting use of tech is a tricky one to strike, but it is absolutely worth the effort. TP



Rachel Walker is a teacher, Apple Distinguished Educator, and maths & digital SLE at Sneinton Primary.



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Configure your BEST LESSON YET

Don't get hung up on the tools – you have all the teaching skills
you need to nail computing classes

SWAY GRANTHAM

I have known many great teachers throughout my career – those that could inspire a class to go above and beyond what they thought was possible; those who could distil a complicated concept into its bare essentials; and those who could structure a lesson without even knowing that's what they were doing. Yet, even these inspiring and experienced teachers often sheepishly came to confess to me that they didn't know how to teach computing, or they didn't find their computing lessons were as effective as their other lessons. To

remedy this, I created some core ingredients that every good computing lesson needs. I hope they help you, too!

Prior knowledge

Never underestimate the wealth of skills you already have in teaching and learning. All of these are still relevant in computing lessons. Consider things like linking to a learner's prior knowledge and knowing where they will progress to next, and structuring lessons so that pupils understand the context. Beyond this, recap key concepts throughout and revisit the learning objective at the end of the lesson, perhaps assessing children's understanding or encouraging them to apply their learning

in a new context. Think carefully about the steps, or success criteria, that lead pupils towards achieving the learning objective, ensuring they're specific and achievable. These are skills that all teachers have honed throughout their career – claim them and use them.

Own your space

One reason computing lessons can be more challenging than other lessons, is because of the expensive equipment and sometimes the need to move rooms. This is exciting for learners, but can cause disruption for teachers. I have three top tips for managing this:

- Set your expectations. There are likely additional rules for when you are using technology – what are they? Do the learners know them? This could include how you move around the classroom, what to do if something isn't working or if children see something that upsets them online, and how equipment should be taken out and put away at the start and end of the lesson.
- Take time to practise. Putting equipment away correctly, knowing how to hold it as you move around

the classroom, and knowing what the rules are when using the equipment all takes time, and often we can feel pressured to rush through it. However, making time at the beginning of term sets up the rest of your lessons. This includes teaching pupils to log on themselves (regardless of their age!). You can find extra support on this process at helloworld.cc/logging-on

- Choose the environment that works for your lesson. In computing, more than in other lessons, we often feel stuck with the desks in a particular layout, or using a certain room in a certain way. Yet this can often hinder what you're trying to achieve. For audio recording, a table on its side can act as a great sound buffer; or if you're recording video, utilising a hall or playground gives everyone space for you to monitor behaviour whilst not shouting over each other. Don't feel you have to use your classroom the same way in each lesson.

Don't get hung up on the tool

Another difference between computing and other subjects is that you don't just have to teach the skills and the concepts, but also how to use the 'tool' itself. This could be something like video editing software, or a floor robot. For teachers, this can feel like an additional thing to learn ahead of a lesson, but there



Search...



“Not every computing lesson, or activity, should include equipment”

are some key considerations to remember which should reduce that pressure:

- The aim of your lesson is never to teach learners to use a specific tool. You want them to learn skills and concepts they can use across different software and hardware as they grow in experience and understanding. Therefore, you should aim to understand the primary purpose of the tool, rather than the ins and outs of everything it can do. There are some great resources to help with this at rpf.io/computing-what-how
- Often the need to meet curriculum outcomes causes us to rush towards conceptual

understanding before learners properly know what a tool does or how to use it. This is really challenging for learners as they are then having to do two things at the same time: learn the tool and understand the concept. Giving yourself, and learners, time to become acquainted with the tool first, with several basic, open-ended tasks, will mean it is much easier to achieve conceptual understanding later.

- ‘Follow-along’ is more challenging than it seems. When introducing how to use a new tool, or how to use it to complete a specific task, it can be tempting to get all the pupils in your class to click along with you. However,

the whole class never works at the same pace, you keep having to go backwards and forwards to recap things and then some learners do bits twice! The best approach is to show and talk through each of the steps, getting children to suggest what might come next (using their experience with other tools) and then encouraging them to work to achieve the same outcome independently. This shows pupils that there is more than one way to complete the same task, and also ensures they are actively engaged in the process.

Computing isn't just about computers

The name of this subject can often be misleading for both teachers and learners, but it's important to remember that not every computing lesson, or activity, should include



equipment. If you think about it, using a computer to try and understand how a computer works can be really challenging – how do you untangle what it can't do from what you don't know how to make it do? There are a range of activities and pedagogical approaches (rpf.io/ped-book) that you should utilise which do not use computers:

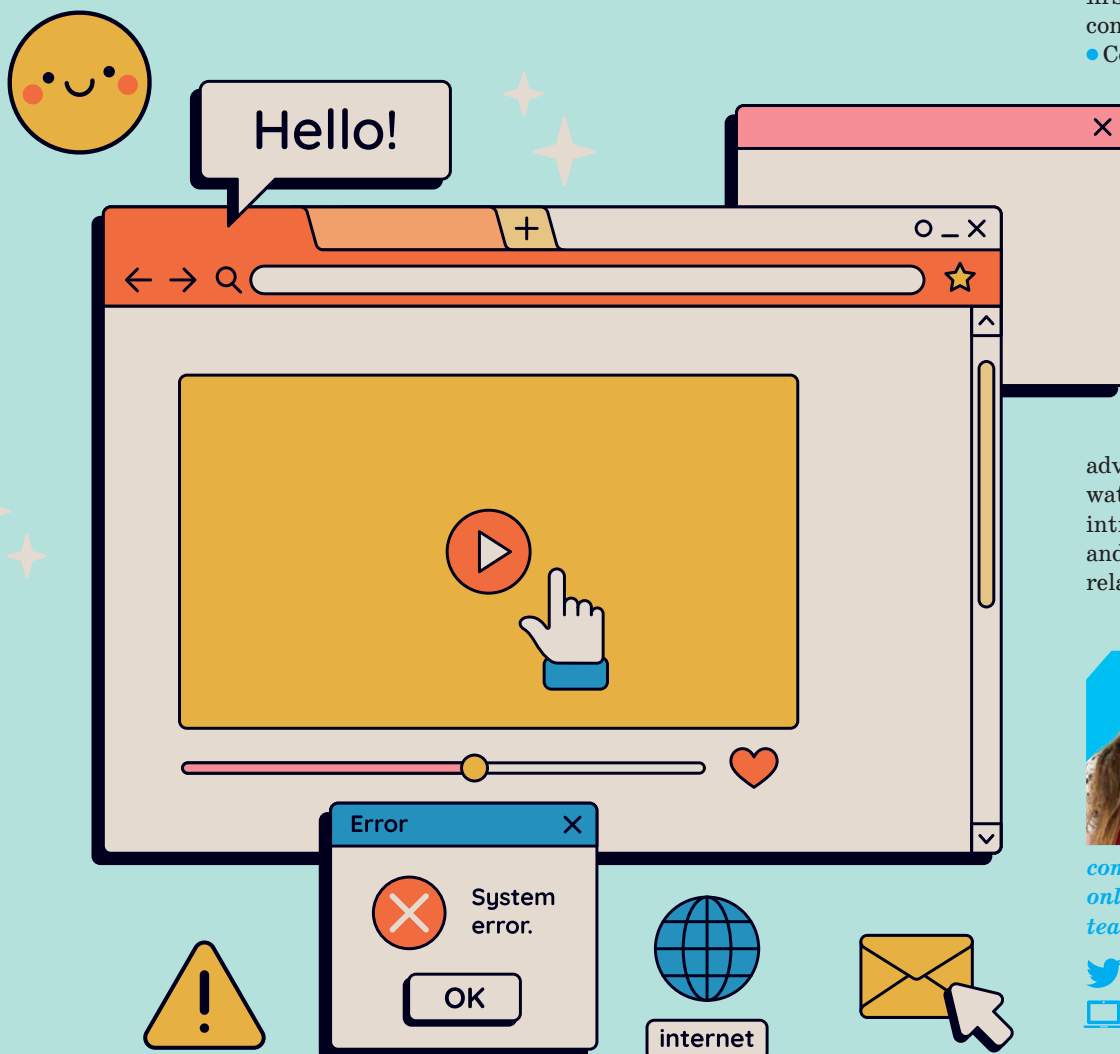
- Concepts first. As teachers, you already know to focus on the core concepts you need to teach. It's no different for computing. Using hoops on the floor to make venn diagrams could be the best way to understand how data is organised; or you may want to draw out a plan of how a program might work on paper. Equally, if pupils are learning how to change the colour of text, they don't need to waste time typing it first – you can provide it. The concept drives your activity.
- Context for learning. Our children regularly experience technology in the world around them, but it's often so commonplace they don't even realise it. Whether it's self-service checkouts in the supermarket, traffic lights to cross the road, or even TV streaming services choosing adverts based on what they watch, whenever you're introducing something, try and link to a child-friendly, relatable context. **TP**



Sway Grantham works for the Raspberry Pi Foundation developing free

computing resources and online training for primary teachers.

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Event DETAILS

What is Bett?

Bett is the largest edtech exhibition in the world, happening every year in different locations across the globe, including the UK, Brasil and Asia. From global tech companies to renowned education brands to startups, you can find solutions for all education settings, challenges and budgets

Where is Bett UK?

■ ExCeL London, Royal Victoria Dock

When is Bett?

■ 29th-31st March, 2023

How do I register?

■ Head over to uk.bettshow.com/visit and select your ticket



COMMUNITY STEM SKILLS

Mark Martin, MBE, discusses modern-day computing know-how, and what schools are getting right

What is the key message you'd like to share with teachers at Bett?

We want our young people to be global citizens and local citizens. A lot of this is about the application of the STEM and digital skills they're learning. So, it's not just about preparing our young people to pass exams, it's about giving them the right tools to survive and to thrive in society. I'm keen to open up a conversation about how we can help our pupils make an impact in their local area, and apply their skills to different spaces to improve both their own portfolio and their community.

How does edtech play a part in whole-community schooling?

Long gone are the days where we just ask our pupils to make a poster and stand outside their town hall, advocating for the things they're passionate about. We can now tap into the technology we have available to us, and really look into solutions. One of the schools I worked with, in South London, had identified a real air

pollution problem – it's the same area in which one of the youngest people to be diagnosed with health issues relating to air pollution lived. So I reached out to contacts at the Dyson Foundation, and they sent us some kits that we could use to monitor the air quality around the school. So that was the start of my journey into experiential learning, in the sense that these young people could read and analyse data, then go back to their local authority with an informed view on what's really happening. It's game changing.

What are schools getting right in terms of computing?

I think what works well, is teaching pupils how to think in a computational way; how to think critically and test sources of information. This works across other subjects, too, because it's a key skill. If you read something online, or hear it on the news, how do you check it against three other sources to make sure you're not being fed misinformation? I think more than



ever, as educators, we're having more advanced conversations with young people about how to navigate digital devices, and what the opportunities are.

See Mark's sessions at Bett:

30th March, 11am-11.30am – Experiential learning: solving real-world problems

31st March, 3pm-3.30pm – Careers in tech: the visible and invisible tech roles

teach PRIMARY RECOMMENDS

Love reading

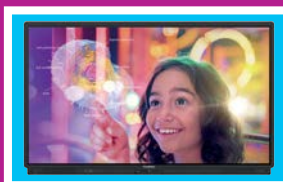
2Simple has been making powerful and creative educational software for learners and schools for over 20 years. It is committed to providing creative, inclusive, and inspiring software to encourage children to love learning and prepare them for later life. Serial Mash has been developed to encourage a love of reading for all children, it delivers a safe, secure, engaging, anytime,



anywhere library environment directly to your children. It offers unparalleled value for schools enabling them to provide high quality reading content to every pupil.

Built for breakthroughs

Promethean is a leading education technology company working to transform the way the world learns and collaborates. From its founding in Blackburn, England, more than 25 years ago, to its global operations serving 126 countries today, it has continued to explore, innovate, and inspire—designing learning and collaboration tools that are built for breakthroughs. The award-winning interactive display, ActivPanel, and lesson delivery software, ActivInspire and ClassFlow, were designed to engage students, connect colleagues, and bring out the brilliance in everyone. Visit prometheanworld.com/gb or catch Promethean at Bett at stand NL41.



HOW TO BUILD A DIGITAL STRATEGY

James Garnett looks at the priorities for school technology plans post-lockdown



Digital strategy 101

Each organisation should have a visible digital strategy aligned to their vision and development plan. Before the pandemic, the best schools were leveraging tech to enhance and improve educational outcomes. But too many others were buying tech with little connection to their wider educational strategy, often wasting money, time and effort on poorly implemented solutions which negatively impacted learning. Irrespective of how schools adapted to remote learning, they now need to develop and implement a digital strategy to make the most of the recent progress. This strategy should aim to reduce inequality of access to an outstanding education, and invest in opportunities to extend learning beyond the school gates.

Getting it right

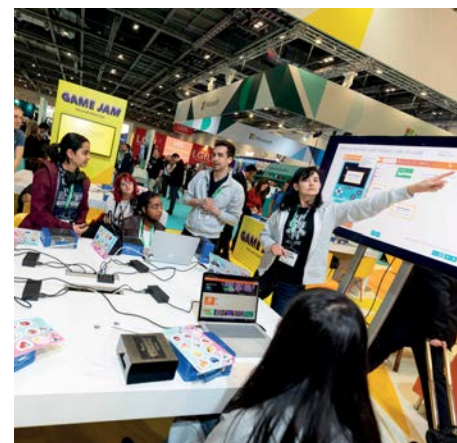
The recommendations from the EEF report on Using Digital Technology to Improve Learning will help shape thinking. I really can't emphasise enough how vital a starting

point this is: why would any teacher waste time using digital tools that don't make their teaching more effective? Most failures can be explained by the misalignment of the tool with the task, with an exuberant focus on the former ("Wow, new tech!") and too little time spent on the latter ("This will help me model things more effectively!").

Implementation

During the early phases of adoption, don't be afraid to accept that something isn't working for your school, possibly resulting in a change of direction. Was it how you implemented it? Unreliable infrastructure? Too many points of 'friction' for users? Lack of staff training? Ineffectual leadership? Or is the solution simply not appropriate for your context? Asking these questions means that your next steps with a digital strategy stand a better chance of becoming successfully embedded into practice.

James Garnett is director of IT at United Learning MAT, and member of the Bett Advisory Board.



CONNECT @ BETT

New for 2023, Bett is launching Connect@Bett – a brand-new meetings programme, consisting of individual meetings that last only 15 minutes. These meetings will allow you to connect directly with solution providers (there will be over 500 to choose from!). The sessions will take place onsite at Bett, and will feature virtual demos, product launches, augmented reality experiences, and targeted conversations on specific topics.

To ensure they're valuable, all meetings are double-opt in (both people want to meet each other) and are scheduled based on your individual availability. On top of this, all meetings are available for free for educational institutions.

If you have an edtech query you'd like answered, or are searching for a particular tech solution, look no further.

How do I sign up?

To join Connect @ Bett, make sure that you:

- Register for Bett before 3rd March 2023
- Complete your meetings profile – you'll receive an email when it's time to do this

Once you complete your meetings profile, you (and thousands of other participants) will follow a simple process in the four weeks preceding Bett to schedule your meetings. Then, simply attend your meetings when you're onsite! It's that easy! And don't worry, your meetings are scheduled based on your individual availability, and won't clash with any speakers or content.





Meet the all-new ActivPanel 9 at Bett 2023 on Stand NL41

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www.PrometheanWorld.com

teach PRIMARY RECOMMENDS

Play it safe

LapSafe® is the UK's industry leading expert in school charging solutions, including self-service smart lockers, trolleys and cabinets to assist with the deployment of devices in volume. This year's Bett will see a showcase of its storage and charging trolley range, as used by thousands of schools across the country. Also on show will be a new range of LapSafe® Smart Lockers available in a variety of locker bay sizes, as well as live demonstrations of LapSafe®'s own ONARKEN® software – a highly customisable, cloud-based platform that schools can use to centrally manage the contents of any on-site Smart Lockers. Visit lapsafe.com or catch LapSafe® at stand NN51.



Multi-sensory learning

Jolly Learning is an independent educational publisher of Jolly Phonics, a leading literacy programme covering seven years, that provides materials for teaching reading, writing, grammar, spelling and punctuation in a fun and multi-sensory way. It's a proven success that is enjoyed by both teachers and pupils worldwide! At Bett

2023, attendees will have the chance to see our brand-new digital platform, Jolly Classroom, providing all the tools teachers need to deliver fun and engaging lessons easily. With an easy-to-use navigation and innovative design this great value platform will support teaching effectively. Check Jolly Learning out at stand HV13.

CREATIVE CURRICULUM

In 2020, we couldn't find the iPads and the wifi didn't work. Now our pupils are invested in tech and we're setting up a radio station...



Q & A

DAVID HUNTINGFORD

Role: Provost

School: William Ford Junior School, Dagenham

Attending Bett for: David is a speaker, delivering a talk called 'The Creative Classroom: spaces, tools and opportunities for creativity to thrive in primary schools' at Bett Academy Live – 31st March, 11–11.30am

WHAT WILL YOU BE SPEAKING ABOUT AT THE BETT SHOW?

I'll be joining Tom Doust, of the Institute of Imagination, with whom we've been partnering over the past year, to discuss our collaboration. I heard Tom speak at an event last year, and what he said was everything I wanted for my school. After the presentation I approached him and, while our authority isn't one the Institute normally works with, we have since formed a great working relationship.

WHY WAS CHANGE NEEDED IN YOUR SCHOOL?

I had taken on the headship of William Ford in 2020 and it was clear a lot of modernisation was needed – not least in pedagogy – as well as a fresh and more creative approach to delivering the curriculum. Creativity was not just for subjects such as art and music, but needed to be interwoven into the whole curriculum and to be its main driver.

WHAT CONDITIONS DID YOU INHERIT WHEN YOU JOINED WILLIAM FORD?

We had no iPads in school and no record had been kept of the ones given out during lockdown, so we didn't know where they were. The ones we got back were in a very poor state. There was no computing suite and the wifi didn't work. So, we needed to find the money to invest in

systems. We now have a computing suite and have installed computers so that every child has access and other devices can be plugged in.

HOW DID THE INSTITUTE OF IMAGINATION SUPPORT YOU?

The Institute loaned us some iPads in the first instance, and included us remotely in training sessions, which allowed us to see how other schools were using creativity in the curriculum and to discuss their projects in action. It was really good for our staff to see that it wasn't just an idea that was coming from me, but was something taking place all over London with schools working collaboratively. The Institute has really inspired us to think differently about making lessons more engaging to deliver – for example, using recycled materials in making circuitry – and offering our pupils a route to future careers they might not normally consider.

WHAT NEXT FOR TECH AT WILLIAM FORD?

We are thinking of setting up a school radio station to harness the interest in technology, and to give pupils a completely new experience. Instead of writing about Victorians, for example, they will have another medium to share their work – which will be great for those pupils who find communication difficult. Being in a room with a microphone might help to inspire them.

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Top of the class

Resources and activities to bring fresh inspiration into your classroom



Tourmaline and the Island of Elsewhere

This is the first book in a fun, feminist fantasy adventure series by Ruth Lauren, with a protagonist that flies off the page and into readers' imaginations. When Tourmaline's mother goes missing, she sets off with her best friend George, her new friend (former foe) Mai, and her limitless determination to find her. On their adventure, they encounter a series of challenges that test the children and their friendship, including a band of female pirates, and a maze of talking trees. But will they manage to reunite Tourmaline with her mother? Perfect reading for children age 9+. Visit littletiger.co.uk



Hiring teachers made simple

Find the right primary teachers for your school, without the stress. Teach First recruits diverse, talented candidates to teach in the schools that need them most. The rigorous selection process and expert, research-led Training Programme – rated 'Outstanding' by Ofsted – means you'll get the highest quality trainees, ready to hit the ground running. The new primary programme aligns closely to school need, giving teachers the tools to think creatively. Teach First will work with you, supporting your school and trainee at every stage. This includes a mentor within your school, professional coaching, expert academic guidance from a leading university and wraparound support. Because when your teachers thrive, so do your pupils. Visit teachfirst.org.uk/teacher-recruitment



Celebrate science

Usborne loves British Science Week (10–19 March)! It's a great opportunity to celebrate science and engage curious kids with fascinating facts, intriguing experiments and amazing discoveries. 2023 marks Usborne's 50th birthday – 50 years of creating brilliant books for all ages from EYFS to KS3, including a huge range of science books on everything from how the body works to what germs are. To discover more just look for the Usborne balloon and visit usborne.com/stem



50% off extracurricular clubs

Schools looking to shake up their extracurricular offering can take advantage of half-price Premier Education clubs for a limited time only. As the leading provider of physical activity to primary schools, Premier Education's coaches are fully qualified to deliver over 40 different sports and activities, widening the range of clubs available to young children and helping to improve physical literacy. Introduce activities such as gymnastics, drama, archery, handball, dance or tennis – with no obligation! Clubs are dynamic, inclusive and help to boost confidence, concentration, social skills, self-esteem and wellbeing. The limited-edition offer entitles schools to half price new extracurricular clubs for an entire half term. Sign up now at premier-education.com/schools/enrichment



Long live the King

Get ready for the biggest party of the year: King Charles III Coronation! What better way to celebrate than with our great commemorative mugs featuring a full-colour emblem on one side and your own wording on the other side. A wonderful keepsake for children of all ages, that will increase in value in years to come. The minimum quantity is 108 and in multiples of 36 thereafter. We also have a wide range of Coronation items including flags, posters, banners, tableware, balloons, pens, lunch boxes, hats and more on coronationshop.com



THE PUPIL ENRICHMENT TRACKER

Annual subscriptions from only **£1.50** per pupil

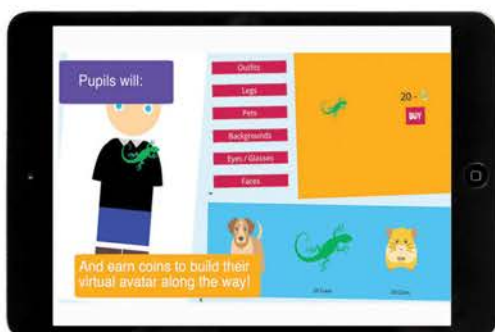
The app created by teachers and wellbeing specialists to make it easier for you to track, record and reward your students' enrichment activities so Ofsted's visit can be a breeze.

HOW TO USE IT:

STEP 1



Using the admin login, teachers will add students' details and set bespoke activities across four categories; health & wellbeing, culture, community and personal development.



STEP 2

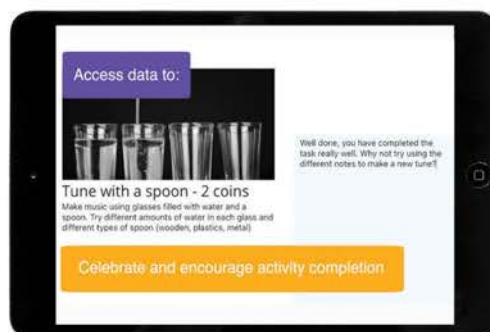


Using the student login, pupils will complete the enrichment tasks and upload their evidence of completion to receive coins so they can create their own avatar and unlock special features!

STEP 3



You can then access your students' records at any time so when Ofsted return, you can confidently and quickly show them evidence of the enrichment you are giving your children.



WHY TEACHERS LOVE PET

See your students develop resilience, self-esteem, and confidence.

Capture your children interacting with their family and community.

Celebrate your students' achievements at the end of the year.

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Dive in here

REASONS TO TRY...

5 Pupil Enrichment Tracker (PET)

Celebrate all the amazing 'extras' you do for your pupils with this innovative app



30 SECOND BRIEFING

PET enables you to capture and evidence the brilliant activities you do on a daily basis with your students. This system is designed to tick a box for Ofsted by enabling your school to provide evidence of how your students are engaging in enriching activities across health and wellbeing, culture, community, and personal development.

1 IT'S FLEXIBLE

The bespoke nature of PET means that you can set your own activities to fit around your school. PET will support young people's understanding of the community and help them build stronger relationships with their surroundings. Activities can focus on anything from healthy eating, attendance, the outdoors or improving physical and mental health.

2 DEVELOP ESSENTIAL SKILLS

Research shows that enrichment activities help young people build resilience, self-esteem and confidence – all key skills they will need as they progress through life. Students displaying these skills are proven to perform better in school settings and attain higher grades.

3 ACE YOUR OFSTED INSPECTION

Have you considered what evidence you can provide to Ofsted to showcase how your students have engaged in enrichment activities? The best thing about our app is



that it keeps a record of everything your students do, so when Ofsted make a visit, you can quickly and confidently show them what you've been up to. This

Find out more:

edsential.com/pet
hello@edsential.co.uk 0151 541 2170

could include evidence of pupil premium, SEND facilities or development in students with English as an additional language.

4 A PERFECT BALANCE

PET strikes a balance between the use of technology and getting young people away from their screens. You can make use of the app to interact with young people in a way that they understand. Incorporating mobile learning technology in education increases student engagement and helps with knowledge retention, while the activities you set will help them to participate in outdoor activities. Not to mention the benefits of going paperless!

5 CELEBRATE ACHIEVEMENTS

PET has a positive impact on students' attitudes towards learning, and can help children to reflect and feel rewarded for taking part in activities, all while you get to capture your pupils' successes over the year and keep an eye on their progress.

KEY POINTS

PET was created by educators and health and wellbeing specialists to give teachers an easy way to track, record and reward activities without any hassle.

Student enrichment is at the heart of what we do; our staff have a clear passion, and a deep understanding of the benefits enrichment activities can have on students' progress.

You don't have to be a tech wizard to operate PET – it is easy to use, and our staff are here to help guide you every step of the way.

It's affordable! Our annual subscriptions start from only £1.50 per pupil... but if you want to test the waters, we're offering a free trial to anyone thinking about signing up.



Money Heroes



DID YOU KNOW?
Children start to form their
habits and attitudes around
money by the age of seven.

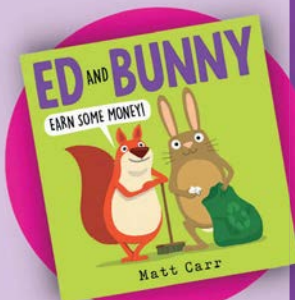


Helping your pupils learn about money

Managing money is a key skill that is essential for adult life. And providing financial education helps children develop the knowledge, skills and attitudes they'll need to manage their money, make informed financial decisions and achieve their goals.

Our **free Money Heroes programme**, supported by HSBC UK, transforms financial education for primary children, aged 3-11, in school and at home and:

- **INSPIRES ATTITUDES AND BEHAVIOURS** by helping children learn about money and finances in a fun and engaging way, both at home and in school.
- **OFFERS A RANGE OF FREE RESOURCES** including storybooks, digital games and printable lesson plans with resources also available in accessible formats for SEND children.
- **INTRODUCES EXPERIENTIAL LEARNING** by using practical, everyday scenarios such as going shopping or considering how we earn money.
- **PROVIDES ONGOING TEACHER SUPPORT** via free CPD-accredited teacher training sessions, access to a supportive advisory service, mentoring opportunities and much more.



LEARN MORE
AND SIGN-UP:
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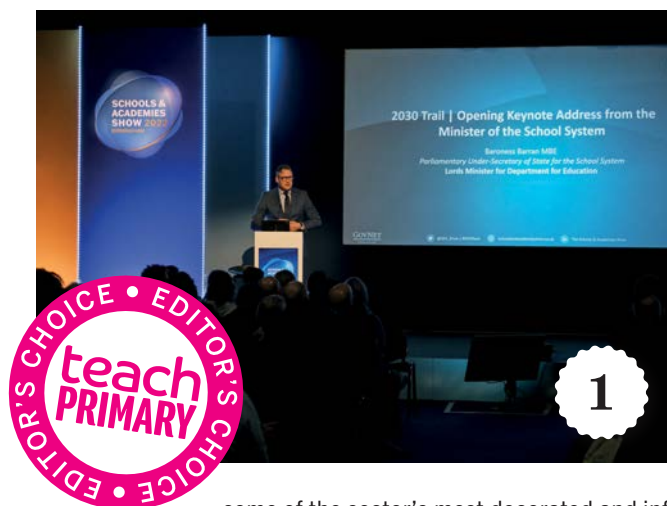
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Schools & Academies Show

The Schools & Academies Show is the UK's leading education policy event, bringing together thousands of school leaders to connect, spark new ideas and discuss the biggest challenges currently facing the education community. Bringing together

some of the sector's most decorated and influential speakers to share their knowledge and expertise, our goal is to ensure we support schools, academies and MATs to overcome some of the most pressing challenges facing the sector, and continue to provide practical resources to ensure efficiency is at the forefront of each operation. Find out more at hubs.la/Q01zKjZQ0



Transition guide

Making the move to secondary school is a huge step for children – navigating a brand-new environment and encountering older children can feel really scary! *It's Your Move* is a handy survival guide for Year 6 pupils, helping them step into their new school with confidence. This great little guide is packed with tips, real-life stories from children who have recently made the move, along with guidance from teachers and Bible-based reflections. BONUS RESOURCES: Find a host of FREE classroom workshop and assembly materials at su.org.uk/IYM to help you make the most of *It's Your Move* in the classroom!



Extraordinary maths!

The Extraordinary World of Maths packages from As Creatives Connect place pupils in immersive, character-led worlds, where the maths has a purpose. In *The Race into Space*, they'll meet Major Tom of the British Isles Space Agency, using maths to select the UK's next astronaut. *The Riddle of the Sphinx* sees them working with Egyptologist

Dr Colorado Smith, handling concepts of measurement to solve a millennium-old puzzle. By featuring linked, themed literacy activities, too, the adventures offer a potent reminder that maths doesn't exist in isolation. Visit ascreativesconnect.com

Support students

Maths can be a challenging subject for children. Whizz Education knows how important it is to tailor the learning process to an individual's needs, and offers services to meet specific learning goals. These can include planning, teacher training, access to extensive teachers' resources, assessment, capacity building, data-driven course correction and ongoing pedagogic support in addition to the implementation of the award-winning virtual tutor Maths-Whizz.

Together, these services have a much higher impact on improving the quality of education than edtech alone. Visit whizz.com



Building bridges

The Rochester Bridge Trust provides all its services free of charge. It is passionate about bridge building and wants to encourage young people to learn about bridges and civil engineering – it's never too soon to inspire the next generation. The Trust's website includes free educational materials for children aged 3-18. These range from simple puzzles and quizzes to in-depth Exploring Engineering Challenges for more involved problem-solving. The Trust also offers virtual learning support and grants to help towards the purchase of STEM equipment. Visit rochesterbridge.org.uk



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5 REASONS TO TRY... Serial Mash

Take the stress out of guided reading planning with this extensive library of curriculum-linked books



30 SECOND BRIEFING

Serial Mash has been developed to encourage a love of reading for all children. It delivers a safe, secure, engaging, anytime, anywhere library environment directly to your classroom devices. It adds 18 new books each academic year, with quizzes and writing activities to deepen understanding. With all reading tracked, the hard work is done for you.

1 READY-MADE GUIDED READING LESSONS

Do you spend hours each term delving into the bookshelf, hunting out appropriate books and planning guided reading lessons around them? Serial Mash (from 2Simple, the makers of Purple Mash) solves your guided reading planning problems! There is a library of nearly 200 books, many linked to the curriculum, organised into age groups, and each chapter has questions to answer, as well as sequencing, writing and spelling, punctuation and grammar activities. Serial Mash makes it easy to plan your guided reading sessions.



available) and adjust the background colour. Any unfamiliar vocabulary is highlighted with definitions available, and a growing number of the books have an audio function. There are almost 200 books, many featuring popular curriculum topics.

4 ONLINE READING JOURNALS

Save your school time and money with Serial Mash's online reading journals. Any Serial Mash book a child reads is automatically recorded in their journal, and other books can be easily added to the system by scanning the barcode, searching for the book, or

entering the ISBN number. Teachers can view and add entries, as well as adding comments if required.

2 DK LEARNING NON-FICTION BOOKS

We've partnered with DK Learning to bring our Serial Mash subscribers six new non-fiction eBooks per term. These include books for all age groups, and are linked to popular curriculum topics, so they're perfect for research lessons across the school. You can access these books on numerous devices including interactive whiteboards, laptops and tablets (you can also print them out if needed!).

3 BOOKS FOR LESS CONFIDENT READERS

Ignite the spark of reading for pleasure in your less confident readers with our Fire Bolt series. They motivate and promote eager learning through their engaging plot lines and colourful pictures, and are split into short chapters. Not only this, but with all the Serial Mash books, you can adjust the font size, type and colour (there is a special dyslexia-friendly font



For more information and to try Serial Mash in your school, visit 2simple.com/serial-mash

5 HOME ACCESS

Each book chapter is complemented by a host of printable resources for whole class, group or individual use. All of the books and activities on Serial Mash can be accessed at home and can be scheduled, so it's also handy for setting homework or extra reading. Alternatively, you can use the serialise function to deliver new chapters and activities to children on specific dates that you choose, to fit in with your literacy teaching.

KEY POINTS

A growing library of nearly 200 books. All chapters include guided reading activities including comprehension, sequencing, writing and spelling, punctuation and grammar.

Online reading journals showing how frequently children read and for how long. You can view this data for classes, groups or individual children.

The exciting Fire Bolt series of books is included specifically to give less confident readers the chance to read for pleasure—something for everyone!

Every week you'll get the latest chapter of a specially-written serialised book. Read on devices, an interactive whiteboard, or print out copies.



WHAT THEY'LL LEARN

- Cooperate and work in small teams effectively (sharing and helping)
- How to safely send and receive an object
- The ability to apply basic rules to activities

Watch out! The Alien Invasion is coming!



Engage all pupils in fun and inclusive activities, while promoting PE skills progress for all, says **Neil Hetherington**

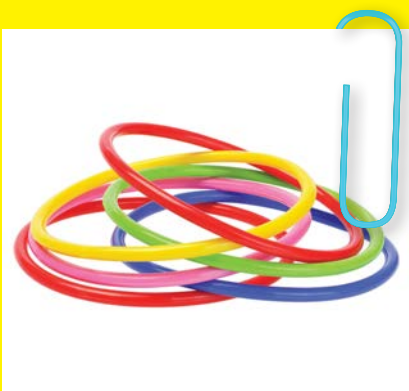
PremEducationUK premier-education.com

Team games are an essential part of the PE national curriculum. And for this, engagement is crucial – both for individuals and groups – as teams require collaborative working. Especially when working with younger pupils, having a story or theme, such as aliens and space, supports overall engagement, not to mention making the lesson fun and exciting. It also provides opportunity for creativity and cross-curricular links (think maths – deciding what is the best angle at which to throw the ball).

START HERE

2+2 is 4, but so is 3+1! Some achieve using sports-specific equipment, whilst others attain the same success using an alternative

resource, such as a soft ball. If you're wondering how to make some subtle changes, consider the STEPS model (space, task, equipment, people, success). Mixing things up for one or more of these criteria will promote inclusion and progress. For this lesson, take some time to transform your environment, and decide on new names for your equipment. A hoop could be a 'planet', or a travelling ball a 'laser'. Why not let the pupils be creative and decide for themselves?



MAIN LESSON

1| ALIEN ATTACK

Once you have decided on your new equipment names, start the Alien Attack game (essentially tag with a twist). Approximately one in four pupils are designated as 'alien taggers'. The rest of the pupils have to avoid the taggers (recommended ratio is one alien to three pupils). The tagger will travel holding a hoop (or flying saucer) and try to tag other pupils with the hoop. If caught, pupils must freeze in a star shape and wait for a different pupil to unfreeze them by running underneath an arm. Encourage pupils to look in all directions to seek out space, hold arms in

a natural position to support balance and keep knees soft to support dodging the aliens.

To promote inclusion and level the challenge, restrict 'taggers' to walking or hopping. You can also introduce 'Safe Zones' for those who might need a rest, and utilise STEPS to differentiate (e.g. make the catching area larger, or designate fewer taggers, etc).

2| LASERS

Sort pupils into groups of four – to promote inclusion and progress, grouping pupils based on ability will have more success. You can also try mixed ability groups to encourage peer support.

Get children to start by standing in a square, working with the person diagonally across from



“Having a story or theme, such as aliens and space, supports overall engagement.”

them (to support pupils, use matching colour bibs: e.g. green bibs work together, and yellow bibs work together). With a hoop (or planet) in the middle, give one pupil from each colour group a ball to pass diagonally to their teammate. The balls are lasers that are sent to their partner, that must bounce in the hoop first – essentially, they are completing a bounce pass. Ask pupils how they can help each other – both their partner and other colour group – to avoid contact between the lasers in the hoop in the middle (laser explosion!). It is important that lasers reach their partner so they can fire back.

Coaching points to support this include eye on the target (planet) when

sending and eye on the ball (laser) with hands ready to catch when receiving. The timing of the pass is also important to avoid a laser explosion! How many passes can each group manage?

To differentiate further, you can increase either the size of the target (hoop) or the ball; vary the differences that participants can stand from the target; and work on target practice exclusively by replacing the ball with a beanbag.

3 | ALIEN INVASION

Using the same layout as the last activity, you will now need an extra hoop in the middle, one for each team to use (to support pupils, you could use the same colour hoop

as their bib). The hoops represent each group’s own planet, and the other team are aliens from a different planet who want to invade. Give the children a set number of passes to complete (6-10, for example, depending on ability) by bouncing the ball in the other team’s hoop. Once completed, the ball can then be placed in the other team’s hoop (planet) to show they have successfully invaded. Naturally, when competition against another team occurs, pupils can tend to rush, which compromises consistency. Encourage pupils to take their time and reflect on the key coaching points from the previous activity.

You can easily rotate the opposition (of similar ability) to provide a new challenge. If required, you can also place the hoop at the side and change the type of pass to a roll. The same principle applies – once they have completed the set number of rolls, pupils can place their ball in their planet to successfully invade. The first team to invade the other team’s planet (with accuracy and consistency, of course) wins.

Neil Hetherington is the continuous quality improvement manager for Premier Education. He leads on the Curricular Scheme of Work as well as its supporting training and resources.

EXTENDING THE LESSON

- To allow for greater challenge for some, and reducing challenge for others, try Alien Invasion with outnumbered teams. Can a two-person team beat a three-person team?
- To provide a confidence boost for those who need it, have designated planet leaders who show other pupils how they have used their ball – i.e. if a pupil has been rolling their ball, they will show others who visit them how it is done and let them try it together. This can act as coaching experience for the planet leaders, too, adding in an extra skillset.
- To focus on particular skills award additional points for things like successful passes and catches, good teamwork, or encouragement of others.
- Use visual aids to support understanding – i.e. pictures, drawing and symbols. This can be especially helpful when working with children with hearing impairments or cognitive disabilities.

USEFUL QUESTIONS

- What do you think co-operate means?
- How can you help your teammate?
- What are the rules in the activity?
- What would/what did challenge you more?
- In what sports could you use these ‘send and receive’ skills?

plazoom

Years
1-6

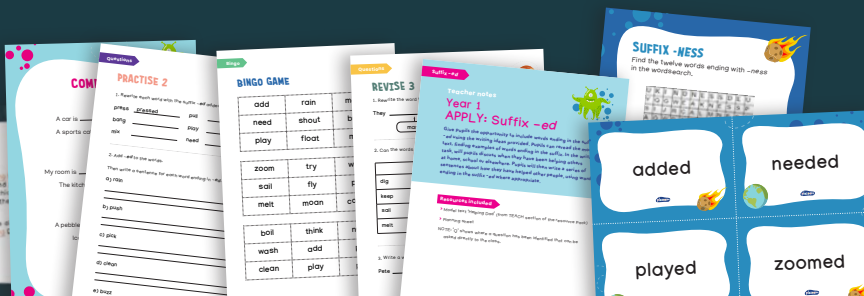
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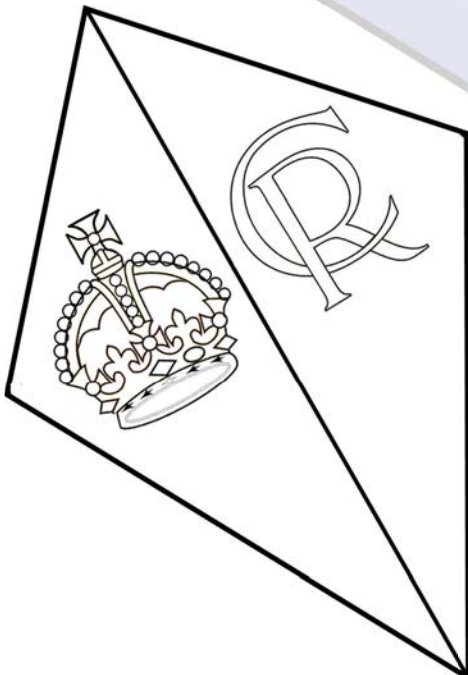
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Teacher is the judge



Kites are eco friendly glassine paper, printed with King Charles III Cypher in black and white ready to colour in with Ikon K30 pens included.

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They fly from the lightest of winds right up to moderately strong gusts and are water resistant.

**Kite Packs of
20, 100 & 500
kite kits.**



Kites for Schools

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kitesforschools.co.uk



WHAT THEY'LL LEARN

- How to read maps, atlases and globes
- To identify mountainous regions on a map
- How to describe locations on maps using positional language
- To cross-reference maps to find out more about mountains

Help kids become a mountaineer for the day!



Traverse mountainous regions and teach kids how to find their peaks, all without leaving the room, says **Aidan Severs**...

@aidansevers aidansevers.com

Most children can name a mountain or two, and many could describe what a mountain is like. KS1 equips them with this kind of knowledge, but in Year 3 or 4 children can build on that foundation by diving deeper into learning more about this most imposing and impressive topological feature. KS2 is the time for children to learn how mountains are formed, the characteristics of a mountain, how animals, plants and humans survive on mountains, and, the subject of this lesson, where the world's mountainous regions are located.



START HERE

Beginning a lesson by asking questions makes learning more meaningful and models to children how they can interact curiously with the world around them. Start by asking pupils, "Where would we find mountains?", then continue by asking questions such as, "Are there mountains in the UK?" and, "Which other countries have mountains?". Encourage children to ask their own questions about the location of mountains. Let them share facts they know about where particular mountains are, drawing out information about their location, including which continent, country and hemisphere they are in, using a globe to locate these places.



MAIN LESSON

1 | CLOSE TO HOME

Introduce children to a selection of the highest mountains across the countries of the UK and Ireland. They are: Ben Nevis (Scotland), Yr Wyddfa (or Snowdon, Wales), Scafell Pike (England), Slieve Donard (Northern Ireland) and Carrauntoohil (Ireland). Share their height in metres and be clear that these are not the top five highest mountains, as these are all in Scotland, and here we're introducing one from each region.

Using a relief map (a map that uses colour to show the height or depth of mountains, hills and valleys) or a physical

map (which might feature additional information such as place names, borders and boundaries) of the UK and Ireland, show children where these mountains are located. Again, encourage them to ask questions about what they see, prompting them with an initial question: "What do you think these colours mean?"

Once they have asked their own questions, they will most probably want to begin to make observations such as, "The colour shows you where there are high bits of land." and, "The dark red and brown bits are where there are high mountains.". Guide children in this discussion to the understanding that maps can use colour to show the elevation of the Earth's surfaces, discussing the word 'elevation' as meaning the height to which something rises, perhaps reminding



“Dive deeper into learning more about that most imposing and impressive topological feature: the mountain.”

them of its shared root with the word ‘elevator’.

2| AROUND THE WORLD

In this section, children should begin to apply their knowledge of locating mountains on relief and physical maps. Before they do any work individually or in groups, introduce them to relief and physical maps of the world. You could also show them globes.

Using their geographical knowledge of the world’s continents and countries, as well as any additional information on the maps, ask children to locate mountainous regions, modelling the process before they have a go themselves. As you model, encourage the use of particular phrases such as, “I can see that there is a mountainous region here to north of

India and in the south of China,” and, “There is a mountainous region down the west coast of the continent of South America which is in the southern hemisphere,” making reference to compass points, the world’s continents and countries, and other topographical features that they have learned about in KS1 such as oceans and rivers, to describe locations.

Once the task has been explained and modelled, give pupils time to have a go at this themselves. Ask them to work with partners to practise the use of the modelled vocabulary, describing to each other where mountainous regions are located. You may want to ask children to record some of their sentences on mini whiteboards so that they don’t forget them.

3| NAMING MOUNTAINOUS REGIONS

Once children have learned to read a map that shows elevation, provide them with a world map that gives the names and locations of mountains and mountain ranges. Show them how to compare this map with those they have already looked at, demonstrating how to use the shapes of countries and continents to cross-reference in order to find the names of the mountainous regions they have located. While doing this, model further explanations, modifying the statements they previously made. For example: “The Andes is a mountain range which runs down the west coast of the continent of South America which is in the southern hemisphere.” or, “The mountainous region located to the north of India and in the south of China is called The Himalayas. This is where Mount Everest is; the world’s highest mountain.”.

Once modelled, ask pupils to work again with their partner, looking at both maps to name the mountainous regions they had previously identified. If they recorded their sentences previously, they can edit them to include names of mountain ranges and mountains.

Aidan Severs is an education consultant and former primary teacher and leader. He now supports schools with curriculum and pedagogy.

EXTENDING THE LESSON

- Use satellite imagery and digital maps, comparing them to relief and physical maps, thinking about why map-makers (cartographers) might use colour to show elevation.
- On blank maps of countries, continents, or of the world, show where mountains and mountain ranges are located using colour-coding based on the maps you have studied.
- Use topographical maps to explore how elevation is shown through the use of contour lines, identifying other ways that maps record elevation, and locating areas of high elevation such as mountains.
- If, or when, you are studying tectonic plates, investigate the location of mountainous regions in comparison to the locations of plate boundaries using the skill of cross-referencing two maps practised in this lesson.

USEFUL QUESTIONS

- What makes a mountain a mountain? (Or, what are the characteristics of a mountain?)
- What do the words *elevation*, *region* and *mountainous* mean?
- Where are the highest mountains in the world located?
- What are the names of the world’s most mountainous regions?

RE



WHAT THEY'LL LEARN

- Some religious communities are very spread out and some tend to live together in towns and cities.
- Our local areas are full of buildings which belong to different religions where worship, prayer and celebration happens.
- We can often see religious people expressing their faith in our local community at different events, or through charity.

Creating a community place study in RE



Celebrate Diwali, visit a mosque, and imagine you're a Medieval Christian, all in your own community, with **Adam Smith**

 @MrSmithRE

Religion is something we often think of in big terms – as a global phenomenon – but it is also a very local one. On the doorstep of every school in the country there is religion happening every day. It could be a local church celebrating a wedding, or food handed out in the town centre by Sikhs. This regional study will help children understand both the physical evidence of religion by mapping out religious communities and places of worship, and the lived evidence of religion by looking at local celebrations and traditions.

START HERE

Start your discussion of local religion with your school community, and then zoom out from there. There is most likely a mixture of different religious backgrounds among the children at your school and in your class. If your school is a faith school then it will have a clear religious identity of its own; if it isn't, do you talk about religious festivals in assembly or RE? Are there other parts of the school day that include religious elements? Next, think about your street, or your neighbours. Are there any places of worship that children walk past on their way to school, or even that you can see from your setting? Can the pupils point them out, and identify them?



MAIN LESSON

1| THE BIG PICTURE

The 2021 Census data has just been released and is an excellent starting place for a discussion of religion in your local area (tinyurl.com/tp-Census21). You could either print out some of the maps and figures that are available, or you could use the website in front of the class on an interactive board to discuss the data – either way it's best to familiarise yourself with it in advance.

To get started, you could discuss how different religions are distributed around the country – we tend to find larger Muslim, Hindu, and Sikh

communities in big cities because that's where there has been more immigration in recent decades, but Christianity is more evenly spread across the country.

You could then zoom in on your own local area and look at where different groups of believers live – are there any historical reasons for this? Using a blank map of your town or city, children could shade in areas where there are strong religious communities.

2| RELIGION IN OUR AREA

Once you've talked about where religious people live in your area, we can look at the mark religious belief makes on our built environment. Ask your children whether they know of any places of worship





“Religion is often something we think of in big terms, but it is also very local.”

in your locality – have they been to any religious weddings or celebrations recently? Can they think of any time they’ve walked past, or been into, a mosque or a church, or a temple?

Try to find a few examples from different religions that they can add to their map. Is there a connection between, for example, where the mosques are in your town and where Muslim people are living?

Take a look at some photos of local places of worship; you might be able to drop inside some on Google StreetView, or even visit some if you have a variety of religious buildings around your school. Some are likely to be quite impressive, whereas some will be very mundane.

Your local church, for example, might be a huge medieval minster where people have worshiped Christianity for over a thousand years. In that case, you could talk about how it must have felt to be a Medieval peasant when faced with the beauty of stained glass and soaring columns. It could, in contrast, be a more humble dwelling. Your local gurdwara might have been built with assistance from the Sikh community; it is most likely a mixture of traditional Indian architecture with some elements of British architecture. You might find that one of your local mosques is in a converted house which might indicate that a community has recently begun to grow

in the area. Can you find census information for, say, 10 or 20 years ago, to compare the size of different religious communities from then till now?

3 | BELIEF AND CELEBRATION

Whilst a place of worship is a physical representation of religious belief, we should also be looking for the lived expression of religion in our areas. Where I teach in London, for example, I show children the Diwali celebrations that take place each year in Trafalgar Square. In Bristol, each year during Ramadan, there is a Grand Iftar where the Muslim community invites everyone to join them in breaking their fast in the street. Many cities in the Midlands have Seva organisations run by local Sikh groups who go out into the streets to offer warm food and support to people who are experiencing homelessness. In my hometown of Great Yarmouth, the local Orthodox Christian community throw a wooden cross into the sea on Christmas Day, and members of that church rush into the freezing water to retrieve it in an act of devotion. As well as Google, you could maybe ask in a local Facebook group whether anyone knows of any interesting events or traditions, or take a look at the local press for pictures or video of any local traditions and celebrations.

Adam Smith is Year 5 Lead and RE Lead at Charles Dickens Primary School in Southwark, London.

EXTENDING THE LESSON

- Talk to your local school community, is there anyone who could come and talk to children about their religious belief? Get children to think up a list of questions they could ask them about how they practise their faith.
- Make connections with local places of worship. Ideally a local study of religion would link into a school trip to visit some of the places that you talk about.
- Are there any museums or art galleries local to you that exhibit items with a religious theme? In London, we look at religious art in the National Gallery as an expression of religious belief in the city through the centuries.

USEFUL QUESTIONS

- Are there any patterns to where people of different faiths live in our area?
- Where can we see evidence of religious belief on our streets?
- How do religious people celebrate their faith locally?
- Can you identify religious buildings in our area?
- What kinds of celebrations are religious in nature? Have you experienced any yourself?

MUSIC →

Keyboard Magic by Collins Music

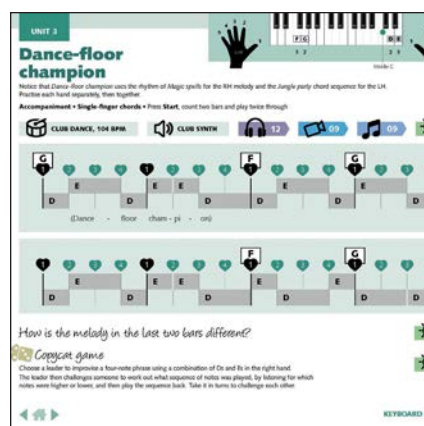
Try an approach that hits all the right notes, and have pupils feeling comfortable with the instrument in no time



AT A GLANCE

- Aimed at the complete beginner
- Teacher's Book and whiteboard eBook
- Pupil's Book with audio downloads
- Expertly written by a highly regarded composer, arranger, orchestrator and prolific educational author
- Suitable for whole-class, group or individual lessons
- Offers performance opportunities

REVIEWED BY: JOHN DABELL



Learning the keyboard is one of the best ways to introduce children to musical concepts and notation, and provides a fantastic foundation for other instruments. It is also the perfect medium through which to explore melody, harmony, and theoretical concepts in an engaging, creative and explorative way.

Lots of children want to learn to play the keyboard, but as with any musical instrument, they find the prospect very daunting. Ideally, keyboard lessons should be short and concise, and not introduce too many new concepts at once. At the heart, they need to be fun, fresh and creative.

This is why Keyboard Magic hits all the right notes, because it is full of enjoyable activities and pieces and is taught using a fun and approachable method. Pupils don't need to have played any instruments before and they don't need to be able to read music.

There are two resources that make up Keyboard Magic – one for teachers and one for pupils – that work hand-in-hand with each other. The Pupil's edition integrates step-by-step techniques which are skilfully developed with intelligible direction and all the supporting resources, including excellent audio downloads of all the pieces, ideal for home practice.

The book includes 10 units divided into two parts, one devoted to single-finger chords and the other to fingered chords. Each unit is so well-written with very careful thought given to the incremental steps needed to develop theory, ear training, hand independence and sight reading.

The units contain a rich mix of exploring, doing, listening, and playing through fun body beats activities, copycat warm-up games and 'try this' challenges to drive curiosity, build creativity and develop general musicianship.

The pieces are presented in clear, easy-to-understand language using a specially-designed notation along with tips about what to do, and are perfect for learning in manageable chunks. The book also contains a keyboard note-finder, fingered chord library, and two concert pieces so pupils can showcase their skills.

The Teacher's Handbook is a brilliant companion resource which is basically the pupil edition but filled with all the secret sauce and under-the-bonnet features for getting the most out of the keyboard and facilitating great learning. The book features a downloadable eBook with audio demonstrations for whiteboard display, standard music notation, supportive video demos and 63 top teaching tips. It also gives suggestions for voices and styles to use for every piece to support a practical sequence of interactive lessons.

The keyboard is a wonderfully linear instrument and simple to understand, but you need quality input and resourcing to get the most out of it. These resources are tailor-made for music-making, personal pleasure, enrichment and joy. Overall, Keyboard Magic represents a fantastic option for learning the keyboard and for helping children to get up and running quickly.

teach
PRIMARY

VERDICT

- ✓ Perfect for learning the fundamentals and building blocks
- ✓ Structured lessons with plenty of engagement and practice
- ✓ Solid, detailed and well-thought-out materials
- ✓ Fun to play, insightful and generates optimism
- ✓ Fresh, entertaining, enjoyable and informative
- ✓ Really builds confidence and motivation

UPGRADE IF...

You are looking for keyboard resources that are clear, direct, engaging and accessible, which allow children to learn skills in a playful and uncomplicated manner.

Teacher's Book £12.99; Pupil's Book £7.99. Go to collins.co.uk/music to browse the series

PHONICS ➔

My Letters and Sounds

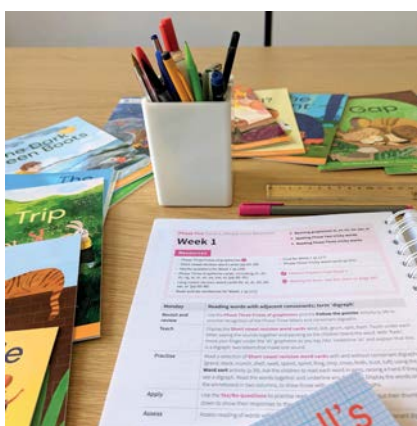
A new, systematic synthetic phonics programme from Schofield & Sims



AT A GLANCE

- A DfE-validated phonics scheme for Letters and Sounds schools
- Comprehensive programme designed for Reception and Year 1 children
- Teacher's handbooks featuring detailed guidance and lesson plans
- Built around 110 fully decodable fiction and non-fiction reading books
- Supported by multi-sensory resources

REVIEWED BY: MIKE DAVIES



As I'm sure we are all well aware by now, high-quality phonics teaching provides the firm foundation on which children can build their reading skills. The DfE certainly thinks so. Understandably, neither they nor Ofsted recommend or promote any particular systematic synthetic phonics (SSP) programme above the others. Instead, they have created a validation process to ensure schools can be confident the scheme they have chosen meets certain core criteria.

Assuming you opt for an approved scheme (and why wouldn't you?) you then have to pick a package based on what matters to you. If you're looking for a programme that provides everything you need in a way that engages pupils and makes life easier for teachers, My Letters and Sounds from Schofield & Sims is well worth a look.

At the heart of the programme sit the teacher's handbooks. Having seen a variety of teacher guides over the years and frequently noticed my eyes glazing over, I found these admirably useful and readable, considering the sheer volume of information they convey. The content is well organised and clearly presented. No doubt, teachers' eyes will also light up when they see all the ready-made lesson plans and photocopiable resources.

Each new grapheme-phoneme correspondence (GPC) is introduced with a range of multi-sensory resources, from visual mnemonics to physical activities. To embed the pupil's steadily expanding phonics knowledge still further, there is a range of attractive and engaging write-in workbooks for use at school or at home. They also offer classroom kits packed with goodies such as colourful friezes and flash cards.

For me, it was the quality of the phonics readers that really stood out. As well as being bright, colourful and thoughtfully presented, they successfully manage to present new learning in a humorous, engaging and natural way. This is not nearly as easy as you might think, so their authors deserve a great deal of credit.

Schools might also enjoy the Schofield & Sims approach to pricing. If you sometimes feel suspicious of, or bamboozled by, subscription systems, you'll probably appreciate the straightforward way they price-up their products. This gives you the chance to pick and choose what you want or opt for a complete package, with reduced prices for schools available across the scheme. So, whether you segment or blend what you take from their range, it is likely to spell good value.

**teach
PRIMARY**

VERDICT

- ✓ Easy to follow and implement
- ✓ Comprehensive yet teacher-friendly
- ✓ Attractive and engaging resources
- ✓ Promotes reading for pleasure and information
- ✓ Simple pricing structure

UPGRADE IF...

You want a convenient, comprehensive SSP scheme that makes learning to read a pleasure.

HANDWRITING

STABILO EASYoriginal pens & EASYgraph S pencils

Ergonomic pens and pencils developed by experts specifically for both left- and right-handed children



AT A GLANCE

- Skilfully designed pens and pencils based on ergonomic principles in penmanship
- Left- and right-handed versions
- Focused on comfort and efficiency
- Tested by expert scientists
- Pencil wood is sourced from responsibly-managed forests

REVIEWED BY: JOHN DABELL



How much do we think about handedness when we consider children's needs? Handedness is the preference for using one hand over another and when it comes to the school environment this really matters.

Left-handed children often struggle when the resources aren't there to support them. This is often the case when it comes to writing utensils and scissors. Left-handed pupils can often appear uncoordinated or disorganised as most equipment is set up for right-handed children.

STABILO has thought long and hard about the user experience to cater for everyone and its product range is impressively inclusive. Every operational characteristic has been considered from the size, weight, shape and length of the instrument to the surface texture and hardness of the shaft, ink flow, smoothness, writing fatigue and more.

The EASY Start range is a vibrant and ergonomic family of writing equipment specifically designed for learning and improving handwriting skills at a young age. Led by the latest research in handwriting ergonomics, these are clever products that put writing comfort, legibility, efficiency and motivation right at the centre of design so that children can have fun improving their skills.

STABILO's EASYoriginal pens are a joy. These really attractive wide-barrel refillable

pens have been ergonomically moulded so that children use the lightest grip possible while writing. The slightly arched shape helps pupils to achieve the recommended tripod grip, eliminating strain. It also features a rubberised grip around the pen barrel for increased traction.

The STABILO ergonomic pens use a rollerball design which flows freely. This helps reduce writing pressure which can lead to pain over longer pieces of written work. The nibs are broad and flexible and use royal blue erasable ink, ideal for school use.

STABILO's handwriting pencils with break-resistant 2.2mm lead have also been designed specifically for left- and right-handers. EASYgraph S pencils have a brilliant triangular design and non-slip grip moulds which magnificently support a relaxed hand posture. They also have a subtle yellow and red colour coding at the end of the pencil to indicate whether it is a left- or right-handed version.

They come in a range of five shaft colours and the S (slim) versions have a slenderer barrel than the original, but still with a space for inscribing your name.

Every child should benefit from adopting an ergonomic way of working and STABILO has given us the tools to work in a more efficient and child-friendly way. These are writing resources that truly break the mould.

teach
PRIMARY

VERDICT

- ✓ Sophisticated, intelligent and intuitive designs to tackle handwriting issues
- ✓ Non-slip, comfortable to hold and prevents stress, tiredness and potential damage to hand posture
- ✓ Revolutionary, fun and attractive designs
- ✓ Quality through and through for a great price
- ✓ Takes the stress out of handwriting

UPGRADE IF...

You are looking for writing resources that truly cater for left-, right- and mixed-handers.

Pens from £3.29, pencils from £1.04, stabilo.com/uk



FINANCE

Money Heroes

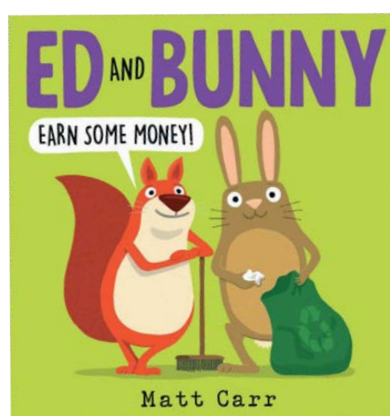
A free, fun and accessible programme that seeks to educate primary children about the sound management of their personal finances



AT A GLANCE

- Created by Young Money and supported by HSBC UK
- Well-pitched resources for KS1 and KS2 children
- New SEND resources and accessible, adapted books available supported by BBC Children in Need
- Resources & books launching in Welsh
- Storybooks written by well-established authors
- Includes activities and a board game
- Easily available via a bespoke online platform

REVIEWED BY: MIKE DAVIES



As Mr Banks from *Mary Poppins* will tell you, being sensible and careful with money is not a particularly enchanting subject for anyone, let alone children. Nevertheless, it is extremely important that all young people, no matter their circumstances, receive an appropriate financial education. This reflects our new, adaptable approach to SEND, and the launch of new, accessible versions of our books and resources.

Of course, schools are now required to make sure their curriculum prepares children for the realities and responsibilities of life. So, how can you make this topic appealing for children who might not give tuppence for saving but happily blow their cash on bird seed and kites?

Fortunately for teachers, Young Money, part of Young Enterprise, has a long track record of offering the knowledge, resources and training they need to bring money matters to life for primary children. Backed by HSBC UK, they have now developed Money Heroes to help parents and teachers develop children's financial capability skills.

Money Heroes comprises books and activities that deliver important financial lessons about things like saving and budgeting for young people. The team have even teamed up with Orchard Toys to create a shopping board game to accompany some of them. In 2022, they also partnered with BBC Children in Need to create ability-focused versions of all their resources, and five new accessible versions of all the books –

now available in braille, BSL sign language, audio-books, large print and early readers. Accessibility is key for Money Heroes, who are also about to launch Welsh versions of all the resources, too.

For KS1 children, they offer Ed and Bunny books which look at earning and spending money. As you would hope, they are bright, cheerful and very accessible. Somehow, author and designer Matt Carr has managed to convey all the right messages without being too preachy. He has even managed to weave in some helpful thoughts on kindness and friendship.

KS2 children get three stories in two lively and appealing books – the newest with a climate spin. I really liked the way the author conveyed difficult issues, including families falling on harder times, in such a positive yet realistic light. I imagine there are many difficult and even angry conversations within households that could have been avoided by sharing these well-pitched tales beforehand.

When it comes to potential savings, time must come close to the top of the wish-list for teachers so they will, no doubt, find the ready-made, full activities particularly attractive. Nevertheless, schools will also be delighted to discover that the books, games and activities are all free if acquired through the programme's website.

In one of the stories, it is very wisely pointed out that if something seems too good to be true, it probably is. Money Heroes might just be the exception that proves the rule.

teach PRIMARY

VERDICT

- ✓ Created by financial education experts
- ✓ Helps to develop good financial habits from an early age
- ✓ Free teacher training available – both mainstream & SEND versions
- ✓ Saves teachers' precious time
- ✓ Further free resources available online
- ✓ Fun and engaging stories
- ✓ Related, free shopping board game available from Orchard Toys, and a digital game for KS2
- ✓ SEND accessible versions of books
- ✓ New, accessible activities make the programme suitable for all pupils

UPGRADE IF...

You need to offer your children a quality introduction to financial matters in an appealing and accessible way.

Money Heroes resources are available for free through their online platform at moneyheroes.org.uk

The reduced Proust

We take the famous Proust Questionnaire and pose eight of its questions to a fellow educator. Take a peek into the deepest depths of a teacher's soul...



Name:
Kieran Mackle
Job Role:
Teacher,
author
and maths
specialist
Extra Info: Hosts
the *Thinking Deeply About
Primary Education* podcast

1 What is your idea of perfect happiness in your job?

The sense of making a difference and contributing to something much larger than myself. I find it hard to think that many people become teachers for the glory, but the feeling that you're making the world a little better every day is hard to beat.

2 What is your greatest fear at work?

Losing touch with the day-to-day reality of the classroom teacher. If I ever become that person, it's time to retire. Or go back to school. I see too many making decrees from on high that are so blatantly born of a disconnect between ideology and reality.

3 What is your current state of mind?

Motivated. I'm working on a few substantial projects, and I feel useful. Feeling useful is all I need in life. Well, maybe not all but I'm very restless and find it hard to just sit and do nothing, so the more productive I can be, the better. I suppose it links back to my response to question one. If I feel like what I'm doing is making a difference, then I want to keep going and going.

4 What do you consider the most overrated teacher virtue?

Martyrdom. It's entirely possible to be an effective teacher or school leader and work 45 hours a week.

The 70-hour week is one of the most damaging phenomena in education. If it can't be done within working hours, maybe it shouldn't be done at all. I say this as a self-proclaimed martyr who sacrificed his hair at the altar of poor work-life balance.

5 On what occasion do you lie to your class?

In the traditional sense? I'm not sure I ever would or should. There will be times when we need to omit information or provide a child with an appropriate metaphor/explanation which doesn't necessarily tell the whole story at a given point in time but, beyond that, relationships are built on trust and there's no faster way to lose trust than by lying.

6 Which words or phrases do you most overuse with your class?

'You remember what you pay attention to.' I'm a big believer in breaking down the sacred mysteries of our pedagogy for pupils, so that they know why they are being asked to behave in a certain way. If you understand why retrieval practice is useful, you're more likely to engage with it in a meaningful way. I am forever banging on about cognitive science with my pupils, and I think they enjoy getting a peek at the inside track.

7 What do you consider your greatest teaching achievement?

I've had an eventful career so far, but despite having written two books and hosting a weekly podcast in my spare time, it would probably have to be my contribution to the Goldsmiths' Company's mathematics project in Gravesend. Not only did we change the lives of countless children and turn what were, statistically, the worst performing primaries in Kent into beacons of inspiration for others, we brought together a community and laid the foundations for years of success. I'm also very proud of the work we're doing at Complete Mathematics. It's too early to rank anything I've accomplished here in my "crowning achievements" (big air-quotes

needed) but in a few years' time I imagine I might have to think very deeply about what my response to this question should be.

8 What is your most treasured teaching possession?

Memories. Material possessions I can take or leave, but I'm already starting to forget the early days of my career, so I need to treasure the memories I do have, before I eventually lose them, too. **TP**

Kieran is a teacher, author, primary maths specialist and member of the Complete Mathematics team. He has written two books about maths education (Tackling Misconceptions in Primary Mathematics and Thinking Deeply about Primary Mathematics).



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