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Hello!



How is your first term going? From schools across the country having to close already due to Covid-19 outbreaks, to the appointment of a new education secretary, our sector is never quiet!

In this issue, we delve right into the heart of the matter with Caitlin Brown from the British Science Association, who shares some of her top tips on post-Covid science catch-up on p17. Classroom teacher Aishah Bargit imagines a world where there is plenty of funding for careers support on p18, and our undercover teacher makes a watertight case for banning CPD icebreakers on p21.

We're also focusing on assessment this month, with a how-to on making sense of assessment data from Jenny Guest on p78, the NEU's joint general secretary Kevin Courtney summing up BERA's latest report on primary assessment on p77, and Dr Sue Roffey on p74 discussing alternative modes of testing.

Our ready-to-use classroom takeaways this issue include five tips on reciprocal reading for mixed ability classes from Mia Brough on p55, how to boost benefits for SEND maths from Liz Hawker on p46, and six weeks' worth of lessons on introducing philosophy's 'big questions' in KS2, on p42. On top of that, we also have lesson plans on introducing materials science to KS1 (p80), summarising writing for greater comprehension in KS2 (p82), and using diverse stories to teach anti-racism (p84).

As if that wasn't enough, we're also delighted to announce the winners of our Resource Awards 2021. Totalling over 75 expertly judged resources, you're sure to find something to help your school shine from p87. Thank you again to our fantastic judges and all who entered, and congratulations to the winners!

I'll leave you with that happy news, and see you next time...

Charley

Charley Rogers, editor
@TeachPrimaryEd1

Don't miss our
next issue, on sale
12th November

POWERED BY...



TIFFNIE HARRIS
on why school mobile
phone policies do not
warrant government
intervention

*"Priorities should be how to
close that long-standing and
obdurate attainment gap"*

p14



SOPHIE LAMB
helps pupils to
overcome handwriting
obstacles by focusing
on formation and flow

*"As a young child, learning
to write is one of the trickiest
things to master"*

p19



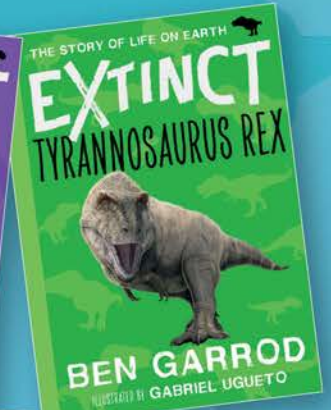
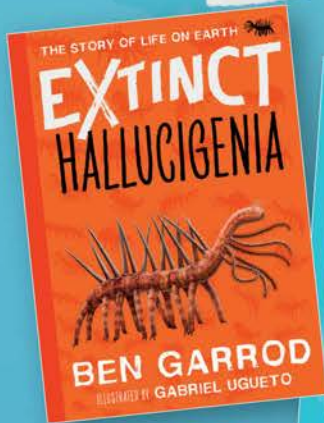
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on how to introduce and
develop subject-specific
language in maths to help
develop understanding

*"It's really hard to define a
mathematical word without
considering what it isn't"*

p34

HERE ARE THE SUPERSTARS OF THE STORY OF LIFE

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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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PRIMARY**

We want to hear from you!

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



teachwire.net

facebook.com/teachwire

twitter.com/teachprimary

charley.rogers@theteachco.com

EDITOR:

Charley Rogers
charley.rogers@
theteachco.com

GROUP EDITOR:

Joe Carter,
joe.carter@
theteachco.com,
01206 505925

HEAD OF COMMERCIAL SOLUTIONS:

Richard Stebbing,
richard.stebbing@
theteachco.com

ADVERTISING MANAGER:

Hayley Rackham,
hayley.rackham@
theteachco.com,
01206 505988

DEPUTY ADVERTISING MANAGER:

Samantha Law,
samantha.law@
theteachco.com,
01206 505499

SENIOR ACCOUNT MANAGERS:

Hannah Jones,
hannah.jones@
theteachco.com,
01206 505924
Katie Harvey-Jones,
katie.jones@
theteachco.com,
01206 505477

ART EDITOR:

Richard Allen

DESIGNERS:

Adam Barford, Luke
Rogers, Ben Kemp,
Shannon Hall

PHOTOGRAPHY:

CliQQ Photography,
cliqq.co.uk

ACCOUNTS:

01206 505995

DESIGN & REPROGRAPHICS:

Ace Pre-Press
01206 508608

SUBSCRIPTIONS DEPARTMENT:

Andrea Turner

CUSTOMER SERVICES:

aceville@dictmedia.co.uk

0800 904 7000

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Helen Tudor

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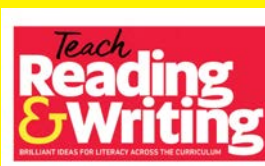
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Breaktime

News | Interviews | Ideas | Resources | Research



Get your hands dirty

The Royal Horticultural Society (RHS) is encouraging children to get their hands dirty this autumn, to reap the health, wellbeing and environmental benefits of gardening. Andrea Van Sittart, head of outreach development at the RHS, said: "From fruit-bearing baskets on balconies to make-shift mud kitchens using old pots and pans, gardening provides so many opportunities to teach, calm and inspire." Find activity cards and advice on starting a school garden or club at

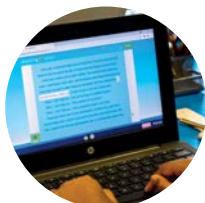
tinyurl.com/tp-Gardening

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



GREEN ENERGY

Tees Valley Education MAT and RWE's Sofia Offshore Wind Farm have created a series of teaching resources developed by Spark Tees Valley, introducing renewable energy and science investigation techniques. Visit tinyurl.com/



IMPROVE FLUENCY AND VOCAB

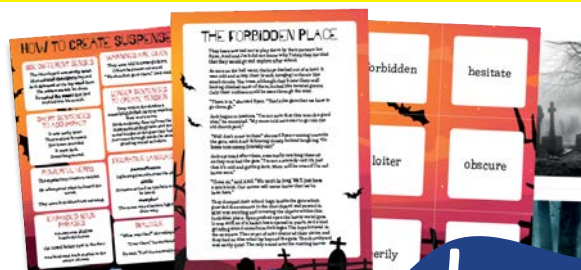
Reading Plus is the online programme that accelerates reading development by improving fluency, vocabulary, and comprehension. For pupils in KS2 – KS4, it provides adaptive, personalised instruction to help readers improve. Visit tinyurl.com/tp-ReadingSolu-



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→→→ TODAY'S **TOP** **RESOURCES**



Inspire spooky stories

As the scary season approaches, why not explore suspenseful writing with this powerful KS2 resources pack from Plazoom? Pupils will read the model text and explore how the author has used language to create suspense and atmosphere, before describing a scary setting of their own. Try it today, with a FREE 14-day trial, at bit.ly/PlazoomSpooky



Q & A



RJ Palacio

Author

What was primary school like for you?

I always loved school. I think the main reason was because I had fantastic teachers who truly cared about their students. They nurtured my individuality, and took interest in my drawing abilities. I do believe that being taken seriously as an artist really bolstered my self-image, because I was painfully insecure in so many other ways. My teachers truly made me feel special.

How do you see children using your new book, Pony?

I think *Pony* shows us how connected we all are to one another, even if we don't always see those connections. It shows us that there are mysteries in our lives that we simply have to embrace, even if we don't understand them, and that love is something that lasts forever. *Pony* doesn't talk down to kids. It asks questions about who we are, why we are, and where we're going.

What is your favourite feedback about Wonder?

I think, aside from the notes and emails I've gotten from real-life Auggies telling me how much *Wonder* has meant to them, the feedback I've gotten from kids all around the world telling me that it has inspired them to be kinder. That's an incredible feeling, because I really do believe that kindness begets kindness. When we're conscious of it, we not only become kinder ourselves, we're more open to seeing it around us.

Pony (£12.99, Puffin) is out now



Drawing improves reading and writing

A recent evaluation of the CLPE's six-year Power of Pictures project has revealed that using picturebooks in primary schools, and allowing drawing into the learning process improves writing and reading skills significantly in primary-age children. Over 7,000 children and 318 schools across the UK have taken part in the project since 2014, and teachers reported not only better outcomes, increased writing and reading skills and children who were really excited about learning, but also that teachers felt more confident and happier.

The full report and teaching resources are available at tinyurl.com/tp-PowerOfPictures



NEW! Cross-curricular science and history resources

Weave some inspirational new STEM activities into your termly topics with award-winning resources from Whizz Pop Bang. You can now download STEM resources on Romans, Ancient Egyptians and, coming next month, the Stone Age. In the Romans topic, take an aqueduct engineering challenge, investigate the strengths of bridges, and download reading comprehensions on catapults and a bridge engineer.

Visit whizzpopbang.com/schools

70% OF PEOPLE IN THE UK BELIEVE EDUCATION ON DIVERSITY, EQUITY AND INCLUSION SHOULD BEGIN IN PRIMARY SCHOOL OR EARLIER, ACCORDING TO PEARSON

Look ahead | Book ahead

Chris Athanasiou



HAY YOU!
The beloved literary festival has announced its Hay Festival

Winter Weekend, running from 24–25 November. Register for free at tinyurl.com/tp-HayFest

SCHOOLS AND ACADEMIES SHOW

The popular conference is back in the flesh, and taking place at the NEC in Birmingham from 17–18 November. See tinyurl.com/tp-SchoolsAcademies for details.



Let's get **Christingling**

Making it easy to get together this Christmas

Christingle is a candle-lit celebration that's perfect for bringing communities together. Whether you are new to Christingle or join the fun every year, we want you to have a fun, safe service where you can share the story of Christ.

Christingle runs from Advent – Sunday 28 November 2021 – till Wednesday 2 February 2022, so why not get your date in the diary now?

You can celebrate in-person, online or both. Plus we'll support you with a full range of free resources to help you get started. To find out how you can get involved visit **christingle.org**



**The
Children's
Society**



7 NEWS STORIES

you might have missed

SUSTAINABILITY COMPETITION

As part of its 150th anniversary, the Institution of Engineering and Technology (IET) has partnered with the Engineering Education Scheme Wales (EESW) to launch a competition for young people across the UK. 'My Sustainable Community' tasks pupils aged 7–14 to take on the role of an engineer and design a sustainable neighbourhood of 150 homes, using their local area as inspiration. The project can be done at home or in schools and clubs, and individual and team entries are welcome. The competition closes on Friday 28 January 2022. Find out more at tinyurl.com/tp-IETcomp

NEW EDUCATION SECRETARY

Nadhim Zahawi has been announced as the new education secretary, following prime minister Boris Johnson's cabinet reshuffle. Replacing Gavin Williamson, who held the post for just over two years, Mr Zahawi will be responsible for schools, colleges and universities in England as they recover from the disruption of Covid-19. He said: "Children and young people have had a tough time during this pandemic and I'll be listening to them and their families as we accelerate our work to build back better and fairer." Mr Williamson has faced much criticism during his tenure, so all eyes are firmly on Zahawi as he takes up the post. More information about Nadhim Zahawi is available at tinyurl.com/tp-EdSec

OFSTED TO REVIEW CPD

Ofsted will carry out a review the quality of training and development received by all teachers throughout 2021/22 and 2022/23. The review will have a particular focus on the Early Career Framework (ECF) and national professional qualifications (NPQs), and evidence will be collected between 2021–2023. It will look at what training and development teachers are receiving, whether senior leaders value and prioritise teacher development, and whether improvements in professional development have had an impact on pupils' catch up, amongst others. See full details at tinyurl.com/tp-OfstedCPDreview

RECOVERY PREMIUM FUNDING

The government has added a £302m Recovery Premium to its original Education Recovery Package, first announced in February 2021. The new premium includes a fund to scale-up proven approaches and is one-off funding for state-funded schools for 2021/22. The funding builds on Pupil Premium and is 'aimed at helping schools deliver evidence-based approaches to support the most disadvantaged pupils,' says the NASUWT. All schools eligible for the Pupil Premium are also eligible for the new funding. Full details are available at tinyurl.com/tp-RecoveryPremium

DIVERSITY 'A GIVEN'

Arthur Levine, founder of independent publisher Levine Querido, speaking at The Bookseller's Children's Conference said that publishers "should stop thinking about BAME talent as fulfilling a school requirement" and instead "emphasise the joyful and literary qualities" of diverse books. He claimed that diversity in his publishing programme is "a given" and that as such, he is "free to search for writing that is outstanding by any measure". Levine Querido has published titles such as *This Old Dog* (Martha Brockenbrough, 2020) and *Shy Willow* (Cat Min, 2021). Read more about Levine's speech at tinyurl.com/tp-DiverseStories



FAIRER EDUCATION SYSTEM

The Association of School and College Leaders (ASCL) has released its 'Blueprint for a Fairer Education System', which claims to 'set out a long-term vision for how we can ensure our most disadvantaged children and young people can flourish and thrive'. The blueprint includes five building blocks, including Curriculum; Teachers and leaders; Assessments and qualifications; Resources; and Structures and systems. It covers education from Early Years through secondary, and suggests such changes as a mandatory core curriculum for all state school students up to the age of 16, a commitment from government and the sector to support more flexible working in schools and colleges, and a reduction in primary statutory assessments. Read the report at tinyurl.com/tp-ASCLblueprint

SLAP IN THE FACE

The National Association of Head Teachers (NAHT) has issued a statement condemning the government's 'repeated constraints' on teachers' pay. Paul Whiteman, general secretary of NAHT, which is the largest union for school leaders, said: "School leaders and teachers will be rightly angry that the government's pay freeze will deliver yet another a real-terms pay cut next year, based on the Treasury's own predictions of inflation, and given how national insurance, energy costs and retail prices are rising across the economy. A slap in the face doesn't begin to describe it." Read the full statement at tinyurl.com/tp-NAHTpaycut



6 WAYS to have fun with creative writing

Making stories should be joyous, says author **Liz Flanagan**, and these ideas can help you get started...

1 | NO RULES

Make it clear that this session is about ideas and having fun. When you're working with your imagination, no one can be wrong. This is especially true when you're working with fantasy, sci-fi or magical stories – the wilder, the better. This is the time to build confidence and get the ideas flowing. Who really knows what a dragon looks like anyway?

2 | MENTAL MICROSCOPES

Think small but sensory and specific. I warm up with bite-size tasks, such as: imagine you're holding a dragon egg. *Tell me exactly what it feels like, focusing on things like colour, texture and weight.* Although the task itself seems very easy and accessible, I will then ask for real precision and specificity in the language, and keep pushing for more and more detail: what kind of green exactly? Smooth as what? I've been stunned by the fresh and startling metaphors I've heard in the classroom.

3 | PROMPTS AND PLAY

I like to bring lots of props and pictures with me. Actual writing can come last. I usually spend plenty of time at the visual, verbal and drawing stage, and invite children to work in pairs or small groups to create collaboratively before going it alone – which group can create the most fun new superhero, or the wildest-sounding magic creature?

4 | MISTAKES ARE MAGIC

I bring my very messy notebook into class to show children my awful handwriting and my many crossings-out and doodles. I talk about my ten drafts, and how I had to get it wrong before I got it written. Can you join in and model mistakes that lead to new ideas, or share past experiences of not getting it right first time? This keeps a creative focus on process and helps encourage risk-taking.



Liz Flanagan is the author of *Dragon Daughter* and *Rise of the Shadow Dragons* (David Fickling Books). Both titles are now available on Audible.

5 | WHAT IF?

So many brilliant stories can be summarised with a 'What if?' This can be a wonderful way of generating ideas. Ask the class to guess from your description some famous 'what if' examples that they will recognise from TV/films/books. Next, give a short time slot for everyone to come up with three new 'what if' ideas, and very quickly go round the classroom to hear lots of these. What if your new trainers let you fly? What if you saw a glowing light coming from under the school hall one night? What if you really could talk to animals? Once you've heard lots of these, writers can choose to 'borrow' someone else's suggestion if it sparks an idea for them.

6 | SOUP TO NUTS

It can be deeply satisfying to finish a story, but beginnings and endings can both be really tricky. To support beginnings and get round that 'blank page' feeling, I often offer a simple story opening, which can be either a scenario or a sentence for students to complete – a dragon egg hatching in their schoolbag for example. I might then suggest a few beats for the body of the story, e.g. your character wants something + cause and effect + rising tension. Again, you can give examples for writers to borrow if they prefer to follow a plan. What did your character do to get what they want? Did it work? Who helped them? What happened because of that? How does it work out in the end? I talk about my own preference for happy endings but give pupils the freedom to choose.



WHY 'INVISIBLE CHILDREN' DESERVE OUR ATTENTION

Some pupils demand more teacher time than others, but we should make sure to celebrate them all

At some point in our respective teaching careers, we've all tried to put a class list together from memory.

The first dozen names are pretty easy; they tend to be the children who demand more of our time, whether it's down to the fact that they're more vocal during lessons, or because they have additional learning needs, or because there are three children in the class called Jack or whatever it may be. The next group generally needs a bit more thought and effort, but is usually manageable by recalling friendship groups or by going through the alphabet. The final group of three or four children are the ones who, despite racking your brain and trying to visualise who sits next to who in the classroom, you just can't remember.

While writing my most recent end-of-year reports, I quickly realised that there were a couple of students who I hadn't got to know as well as I'd have liked, or as well as they deserved. This was partly because a lot of the school year had been spent at home due to lockdowns and pupils or staff self-isolating, but also because there were other children in the class who regularly seemed to take up significant chunks of my time. I wrote a tweet (below) about these 'forgotten' students as it concerned me that, despite my best intentions, this had happened.

It was fascinating to read the replies and to see how this group were referred to by different people. The always children. The grey children. The shadow children. The missed children. The children that you can sometimes go through the day without interacting with, apart from when they answer the register. They were even talked of as 'buffer zones' for when teachers are drawing up seating plans.

None of these descriptions are accurate or fair because these children deserve to be supported, valued and celebrated just as much as their peers. They're often the pupils whose quiet resilience holds a class together or who are the solid foundations on which a successful school is built. They might not demand their moment in the spotlight but that doesn't mean they shouldn't have it. Even if they're a pupil who deliberately avoids attention and feels uncomfortable with public praise, a quiet 'Well done and thank you'

as they leave at the end of the day, a couple of scrawled sentences on a sticky note which is then put in their reading book, or a quick phone call home can show them and their family that they matter, that they've been seen, that they're valued. The couple of minutes that it takes is always worth the payoff, even if that payoff is several years down the line.

The fact they can sometimes quietly get lost in the background certainly isn't their fault, nor is it directly the fault of their peers or the staff that work with them. It's often down to the high-pressure classroom environment caused by SATs or a looming visit from Ofsted; because support staff are being stretched too thinly, or the school behaviour system allows certain children to demand a huge percentage of a teacher's time. It will be caused by different reasons in different schools but the outcome is generally the same. There's always something more pressing or more urgent to deal with in a classroom than interacting with a child who appears to be ticking over quite nicely, who gives the appearance of working hard and who isn't disrupting the learning of others.

We all know it isn't right and it isn't what any of us want but it's a sad indictment of the current situation we're facing in education. No pupil we teach should ever become one of the grey children. At some point over the next few weeks, maybe spend five minutes putting together a class list off the top of your head. If there are children who don't appear on it, find out who they are and keep them at the forefront of your thinking throughout the school day. They deserve to be remembered, just like every other child in the class. **TP**

Jon Biddle has been a primary teacher in London and Norfolk for over 20 years. He currently leads English and teaching and learning at his school. He also coordinates the national Patron of Reading initiative, and was the Egmont Reading for Pleasure Teacher of the Year in 2018.



Jon Biddle

@jonnybid

Some children pass through school almost unnoticed by staff. They might not shine, they might not need extra support, they might just come in and quietly get on with their learning. They need recognition too because they're just as important as every other child in the class.





SCHOOLS ARE NOT A 'DIGITAL WILD WEST', MR WILLIAMSON

 @tiffnieharris  ascl.org.uk

School mobile phone policies do not warrant government intervention. Focus on policing the online environment, instead

Former education secretary Gavin Williamson once again had his sights set on mobile phones when he launched a review of behaviour in schools earlier this year.

"Mobile phones are not just distracting, but when misused or overused, they can have a damaging effect on a pupil's mental health and wellbeing. I want to put an end to this, making the school day mobile-free," he said.

Anybody reading this comment might have concluded that there is some sort of mobile phone free-for-all going on in our schools, a sort of digital Wild West. Indeed, Mr Williamson's comments triggered a predictable wave of newspaper headlines and radio and television show debates.

In fact, the reality is rather different from the impression that this gives to the public. Schools, of course, already have robust policies in place on mobile phones. The Department for Education is perfectly

well aware this is the case because it has previously published the findings of a snapshot survey on those policies.

This survey – conducted in 2018 – looked at policies by phase of education.

It found: "The most common mobile phone policy among primary schools was to allow phones but insist that they are left in a particular place during the school day (65%, compared to significantly lower proportion of 16% of secondary schools).

'In comparison the most common policy among secondary schools was to allow pupils to carry phones but not to use them at all during the school day (46% which is significantly higher than the 1% of primary schools that use this policy).'

What this all suggests is that schools – unsurprisingly – take these decisions according to their context and what works well in their school community.

There is no categorically right or wrong answer to this issue, and there is no one-size-fits-all policy. It is a case of school

leaders making a judgement based on their circumstances and implementing a policy that works well for their school community. In other words, it is an operational matter – the meat and drink of everyday life in our schools – and it doesn't warrant or need intervention from the education secretary.

If the government wants to do more about the negative impacts of mobile phones, its attention would be better focused on their use beyond the school gates. The actual digital Wild West exists around the content itself – the misuse of social media, the accessibility of online pornography, and the proliferation of other disturbing and hateful content.

Far more action is needed from the government to police the online environment and from online platforms to put their houses in order.

The big challenge that is presented by mobile phones and online technology in general is the speed with which a digital revolution has taken place in our society at such pace that it has outstripped the ability to regulate or navigate it properly.

There are huge positives from this technology – the wealth of information and resources it provides, and the opportunities for networking and dialogue. However, it also has a well-documented darker side.

Minimising the risks while retaining the positive benefits of mobile phones and the online environment is the matter which really needs more government attention.

And what schools really need from the education secretary has nothing to do with mobile phones but with strategic decisions about the huge challenges caused by the coronavirus pandemic and the persistent problem of the attainment gap between disadvantaged children and their peers. Priorities should be how to reduce the risk of a disrupted autumn term, coming up with a more ambitious plan for education recovery and how to close that long-standing and obdurate attainment gap.

This is surely more in children's interests than fixating on school mobile phone policies. **TP**

Tiffnie Harris was a teacher and school leader for almost 25 years before starting her role as specialist at the Association of School and College Leaders (ASCL). She now leads on all aspects of the organisation's primary membership.



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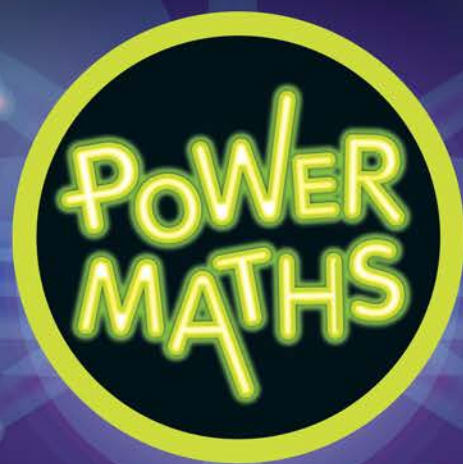
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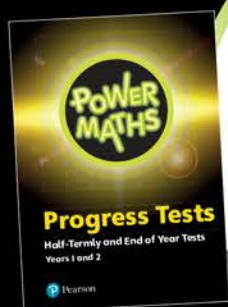
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WHY COVID CATCH-UP SHOULD BE FUN

@BritSciAssoc britishscienceassociation.org

After 18 months of lockdowns and school closures, the best way to address science learning gaps is with enjoyable lessons

Science education was uniquely impacted by the shift to remote learning during the pandemic, in part due to the need for specific equipment and resources to carry out some science lessons. According to one survey, around 35 per cent of UK primary teachers working in areas of low deprivation reported difficulty translating the

science curriculum to the home learning environment – a figure which rises to around 55 and 60 per cent in areas of moderate and high deprivation respectively. As a result, many young children have missed out on essential science lessons during lockdown.

Spark a passion for scientific discovery

After a prolonged period of uncertainty and disruption, it's time to put the joy back into science learning for young children and incite a genuine enthusiasm for scientific discovery in the classroom.

The best way you can support primary pupils with their science education recovery is through practical, project-based learning. Practical projects give pupils the opportunity to work through investigations and learn by trial and error, helping them to develop a host of lifelong skills and scientific knowledge. They can also help to make the learning experience more fun, relaxed and interactive, better enriching pupils' understanding.

Get creative

Creative project-based learning helps to develop teamwork, problem solving and communication skills, and young scientists can work through all kinds of practical activities to achieve this. You could use the CREST Awards to get groups of pupils investigating different shaped and coloured bubbles, for example, and thinking about liquids and gases. This is just one activity that encourages children to work together,

discuss their ideas and overcome challenges to complete the task, helping them to connect with science and each other.

Creative, project-based learning is also highly accessible, as the versatility of practical projects means that pupils of all learning styles, levels and backgrounds can take part and flourish. You could, for example, ask pupils to work in teams and experiment with glue recipes to find the perfect concoction.

This hands-on project requires no previous knowledge or skillset. All pupils need is enthusiasm, determination, curiosity and willingness to work together!

Project-based learning offers young people a fantastic gateway into science and is a great way to rebuild skills after an extended period of remote or compromised learning.

Relate tasks to wider interests

As you know, primary children are at a wonderful age of discovering the world around them and they can often develop an interest in topics they are learning about. Why not play on this enthusiasm and curiosity in their science lessons by assimilating experiments with their personal passions?

For example, you may want to demonstrate the link between science and climate change and encourage primary pupils to take part in a school climate change challenge. Pupils can design and create their own wind-up band roller to assist in powering some of the technology that we rely on today. Their inventions could help to fuel the environmental revolution!

Tasks like these can inject enthusiasm for science into the classroom and demonstrate just how much science impacts our daily lives. They can help young people to make better sense of the world around them, too, as they are encouraged to explore their surroundings.

Practical experiments can be effective tools for boosting primary pupils' science learning and enjoyment as we return to school post-pandemic. They can help to spark excitement, build important lifelong skills, consolidate learning objectives and take the stress out of any education catch-up. Above all, they can help to inspire a new generation of budding scientists! **TP**

Caitlin Brown is the education manager at the British Science Association (BSA). Find out more about the BSA's CREST Awards on Twitter @CRESTAwards, or at crestawards.org



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

A letter to...

my Year 4 class, in 10 years

Aishah Bargit imagines a world in which there is more funding for careers support in primary schools...



Hello Year 4, it's been a while, hasn't it? Here you are, all grown up and finding your feet as young adults.

It's been 10 years since you called out for my help in numeracy or cheered when I'd announce which experiment we were tackling in science. In those 10 years I've watched you adapt to a global pandemic, finish primary and secondary school, before going onto university, apprenticeships and embarking on your career journeys. I couldn't be prouder of how far you've all come.

I can't help but think back to the days in Year 4, when I'd ask what you wanted to be when you grew up, and you'd say, "I want to be a scientist, Miss Bargit!" or "I'd like to be a teacher like you, because it looks fun!" Even though you were only eight or nine, as your teacher I knew how important it was for you to start thinking about where life might take you.

Our Science Days would encourage you girls especially to consider a career in technology, medicine, or mathematics, while our regular conversations about what your parents do, or why older people go to university, helped you all realise that no job would ever be out of reach if you worked hard enough.

When I started teaching, there was little time to fully immerse careers into your

education. Our teaching timetables didn't allow for it. After covering all of your key subjects, planning and marking lessons, and supporting any additional needs, there sadly wasn't much time left to think about anything else.

When the Coronavirus pandemic hit in 2020, our resources were stretched even further. As your teachers we needed to make sure that your development and education didn't suffer as a result of weeks spent out of school, and not being able to interact with each other as you had before. As a less affluent community, I know many of your families had additional things to think about on top of school, like ensuring you had everything you needed to learn at home, or that you'd be able to get the lunch packs the dinner ladies would usually give out. It wasn't an easy time to focus on your times tables and handwriting.

However, things did start to change when the education charity Teach First released a manifesto for school recovery in the summer of 2021. It featured 11 proposals of support for schools as they recovered from the pandemic. This included more school funding for those in disadvantaged communities, a call to reduce teachers timetables by 20% and a focus on careers education at primary school level.

With the manifesto influencing members of government, education policymakers, business leaders and the wider public, it helped springboard change for schools like ours.

Soon, we had a careers leader in school, we received the right guidance on how to deliver careers education, and it became a natural part of the primary curriculum. I remember you all on Careers Day, dressed up as web developers, radiologists, teachers, and construction managers; asking questions to our business leader guests, and starting to understand what your future might hold. It was fantastic!

All this was only achievable with the right funding, which many schools like us, in disadvantaged communities, struggled to secure before then. Alongside implementing careers education, the extra funding also allowed us to reduce our teaching timetable by taking on more staff to share the load. This gave me more time to support you in your next steps and ensure I was being the best teacher I could be for you.

If it wasn't for organisations like Teach First, campaigning for further support for schools that really need it, your lives could have turned out very different. While you were only small when I taught you, I could see the great big futures ahead of you, and I'm so happy that I was able to do everything in my power to make sure you got there.

Now as you go on to change the world in your own ways, I hope you remember your time in Year 4 at Springfield Primary Academy and keep in touch! You know Miss Bargit loves to hear about your adventures.

From Miss Bargit

Aishah Bargit is head of Year 5, RE and languages lead, and Year 5 teacher at Brownlow Fold Primary School in Bolton. She was formerly a Year 4 teacher at Springfield Primary Academy.

 @brownlow-fold.bolton.sch.uk

How I do it

Help young pupils to overcome handwriting obstacles with a focus on formation and flow

SOPHIE LAMB

1

PENCIL GRIP

It is generally accepted that encouraging the use of a tripod grip is best because it minimizes the risk of strain and offers the greatest control. A quick web search will give you plenty of ideas on different ways to encourage this technique in young learners, including threading beads onto straws.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv
Ww Xx Yy Zz

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

As a young child, learning to write is one of the trickiest things to master. When you think about it, their young minds have to think about letter formation, phonics and spelling, how the letters go, punctuation, spacing, and more. This is quite a lot for brains to overcome. So, if they can get the letter formation and writing flow right, it takes them out of the equation and gives them less to think about.

LETTER FORMATION

It's important children begin forming letters correctly early on, ensuring letters start and end in the correct place. I have found that using a handwriting patter is helpful, i.e. 'a' would be 'up over the hill, down round to the line, up-down and flick.'

2

SIZE OF WRITING

It can be challenging for children to get the size of lower-case letters consistent while making sure they write on the line. Lower-case and capital letters which are formed in the same way, eg 'c' 'C' and 'p' 'P'; can further add to the confusion. Try using 'sky, grass, mud' lines early on. This adds a visual element to writing, allowing children to see where the ascenders and descenders should go easily.

3

4

EDTECH

It might seem strange to suggest that edtech can support children with handwriting,

but with the advent of the tablet computer and stylus, there are now more tools available to develop children's handwriting skills. The children can also often receive instant feedback and take part in interesting and engaging activities.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Where are the children?
When is the dog coming back?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

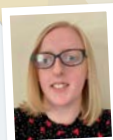
SPACING

Children must also learn to leave a space between each word to ensure what they have written is readable.

This can be difficult, particularly if pupils haven't fully grasped what words are and how they form sentences.

A fun activity for young children is to write every word in a different colour so that they can see the difference between the words easily.

5



Sophie Lamb is a Y1 teacher and digital lead at Kender Primary School in Lewisham, London. Sophie has chosen to improve handwriting for the lowest five per cent of children as the focus for her NPQSL

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Amanda Dakin — Literacy Co-Ordinator

”

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UNDERCOVER TEACHER

Our anonymous educator gets something off their chest

"I loathe CPD icebreakers, and I know I'm not the only one..."

We've all been there. A full day of CPD beckons.

It has its perks. It might involve a little lie-in compared to a school day, you can probably wear 'non-uniform', there's often the promise of some lunch provided, a day away from the constant on-ness of school life and maybe, just maybe, you might learn something.

So, best-case scenario: The course starts at 9:30am, so you have a leisurely morning and make it to the venue (or the living room where your webcam is).

You find a seat – not too near the front, not too near the back – and if you are anything like me, you are in the perfect middle ground for not really being noticed. You grab a tea or coffee, hopefully a biscuit, and settle down at your table which is filling with unfamiliar faces. The usual chat begins: What school are you at? What do you teach? Have you come far? This agenda looks OK, doesn't it? Have you done any training like this before? Before you know it you're practically bosom buddies with your new tablemates.

"Right, let's make a start, thanks for coming everyone," comes the call from the front. You lean back, settle in and get ready to be filled with knowledge and practical tips you'll be eager to take back to school and implement straight away. Then it happens.

"I thought we'd make a start with a bit of a getting-to-know-you game."

Your heart sinks and all keenness for the day is gone. What had started out so well is about to be ruined. I am an introvert by nature. Now, instantly, my defences have gone up and I'm feeling very uncomfortable. What madness am I going to be asked to do now? Is it the bingo sheet of obscure things? Will I have to generate three interesting things about myself? Will we be throwing some string around? Am I going to be forced into some kind of role play? Having just got settled will I now be asked to pick my stuff up and go and sit at another table? Or – the horror – will it involve Post-its and pens?

Whatever it is, I'm pretty sure it isn't going to be useful to the knowledge or skills the course is trying

to deliver, it isn't going to make me get to know people well enough to make a difference (let's be honest, I'm probably not going to keep in touch with anyone afterward), and it definitely isn't going to make me feel at ease. I've spoken to plenty of people who have similar feelings. These games seem to instil a sense of dread, fear, or eye-rolling in almost everyone I speak to about it.

That's why I am calling for a ban on icebreakers.

Being flippant aside, they are a waste of time, effort and money. A teacher's time is one of their most precious commodities. Any that you can give back to them is the greatest gift you can imagine. I've sat in training thinking of the hundreds of things I could be doing instead of playing this bingo game, or trying to guess what someone's favourite song is based on three words that all start with the same letter. The school or teacher has paid money to be there, plus the probable cost of supply cover for their class, not to mention the time and effort the teacher has gone to, to leave the appropriate work and make sure everything runs smoothly back at school.

Teachers are professional adults. We do not need to be mollicoddled and forced into faux relationships that will last no more than a few hours, and icebreakers won't make our valuable time any more productive. In fact, the opposite will be true.

We are there to learn, and to improve our practice. That's why we signed up. We have given our time to the trainer and the least they can do is respect it and use it as wisely and productively as we would, not waste it.

In my experience, the best trainers are ones who have confidence in and sufficient knowledge of their material, and are well prepared to deliver it

effectively and dive straight in, grabbing you with content, not claptrap.

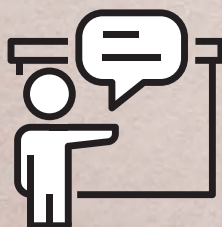
That is how you get people on board first thing in the morning...

How to get professionals chatting, discussing and learning...

How to deliver proper professional development...


Down with icebreakers.

And don't even get me started on reading PowerPoint slides. **TP**



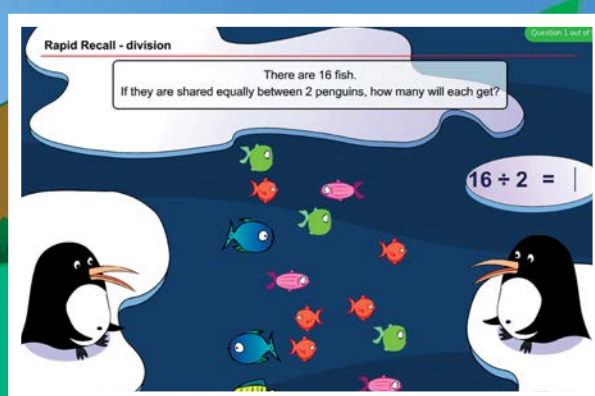
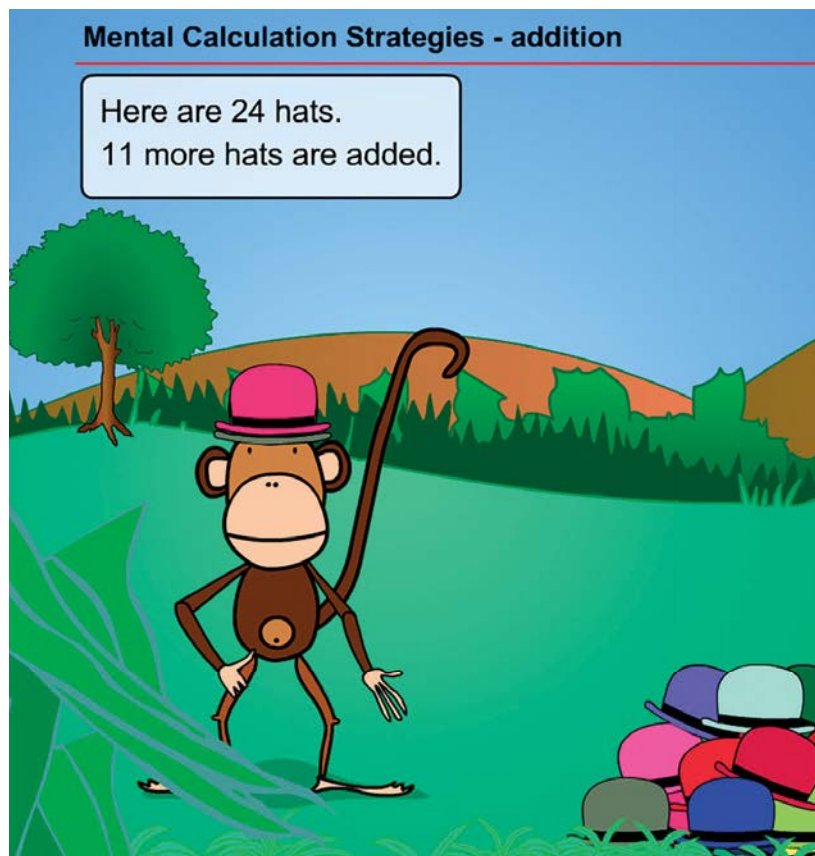
"I've sat in training thinking of the hundreds of things I could be doing instead of playing this bingo game"

The writer is a primary school headteacher in England

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William Gilbert Endowed Church of England Primary & Nursery School trialled **Maths-Whizz** in the summer of 2020 with Year six students. Following a favourable response, it was rolled out to the whole school of 245 pupils in October.



“Maths-Whizz has been a success from the start.

“Maths-Whizz identifies strengths and weaknesses and provides support to scaffold learning. It works well alongside our class taught lessons, and we use it both in school and at home to support learning and as timetabled homework.

“Maths is a bit like a dripping tap; skills need to be revised and revisited continually, and Maths-Whizz enables learning achieved

in previous lessons to be covered again.

In this way, learning can be consolidated following face-to-face lessons on a particular topic, as it presents information in a different way which is helpful. Teachers can set specific tasks to complement class teaching, or let Maths Whizz present lessons covering a variety of topics at any time.

“The appealing, visual user interface is accessed to gain rewards like gems and avatars, then children need to maintain

their status through progressions. We

have found the maths topics offer a good range of learning in line with the curriculum. The focus on strengths and weaknesses can be analysed easily through bars and progressions. It is possible to drill down to address pupil and cohort weakness and take steps to support them.

“Maths Whizz is a great resource to use alongside class teaching.”

Comments by **Lisa Tipping, Year 5 Class Teacher & Maths Lead, William Gilbert Primary & Nursery School.**



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Caroline Lang

JOB ROLE:

Assistant
headteacher and
English subject lead

SCHOOL:

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TALKING ABOUT: MATCH FUNDING & ACCELERATED READER

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“ What has been the effect of getting more books in your school?

We have invested heavily in our school library, class novels, and focus texts over the years, but Match Funding enabled us to embark on a new chapter of our reading journey. Having made the decision to introduce Accelerated Reader, we wanted to launch it with exciting new books for our pupils. Our pupils were thrilled to see the books added to their libraries!

“ What benefits have you seen after implementing Accelerated Reader in your school?

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brought many benefits. Pupils love quizzing and the instant response this gives them, while teachers are able to access important information about each child's reading progress in order to support and challenge them effectively. Children (and staff!) are motivated by competing each week to see which class can make the biggest increase to their word count and which pupils are our 'Top Readers'. Accelerated Reader is now being used for class novels and group reading sessions, giving pupils multiple opportunities to enjoy new books and challenge themselves as a reader.

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The books bought through Raintree's Match Funding Scheme have given pupils a renewed passion for reading and enabled a number of our pupils to become 'Word Millionaires' through Accelerated Reader – thank you!

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The Samsung Galaxy Tab A7

Gives students and teachers the freedom to work and learn anywhere

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Technology helps to make education more accessible whether students are learning in the classroom or from home. Using the right technology is vital for supporting students' workloads, saving time for teachers, and ultimately bridging the digital divide.

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Teachers are looking for technology that's quick and reliable, while students need devices that are strong and simple to operate. The hard-working, long-lasting Galaxy Tab A7 range is tailor-made for education, while being affordable for schools.

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

Designed to simplify the school day, the slim and portable Galaxy Tab A7 comes with a stunning 10.4" display and Quad Stereo Sound, lets you make and receive calls, and share pictures and videos with ease. It's super light and sits evenly on any surface, making it comfortable for primary school teachers and students to work from anywhere.

Long-lasting battery and quick response

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Next Generation

With a slim and lightweight design, the Samsung Galaxy Tab A7 range combines an immaculate viewing experience with a speedy processor for multiple app use. The long-lasting battery, along with Fast Charging, powers education for as long as needed. And your work remains secure with military-grade security protection too.



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TECH TALK

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The Galaxy Tab A7 range also benefits from Samsung Knox, which provides multiple layers of protection, making it less vulnerable to attacks and hacks. You can be reassured you can work harder and explore further while remaining secure.

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keyboards, my favourite has become the English four-hole ocarina. One recorder expert noted that pupils achieved more in two hours playing ocarinas than in two terms on recorder. That is because playing the ocarina is far easier. And, while the Model Music Curriculum recommends an aspirational hour a week of music, Ofsted point out that, realistically for Y1–6, music lessons total an average of just 15 to 20 hours per year. This sharply focuses the mind on what you can practically achieve in the time available. Whichever instrument you choose, pupils need to pick it up quickly and use it well.

Ofsted also expect ‘deep musical learning’. This is not as scary as it sounds! Mark Phillips, senior HMI and Ofsted national lead for music, recommends that rather than try many different instruments, pupils play one instrument year-on-year to make consistent, incremental progress.

In a music deep-dive, inspectors look for well-sequenced, well-implemented strategies that enable pupils to play, sing and make music with increasing skill and understanding. They do not expect schools to follow the Model Music Curriculum or adopt a particular scheme; just create ‘good musical outcomes for all pupils’. When your classes play, sing and enjoy music more and more each year, that’s a good outcome!

Choose an instrument that is quick to learn and offers years of progress. Orchestral instruments (brass, woodwind, strings) are too complex to play well in a short time in whole-class lessons. Many schools do drumming, and whilst rhythm is important, the National Curriculum requires all pupils to play *tuned* musical instruments. For me, the four-hole ocarina works well. It is deceptively clever in giving an immediate octave. You can learn to play simple tunes yourself, and teach pupils to do the same, without having to first read music. Students can play great works in many styles and even take instrumental exams up to Grade 5 on the ocarina.

Whichever instrument you choose, your practical music-making lessons should be a highlight of everyone’s week. Pupils love to play because playing is not working, and they learn musical skills through doing. Ofsted want pupils to ‘make more music, think more musically and consequently become more musical’. So, keep it simple: sing, play and make music together... lots of it. **TP**

David Liggins is a teacher, and co-author of ‘Adventurous Music-Making’ resources. He is also a member of Music Mark and Music Education Council.

 ocarina.co.uk/instrumental



ANYONE FOR MUSIC?

Ofsted want all schools to teach music to all children, and everyone can play their part

 ocarina.co.uk/instrumental

As class teachers, we are amazingly versatile at teaching most subjects. So why do we go on the defensive at the very word ‘music’? We ask ourselves, “Do I have to sing, read music and ‘be musical’ to teach it?” And while our singing may sound okay in the shower, or after a few drinks at a karaoke, we are possibly less thrilled at the thought of singing with 30 children in a classroom.

After forty years teaching in primary, secondary and adult education, I’ve drawn some conclusions. Firstly, everyone is musical. You may not believe it, but it’s true. And all you need to teach music is confidence, a little training, and the right resources. When pupils see visiting ‘specialists’ rather than class teachers doing all the music, they get the wrong message. Music is on the curriculum, it’s fun, and it’s for everyone: your class included.

Secondly, I’ve noticed a 50/50 split in those who prefer to sing, and those who prefer to play instruments. This is rarely considered, and yet is true of every class I’ve ever taught. If you are a reticent

singer, then so are some of your pupils, and the right instrument could be key to their success.

Both singing and playing are statutory requirements for primary music. They also inform each other. Singing a tune will help you to play it; and playing an instrument will help you sing more tunefully. Many schools separate singing and playing into two distinct activities. Ofsted’s Research Review series: music (online at gov.uk) refers to ‘interrelated dimensions of music’ and recommends teachers to ‘avoid teaching them separately’.

I introduced whole-class instrument-playing to music lessons in 1977, involving everyone in playing, singing and listening. Using simple instruments and adaptable music, instrumental lessons became singing lessons and songs turned into instrumentals. Previously reticent singers sang enthusiastically to help their instrument-playing friends, and vice versa. This holistic approach benefits pupils and teachers. The only question is, which instruments best fit with voices?

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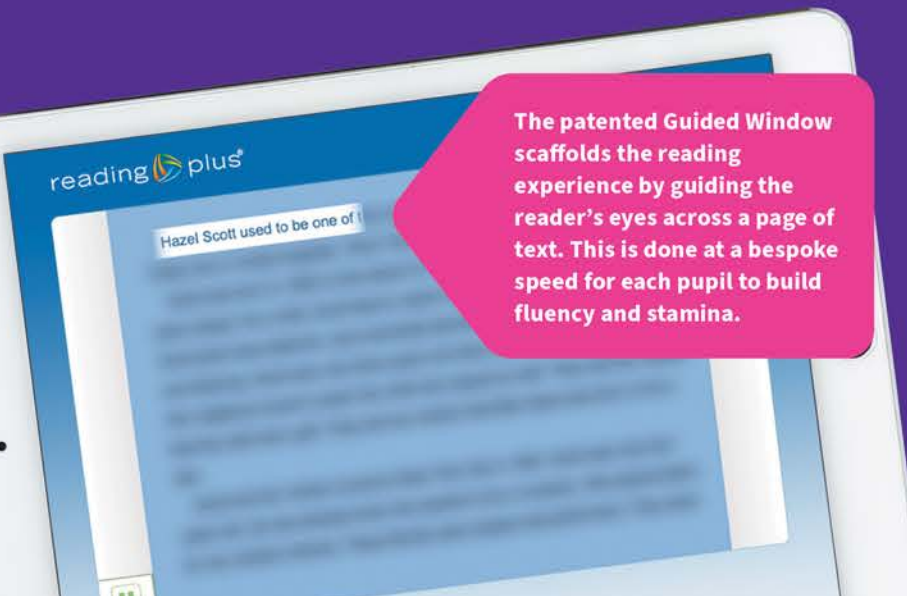
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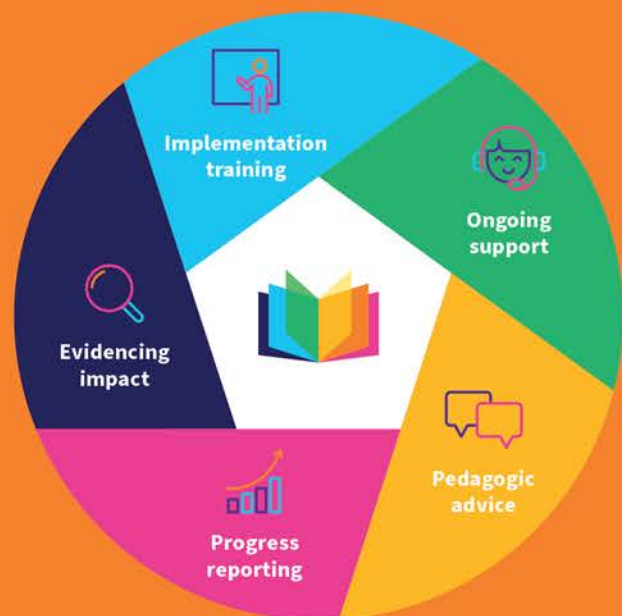
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Extract:

THE DESIGNATED MENTAL HEALTH LEAD PLANNER

Clare Erasmus' new book provides detailed guidance on how a designated mental health lead can achieve the best results



A school that aims to adopt a culture of mental health and wellbeing will need a whole-school approach.

There are many key stakeholders who all need to be involved and working with each other. It is important to write a yearly planner that feeds into the school development plan (SDP). The different strands for a whole-school approach are about having focus on:

1. Leadership and strategy

This thread will focus on governance, student and staff consultation, the curriculum and wider curriculum, ensuring it all feeds into the strategic vision.

2. CPD

This is all about training and ensuring there are dedicated inset days or CPD ensuring staff are trained on children's mental health and that mental health is everybody's business, not just the designated mental health lead's (DMHL) and mental health first aiders' (MHFA).

Plus, it's about ensuring staff mental health and wellbeing is high on the agenda when it comes to the leadership team seeking to prioritize workload reduction, destigmatizing the conversation about mental health and ensuring the school actively promotes a culture of wellbeing, kindness, care and trust.

3. Student wellbeing

This is all about doing an audit of what the school is already doing for students, listening to the

students' voices, ensuring what is put in place is commensurate with students' needs and ensuring the safeguarding of all students with early and relevant interventions.

4. Curriculum planning

This is all about ensuring your school is meeting the government's new statutory PSHE requirements regarding health education, relationships education and mental health.

Teaching about mental health and emotional wellbeing could be delivered through the PSHE curriculum and threaded through the wider curriculum that the school aims to offer.

The DMHL needs to have an overview of this and ensure the focus is to make sure that pupils can make an informed choice about their own and their peers' mental health and wellbeing, and that they are aware of support both in the school and the community, and what are negative and positive coping strategies.

5. Working with the community

It is widely regarded that parents and schools are a 50/50 partnership in bringing up and educating children, and that if both parties work together, then there is consistency for the child and the life skills we are teaching are more likely to be accepted.

The success of any school mental wellbeing programme is also dependent on the role of the parents in engaging in mental wellbeing conversations, interventions and promoting

lifestyle choices that encourage positive mental wellbeing.

This thread is about ensuring that the parents are involved and are encouraged to actively contribute to the culture of care and wellbeing.

6. Support services provision

This thread means that each term the DMHL ensures that referral pathways to external agencies are clearly understood and all working parties are debriefed and given accurate records.

7. Concerns and interventions

This thread is all about due diligence and ensuring that all parties are clear about the referral pathways for a safeguarding concern, that cases are accurately triaged and relevant interventions are put into place and then tracked and assessed against clear outcomes.

I have tried to ensure to revisit each thread each term, and

the DMHL can track progress, from setting up structures, quality assuring policies, introducing concepts and embedding the culture of mental health and wellbeing in all areas of school practice over a school year.

Finally, the DMHL will tick the relevant boxes: Some evidence of being embedded or fully embedded and evidenced.

TP



The Designated Mental Health Lead Planner, by Clare Erasmus, is now available (£18.99, Jessica

Kingsley Publishers)

cerasmusteach.wordpress.com

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Whole-school mental health and wellbeing approach	Specific focus	Some evidence of being embedded	Fully embedded and evidenced
1. Leadership, strategy and governance	<ul style="list-style-type: none"> Work closely with the governing body, the wellbeing governor and the lead teacher on the Strategic Objectives To ensure that mental health and wellbeing support structures relating to supporting staff and pupils are placed on the SDP including training and these are also evidenced and integrated into policies and guidance documents led by the DMHL The school actively promotes a culture of mental wellbeing in the curriculum, extra-curriculum and wider community The school commits to a whole-school approach, either through a mental health award or Kitemark scheme 		
2. Staff professional development for mental health and wellbeing	<ul style="list-style-type: none"> To ensure all staff feel supported and that the school has a health-promoting working environment where kindness, care and respect are cornerstones for all working relationships To ensure the school management is consistently reviewing teacher workload, which links to that there is school-home balance Building a culture where all staff feel valued There are clear support procedures if a staff member feels the need to share concerns about their mental health All staff are all trained to spot the signs and listen without judgement and to understand that mental health is everyone's responsibility School staff trained as a mental health support and should not try to diagnose conditions, however, they should ensure they have clear systems and processes in place for identifying possible mental health challenges, including clear referral and accountability processes Staff self-care is modelled from the leadership team and actively encouraged There is a culture of offering supervision for teachers and educators whose role involves supporting children and young people with issues affecting their wellbeing and mental health such as stress or anxiety 		

FREE YEAR PLANNER!

Download your free DMHL year planner at tinyurl.com/tp-DMHLplanner

Come OUTSIDE

We know outdoor learning is beneficial but what separates it from play?
Zana Wood shares her advice for embedding the curriculum

“**O**utdoor learning makes me feel like playing when learning.”
— Year 6 pupil, Rawthorpe Junior School.

Young animals learn from play, so we could argue this is the way it is supposed to be. In play we learn many skills, including teamwork, confidence, communication, vocabulary, and physical and mental wellbeing, but by combining the same skills with the curriculum it deepens the understanding of a subject.

Outdoor learning is not play. Its structure offers practical approaches to education and develops the skills that make children ready to learn.

Make some noise

Earlier this year, I wrote a session for Year 6 on animal and plant cells. To get a clear idea of the baseline of knowledge, I discussed with the children what they knew before starting – but they didn't have any knowledge of the subject at all. So, we started by shouting out tricky vocabulary like 'mitochondria' to access long-term memory, perfect pronunciation and make some noise!

I split the class into four teams and we set to work making diagrams of the cells using natural materials. This is the creative and active part of the session, and everyone has a job: collecting materials, creating the diagram and problem-solving issues.

It is at this point we reinforce the learning and

strengthen and support the progression in teamwork, collaboration, collaboration etc. We can ensure harmonious teamwork by swapping children around. It is easier to learn about good teamwork when teams work well together rather than trying to resolve unnecessary conflict, which impacts on learning.

By referring to natural materials using key vocabulary we also consolidated language and deepened the understanding of the structure of the cell – is that the nucleus or vacuole? What could you use for cytoplasm?

Many teams will try and rush to finish, but slowing them

down by offering suggestions on how they can improve encourages perseverance, pride and resilience. Top tip: If teams start to become less focused, and play starts to take over, a five-minute warning (even if really you have 15 to go) gets everyone back on track!

A final discussion is the opportunity to see who has successfully engaged with the learning, who has partially engaged, and to note progression. The outdoor lesson can be consolidated back in class by a quick diagram in their science books alongside any photos taken.

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Animal Skeletons

Animal Skeletons



Reinforcing lessons outside

To maximise progression throughout a topic, it's important to link all lessons outside with those in the classroom.

Some of the benchmarks for progression we set earlier help us to understand how to get children ready to learn. Outdoor learning strengthens these characteristics.

Understanding the mechanics of how we learn further strengthens the experience of learning outdoors. Repetition works at consolidating learning and embedding it in long-term memory and aiding in knowledge retrieval. But learning by rote is boring and lesson repetition is both dull and impractical.

Learning the same thing in a variety of different ways ensures a deeper understanding and mastery of knowledge, but incorporating this into term planning, while

keeping it stimulating and inspiring, can be difficult.

Outdoor learning, when used correctly, creates lessons that fulfil all the criteria needed to ensure that children are in the right place to learn and at the same time supports inside lessons.

For example, chewing a slice of bread inside can become different shaped stones to replicate teeth that tear, pierce and chew the bread. A model of the mouth designed inside can as easily be designed and created outside using natural materials. The lessons are endless, but it is how we use them that ensures children progress.

Progression within a topic is about building on it, exploring it in different creative ways, picking it apart and putting it back together again. By taking a weekly inside lesson and creating an outdoor version as well, we have both the hook to

FURTHER READING

● To find out more about outdoor learning read some recent research papers at growtoschool.co.uk/evidence

● Grow to School are proud holders of the Council for Learning outside the Classroom quality mark, more information about this and outdoor learning in general is available at lotc.org.uk

● Scotland has a curriculum for excellence that supports outdoor learning, and the Scottish government has created a PDF which supports all aspects of learning outside. View it at education.gov.scot/improvement/Documents/hwb24-ol-support.pdf

● To find out more about documenting outdoor learning, watch the short guidance videos on Teach it Outside at teachitoutside.com/guidance

● More information on how we learn is available in Yana Weinstein, Megan Sumerracki and Oliver Caviglioli's book *Understanding how we learn: A visual guide* (£19.99, Routledge)

work from and a structure that helps our planning as much as it aids the learning experience for the class.

A chance to shine

I would like to tell you about a boy who is very close to my heart. I met him at Hyrstmount Junior School when he was in Year 3.

He was wild, unfocused and very loud! He didn't listen, and no-one else in the class wanted to work with him. Outside he was a handful, and I learned his name far too quickly!

Half way through Autumn 2 we were doing the Romans and something changed. For the whole lesson he was absorbed in making a timeline of the Romans. He didn't get anything in the right order, but his attention to detail on the pictures he made using natural materials was astonishing. From this moment on, everything changed as he found something that he was good at. Jump three years forward to lockdown 2021, and we created a Covid-safe relay game to help encourage teamwork. Everyone wanted

him on their team! They all knew that he was the best outside, a great team player, kind and supportive to others and happy to let other people take the credit for things that he instigated. So much so that he ended up supporting both his own team and another that was struggling.

As I said goodbye to him and wished him well on his journey to secondary school, I know that outdoor learning has changed his life. Every week, for one hour throughout his junior school life, he has shone and excelled at something in school. He has grasped how to communicate with others, how to learn and how to share. He has learned perseverance, resilience and problem solving, and knows he can progress and succeed. **TP**



Zana Wood is the creative director and outdoor practitioner at Grow to School, and has worked in schools for over 25 years.

@Growtoschool

growtoschool.co.uk



How to teach MATHEMATICAL VOCAB

Introducing and developing subject-specific language is key to understanding and communication, argues **Lisa Coe**

When a visitor comes to Great Yarmouth Primary Academy (GYPA) to look at maths teaching, one of the things they comment on is pupils' use of mathematical language. During their June visit, Ofsted noticed this too, and noted that in Early Years Foundation Stage (EYFS) children 'understand words and phrases such as capacity, cuboid and repeating patterns'. When I, as maths lead for the Inspiration Trust, talk to pupils about maths I am astounded at how even our youngest learners can use accurate mathematical vocabulary. Children across the school use the language of maths to describe, reason and explain. But how did we get to this point?

What is mathematical language?

Like all subjects we teach, mathematics comes with its own set of words. Some of these are specific to maths, like 'cuboid'. These words have a clear meaning and need to be taught clearly. Some are more complicated and have a common and mathematical meaning. Take 'odd'. In maths, an odd number is one that is not even; it cannot be divided equally into two parts.

Yet even by the time pupils enter school, they will have heard the word odd in different ways: an odd sock, an odd-looking tree. Odd in maths could easily

become distorted.

A child could decide '8' looks weird, and so it is odd. Or see the number eight on its own and decide it is odd, like the aforementioned lone sock.

So why does it matter?

Why do we place such emphasis on pupils using 'vertex' rather than 'corner', 'equation' alongside 'expression' and 'number sentence'? Imagine listening to a football commentary without knowing words such as goal, midfield, tackle, and foul. Understanding what is going on, being able to follow the progression of the game becomes incredibly difficult. Imagine trying to describe the goal without some of these words: "So the guy moved the ball to another guy, who nearly got caught but managed to get it where it needed to be." Trying to follow a description without a shared, technical language becomes vague and confused: you probably know exactly what you mean, but others will not.

It's the same for a pupil in maths. If they don't understand the language being used, if they cannot speak mathematically, then they find themselves unable to engage in a lesson or explain their ideas. If a child does not have the word cuboid, they may resort to common terms like 'box', or other words like 'rectangle', which means conversations are not clear. I've seen pupils become frustrated because they are not making themselves

understood. It's not their fault: we need to ensure we give them the language to fully express their ideas.

Beginning in EYFS

One of the key strategies for developing mathematical language at GYPA is simple: start early. Children in EYFS are taught key mathematical language using examples (more on these later) with lots of opportunity to say words and connect them to their own experiences. Exposure is key here.

Adults do not shy away from using accurate language like vertices, and instead use them consistently and encourage pupils to do the same. Pupils are praised for use and supported to use more accurate language. Encouraging a pupil to 'say it like a mathematician' can really give them confidence to use these words.

Experiences provided through continuous provision are vital. The EYFS team at GYPA takes time to plan activities that allow pupils to use the language they have learned in taught segments. Environments are set up so that maths is everywhere, not just in a maths corner, and they

take all opportunities to encourage maths language, such as 'part' and 'whole' when taking lunch options. Immersion is key: we want our pupils to see maths language as everyday language, not something special or scary.

Dos and don'ts

We know that language needs something to attach to and that's where examples come in.

It's no use teaching the word 'sphere' without ever showing a child what it looks like. Teachers at GYPA ensure words are taught with not just one, but lots of examples: large spheres, tiny spheres, different coloured spheres. It's no use providing one example, repeating the word and hoping pupils simply absorb it.



“Trying to follow a description without a shared, technical language becomes vague and confused: you probably know exactly what you mean, but others will not”

We also see non-standard examples being used and displayed, particularly when it comes to geometry. It's refreshing to see a square being displayed oriented differently to the 'typical', or cuboids that are long and thin. This is worth taking the time to think about: do your vocabulary displays or working walls always show typical sizes or orientations, or are you providing opportunities for pupils to connect language and examples more generally?

Similarly, non-examples are really important.

It's often really hard to define a mathematical word without considering what it isn't. Is it possible to understand odd without even?

Deep understanding comes from knowing what a word does not mean, and this can be particularly useful with words such as odd that can have different meanings. We all know how excited pupils get about correcting

you as a teacher when you proudly announce that the four cubes represent an odd number!

Repeat, revisit, retrieve

One of the great features of a maths lesson at GYPA is the opportunities to 'reheat' previous learning. In Year 5, for example, a 'fast five' activity allows pupils to revisit previous knowledge from earlier lessons.

This does not have to be onerous. 'Write the factors of 10' is a simple example where if a child does not understand the word 'factors' they cannot accurately answer the question. The word can be repeated across numerous days in different ways:

- Which of these are factors of 10?
- Is nine a factor of 10? Explain why
- Find the missing factor

In this way, pupils are consistently retrieving and using the same word, with the same definition, in varied ways, with minimal teacher time. The more exposure pupils have to a word, the more they have a chance to grapple with its meaning, and the more likely they are to understand it elsewhere.

The reason this works well for us is the connections made across year groups. Year 5 teachers know that pupils coming to them from Year 4 have met this word before.

We work hard to ensure that mathematical language is introduced and revisited in subsequent topics and years.

Lifelong impact

What we've achieved at GYPA in mathematical vocabulary acquisition is not groundbreaking, nor is it confined only to the language of mathematics.



Lisa Coe is primary maths lead at Great Yarmouth Primary Academy and the Inspiration Trust

@InspirationEast

inspirationtrust.org



In fact, many of the suggestions here can, and are, used across the curriculum to ensure language is taught carefully and accurately.

The approach recognises the importance of getting mathematical language to 'stick', to become embedded in long-term memory, and for pupils to be familiar and comfortable with its use. Not to mention expanding their communication skills – a useful tool at any stage in life. **TP**



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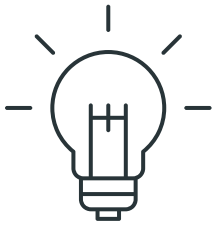
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WHAT'S HAPPENING?

Over the past year, the national Eco-Schools team at Keep Britain Tidy have taken the opportunity to consider how the Eco-Schools programme needs to adapt to support our existing thousands of schools, and welcome thousands more who wish to do their bit to avoid climate catastrophe by taking action! The Eco-Schools Green Flag has become an annual accreditation that is renewed each academic year, with an application window in the summer term. This change, effective from September this year, will allow all participating schools to work concurrently through the international Seven Step framework to achieve the Eco-Schools Green Flag over the school year. The annual pathway means that the national Eco-Schools team can also provide targeted advice, inspiration and ideas to help schools address multiple environmental issues in a manageable way.

WHAT'S THE IMPACT?

Our new online Eco-Schools Green Flag application provides schools with over 100 impactful ideas to reduce their ecological footprint, engage the wider school community and increase educational attainment. Moving to an annual accreditation will also allow the national Eco-Schools team to highlight our schools' collective impact on a global scale at the end of each academic year, creating an annual Eco-Schools England Impact Report that will contain school case studies and eco-statistics, which we hope will inspire others and make all our schools feel part of a much larger community.



WHAT'S NEXT?

Once registered, your school will have access to lots of resources that will help you and your pupils work through the Seven Steps. Our website also provides you with exciting eco-case study examples from our Eco-Schools, some of whom have been flying the Eco-Schools Green Flag for over 20 years! There are several eco-projects to help kickstart your Eco-Schools journey such as Mindfulness Minutes, (Re)Love Our Stuff, Learning About Forests and the global #LitterLess Campaign all of which have differentiated teaching guides to help you integrate these projects into the existing curriculum.

Contact:

01942 612614

eco-schools@
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Fighting a fear OF PHYSICS

From failing her A-level (twice), to becoming confident and excited about teaching primary physics, **Dr Michelle Saunders** shares ideas for fun science engagement

Teaching primary science is no mean feat. We must cover topics ranging from ecology and evolution, to forces and electricity. This, coupled with the fact that most primary teachers are not equipped with degree-level science knowledge, can make it rather daunting.

I am not a physicist. In fact, I have the unenviable claim of having failed physics A-level twice – much to the amusement of my physics-teacher husband. However, I have always been passionate about science and, after 10 years as a university lecturer in marine biology, I retrained and became a primary teacher.

But no matter our background, the advantage we all have is that children are naturally curious. Watching the Early Years pupils at my school, I am often overwhelmed by the level of scientific thinking and investigation going on: exploring what makes things melt, how to construct the best bridge, or why shadows occur. This early science is essential and helps children begin to acquire knowledge as well as specific and nonspecific vocabulary.

It has become increasingly apparent that children have decided by the time they leave primary school whether STEM subjects will be a likely career option for them: it is therefore essential that we get our teaching 'right' to contribute positively to this.

Of the three disciplines, physics is possibly the one that



teachers find most challenging. There is no magic formula for teaching physics, no one way that will guarantee success and a long-term interest in the subject, so what can be done?

While access to high quality CPD for teachers is a key recommendation from the recent Ofsted review of science teaching, in most primary schools, time, funding and access limit these opportunities. So, you need something cheap (preferably free!), bespoke to your needs, and time-efficient.

In school, we use the Wellcome Trust's free online ReachoutCPD to support teachers in preparing for each unit of work. The key to success is to formally build this into CPD time. As an Ogden Trust partnership school, we benefit from bespoke physics CPD to support staff in their subject knowledge and classroom practice. The Ogden Trust website is worth a visit for any primary teacher,

providing an abundance of free online resources invaluable for planning and delivering high-quality lessons.

Check out their Space Camp, too, if you're looking for extra activities. The subtle change from physics being something to be wary of, to being something that we celebrate as a school is a powerful message. This is equally true for staff as well as pupils.

Working with partner secondary schools may also offer help, as a point of support for more specific questions and to develop links across key stages. My Y6 children enjoyed an 'Ask a physicist' challenge during our light topic last year, sending their questions to our partner secondary school for their A-level physicists to answer – a fantastic opportunity for collaboration and consolidating learning for both sets of pupils.

Local STEM ambassadors, university outreach teams and industry all offer a wide range of free resources and support to help schools with engagement in physics, too. But more importantly, they show its context, career opportunities and relevance to children's lives. This is key to promoting passion and interest in science.

Learning is a long-term game, meaning that big, one-off events will not, on their own, lead to big gains. Becoming more expert in something is a massive, intrinsic motivation that needs to be developed. Watching a rocket blast into space may produce a wow factor but knowing how the astronauts have trained, what they might experience and what they investigate adds a deep richness to the experience. It does, however, mean that children need to not only understand the science and its relevance but also take part in activities to help them remember it... long-term.

Developing curiosity, knowledge, excitement and breaking down barriers in learning, physics is quite clever, really. **TP**



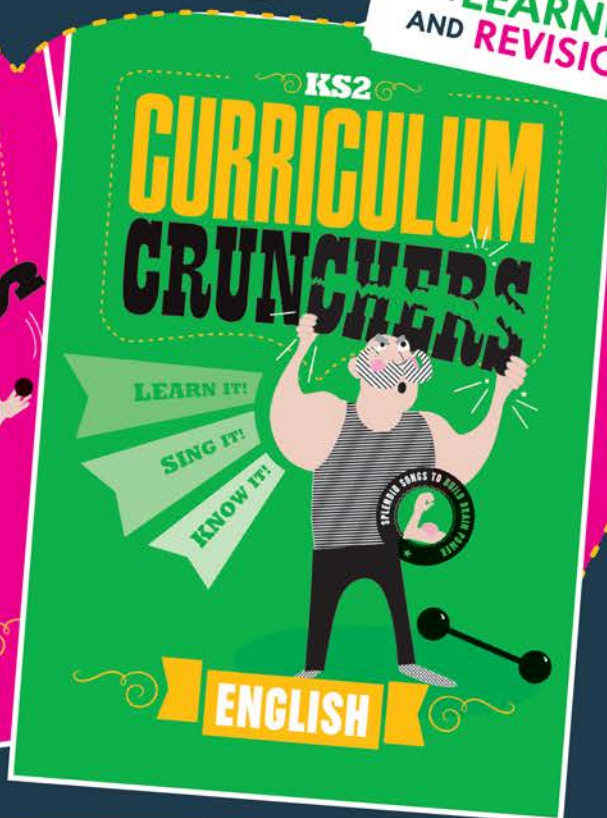
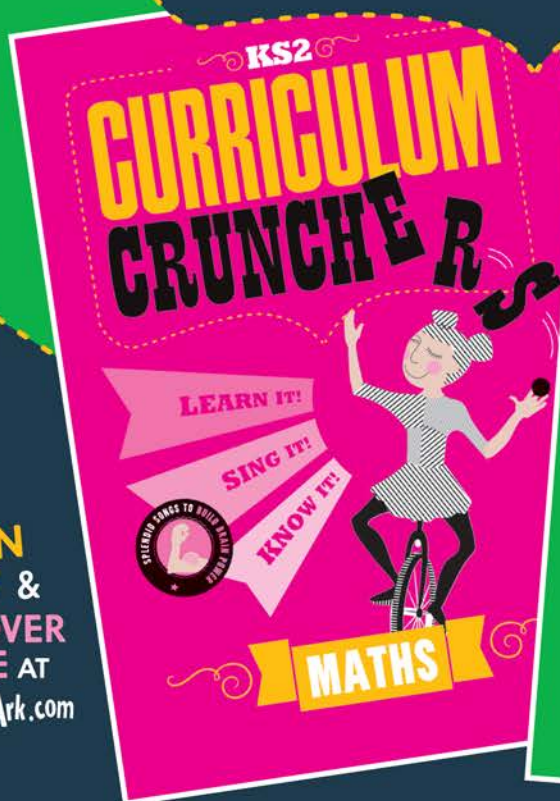
Dr Michelle Saunders is a Y6 teacher and curriculum lead at St Matthew's Catholic Primary School in Prudhoe,

Northumberland. She also leads Ogden Trust and Space Camp partnerships in the region.

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We must protect our NEW TEACHERS

Early career teachers may be the focus of big government plans, but school leaders can act now to protect and nurture the future of the profession, say **Kelly McKay** and **Philippa Cordingley**

The launch of the government's Early Career Framework (ECF) at the beginning of 2019 was very much welcomed by the education sector.

It signalled a ramping up of efforts to tackle what is probably the biggest challenge currently facing our schools – the recruitment and retention of teachers.

While the ECF is one significant step towards a big transformation in the care and respect given to early career teachers, or ECTs, it is also down to school leaders to play an active part and ensure that, of the 25,000 new teachers that enter the profession each year, the vast majority will still be prospering in our schools five years from now.

Mentors

There are some win-win ways for schools to begin preparing for this right now. Giving experienced teachers the opportunity to become early career mentors helps to position this important role as a professional skill in its own right, as well as a privilege and a form of deep professional learning. This also acts as a springboard for reviewing your teaching and learning policies in the light of up-to-date evidence from our universities and from the Early Career Framework.

High-quality development and support for these mentors is also crucial.

We should make it possible for ECTs and their mentors to carry out, learn from and respond to research in a structured, efficient way that flags the most up-to-date, relevant resources. Equipped with this knowledge, they can quickly and accurately identify the implications for their pupils and context. Mentors need to be great brokers too, understanding how and where they and their ECTs can find a range of expertise as their professional horizons expand, and expectations of what they can contribute become increasingly ambitious.

It's also for school leaders to build systems that make the development and support of teachers an intrinsic part of their school improvement function. For example, the Archdiocese of Liverpool Primary School Improvement Trust (ALPSIT) – an organisation that provides school support services to 185 primary schools across eight local authorities in the North West – has created a new talent management matrix. It's a tool to help heads check that new teachers get the development and support they need to fulfil their potential. It's also a



This article first appeared in our sister title *The Headteacher*. Find out more at primaryleaders.com

way for ALPSIT to hold schools to account for the development of their staff.

Valuable assets

There should also be a revolution in the way newly qualified teachers are viewed. They need to be seen as a valuable asset to their schools, who can gain from seeing the profession, policies and practices through a fresh pair of eyes, especially ones informed by the latest research.

Schools can achieve this through seeking out information from newly qualified teachers about what they have learned or are learning from recent research – and then use this knowledge to review subject, year group and school policies. New teachers are rightly proud of their learning to date and are anxious to be seen as professionals rather than students, so it is crucial to ensure that their knowledge provides a foundation for continuing development. Raising the status of early career mentoring is key to this and it is something that school leaders can make a reality right now. **TP**



Philippa Cordingley is chief executive of CUREE (Centre for the Use of Research and Evidence in Education).



Kelly McKay works with Best Practice Network, a national provider of professional development and support for education professionals. More information at bestpracticenetwork.co.uk and curee.co.uk



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LKS2

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ASKING 'BIG QUESTIONS'

DAVID WHITNEY



This series of lessons will introduce children to the subject of philosophy and develop their reasoning and questioning skills. It also develops their understanding of ethics, virtues and provides wider SMSC (Social, Moral, Social and Cultural) experiences. It can work well with any year group from 2 to 6, but especially for Lower Key Stage 2, or as part of an Ancient Greece theme. The lessons work by sharing a specially written story, either by watching the videos on YouTube (link below) or by downloading the story for the teacher to read aloud. It follows Delphi, a girl in ancient Athens, who becomes interested in philosophy after meeting the famous philosopher Socrates. During the story, there are 'big questions' which can be discussed with the children and opportunities for activities to develop specific thinking skills. The stories enable the teacher to model good ways of expressing ideas, and lead discussions at whatever level of difficulty appropriate for the class. View all videos at tinyurl.com/tp-Delphi

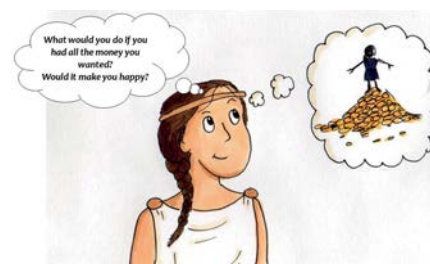
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use words like 'because' or 'if' during the discussions? Are they able to think of their own examples? Are they able to ask imaginative questions?

WEEK 2 THE TRIAL OF SOCRATES

Learning objective:

- Use 'because' to give reasons
- Say when I'm not sure yet

This lesson will introduce short phrases, or sentence stems, for the children to use to express their reasoning. Begin the story and get responses to the first question – how can Delphi and Plato escape? Pupils then meet Phaedo, a friend of Socrates. Ask them what we know about Socrates so far and discuss what questions we still have. Many of these questions should be answered in the next section where Phaedo answers Delphi's questions. The next big question in the story asks whether it is OK to disagree with one another. Before starting the discussion, introduce and model using the first sentence stems – "I agree / disagree with that because..." and "I'm not sure yet because..."

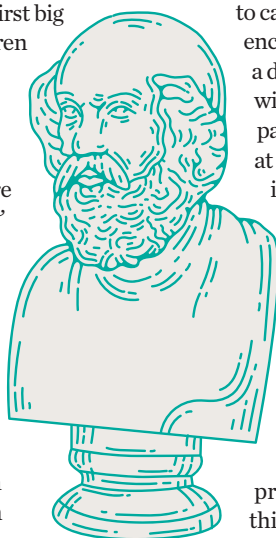
Continue the discussion, this time explicitly encouraging the children to use the sentence stems, then continue the story. When you reach the picture of the trial, recreate the scene, with pupils miming the characters. Ask what reasons there are for why Socrates should be free? Give the children a few minutes to partner talk, note

WEEK 1 PROLOGUE

Learning objective:

- Give my opinion about questions
- Ask 'why' questions

Read or watch the first part of the story and stop when you reach the first big question about whether children can have good ideas. Partner talk and encourage children to respond. Identify the initial complexity of responses, then keep following the story, where Delphi next thinks about 'why' questions. Let the children respond to the whole class to share examples of why questions – or have the children write their questions on to Post-its, scrunch them up and let them bombard you with them! At the next big question in the story, see if children can identify details about Delphi's



friend Plato, which is a good opportunity to clarify any misunderstandings.

Continue the story, and when Socrates is introduced, children should draw and label what they think is a good person – this will be your pre-unit assessment, which you can use to identify progress. Don't model or suggest answers to this activity as it is important to capture pupil's initial ideas, but do encourage details. Then facilitate a discussion about this question, without encouraging in any particular direction or questioning at this stage, so you can observe their initial reasoning skills. Finish the story and encourage children to summarise what has happened so far.



Assessment

Identify what level of reasoning is going into the children's responses so progress can be measured from this start point. Are they able to justify their opinion? Do they

down ideas and then encourage them to stand up and act out being Socrates, giving their reasons to the class. Finally, read the last part of the story, where Delphi meets Socrates and he says the words: "The only thing I know is that I don't know anything at all." Lead a brief discussion on what we think this means. Reinforce the use of 'because' and 'I'm not sure yet' responses.



Assessment

Are children using the sentence stems introduced so far? Check to see if they are able to use 'because' accurately to agree and disagree, or explain why they are not sure.

WEEK 3 BIG QUESTIONS

Learning objective:

- Ask philosophical questions
- Identify what makes an effective question

The first part of the story recaps the previous lesson, before Delphi meets a group of philosophers. Ask the children if they have ever heard of 'philosophy'? Define philosophy together using the definition in the story. In the next part, the philosophers challenge Delphi to ask questions to a cup. Sit the children in a circle, place a cup in the middle and go around the circle asking it questions. Praise imaginative questions!

This activity is all about encouraging imagination and gaining confidence to ask questions which might seem silly. Then read

the next part, where the philosophers teach Delphi about philosophical questions, and give the children some time to make a list of their own 'big questions'. This could be completed in pairs or in small groups.

Once lots of ideas have been generated, encourage them to choose their top three. Lead class discussion – what makes a good question? Read the next part, where the philosophers talk about the best way to live. Partner talk and ask pupils to generate questions they would ask the philosophers about their ideas. Ask the children whether they agree, or what they think is the best way to live. Use this as an opportunity to consolidate the learning so far – encouraging children to use the 'because' sentence stems, disagreeing with each other and asking any questions.



Assessment

Identify children who consciously ask questions which are controversial or unanswerable, and check whether they can ask questions to explore an idea, or find out more.

WEEK 4 THE RING

Learning objective:

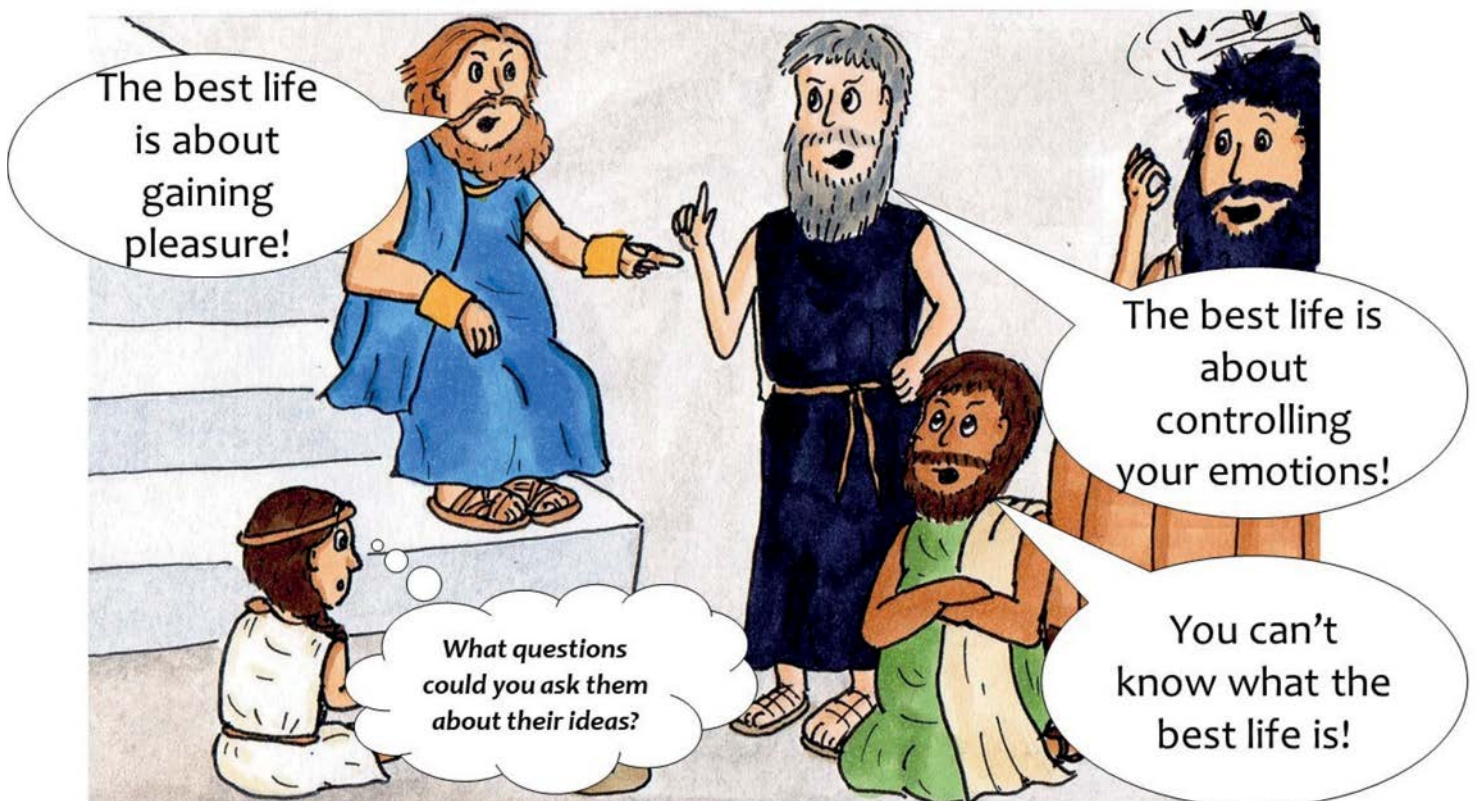
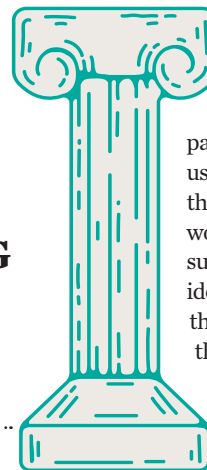
- Give examples to justify my ideas
- Use 'if' and 'then' to think of the consequences of an idea

Read the first line of the story and

discuss the note as a warm-up. Delphi then discovers a ring that makes her invisible. Ask the children what they would do with it. Be careful not to judge or disapprove of their responses! Pupils write down their ideas, share them by swapping the responses and then leave them on tables so they can revisit their idea later in the lesson. Delphi then causes trouble while invisible – ask if she definitely isn't going to get caught, does it matter if she does something bad? Introduce the 'If [X] then [Y]' sentence stem. Model using it, explaining that 'if' means 'let's imagine!' and that in this imaginary world she is definitely not going to get caught. Lead class in discussion, in particular hearing from children who think

that she should still do the right thing. Read the next part, where Delphi sees the consequences of her actions.

Establish this is the 'then' part of our sentence stem and model using it. Children then work with their partner to consider what 'then' would follow on from their initial suggestion at the start of the lesson, identifying the consequences of their action. Delphi then resolves to do the right thing by becoming a superhero. Lead a whole class mime in being their own superhero, encouraging children to explain using 'if' and 'then'



to consider the consequences of their idea. The story concludes with Delphi seeing how complicated this can be, and she decides to give up on the ring. Ask the children whether they think they could explain to Delphi what is the right thing to do.



Assessment

Identify whether children can successfully link 'if' to 'then' accurately, and understand some of the complexity of doing the 'right' thing.

WEEK 5 THE GOLDEN MEAN

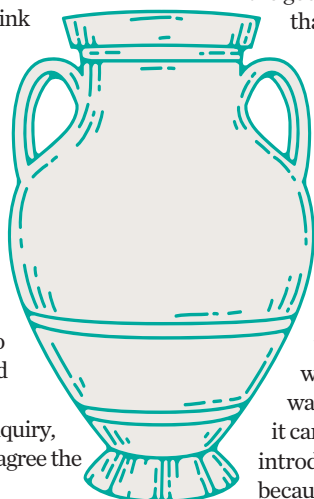
Learning objective:

- Ask 'what if' to explore a possibility
- Use 'then' to think of the consequences

The start of this story considers whether Delphi is a good person, which makes for a good warmup discussion. Then, Delphi and Plato discover some potions containing different virtues. Optionally, have a set of mysterious drinks, labelled with the different virtues. These can be used as part of the storytelling – you could even drink them yourself! Give the children an image of an empty bottle and ask them to work in pairs to draw in what virtues they think should go in it to create a 'good person' potion. Question as to how these virtues might influence a person's behaviour. Read the next part, where Delphi and Plato drink the potions. Introduce the 'What if...' sentence stem, by asking 'What if Delphi drank the kindness potion, then what do you think is going to happen?' Get responses and repeat for Plato and confidence.

Read the next part, and discuss what might happen to us if someone was too kind or confident – would we behave in the right way if we had those virtues to the extreme? Encourage the children to use 'If [X] then [Y]' to express their ideas and 'What if...?' to suggest other possibilities. Delphi and Plato then drink more potions. Discuss suggestions for how they could get back to normal and then for each one, lead the whole class in a miming drama, where children act out the consequence of each 'what if' idea.

Finally, Delphi suggests her solution – to mix all the potions to find the middle between the virtue extremes. Lead enquiry, focusing on whether we agree the consequence of



this idea would make a good person. The story concludes by asking whether knowing about your virtues makes you a better person.



Assessment

Through the enquiries and activities, assess whether the children can identify logical consequences by using 'If [X] then [Y]' or 'What if...?'.

WEEK 6 THE WISH

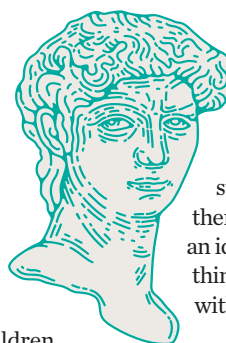
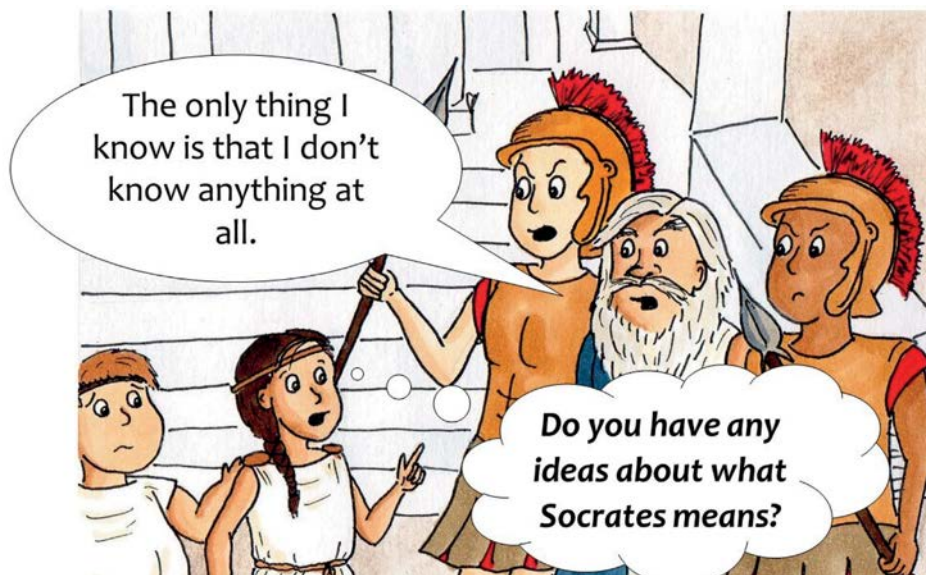
Learning objective:

- Summarise an idea
- Change my mind to improve an idea

Read the introduction to the story, and begin with the questions, 'What would you do if you had all the money you wanted?' and 'Would it make you happy?'

Reinforce sentence stems from previous lessons in the discussion. When Delphi meets the god Dionysus and makes her wish – that everything she touches turns to gold – get reactions and ask children to write a sentence summarising her wish. Then ask them to draw or write a prediction of what they think will happen next. When we see what happens next to Delphi, you can evaluate with the children if we successfully predicted the consequences of the wish.

Delphi then gets the chance to change her wish – is there a way of getting as much gold as she wants with her golden touch – but so it can't possibly go wrong? At this point, introduce the 'I've changed my mind because...' sentence stem.



Delphi goes through several suggestions for her wish – encourage the children to give their objections by thinking through the consequences of it, and suggesting a better wish. Children can then work in pairs: one partner writes an idea for the wish, the other tries to think of if anything that could go wrong with it, and then suggests a better wish.

Feed back, and then read the last part, where Delphi gives up on the wish, realising that money isn't as important as some other things. Ask if there are things money can't buy – like being a good person. Lead enquiry and encourage children to say if they have changed their mind about their ideas since the start of the lesson.

Reinforce use of all the sentence stems.



Assessment

Ensure children can capture the logic of the wishes accurately. Also identify which children are able to work collaboratively or if any children find it difficult to change their mind.

This scheme of work continues at delphi-philosophy.com



David Whitney is a primary school teacher, SMSC leader and the creator and writer of Delphi Philosophy

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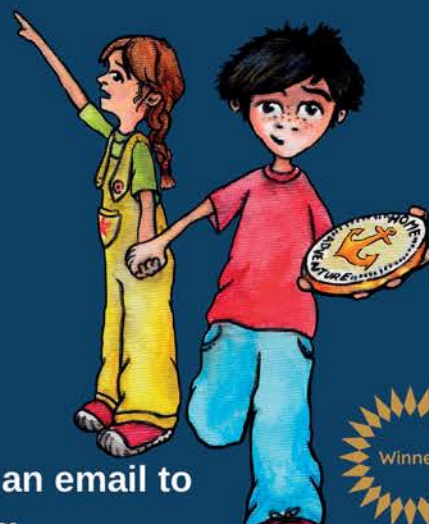
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STRENGTH in numbers

Liz Hawker argues that the 'less is more' approach to number in the new EYFS Framework will pay off for SEND pupils

"Less or more?"

Hands shoot up, some keener than others to judge if the quantity in the image is bigger or smaller than its colourful counterpart.

"That's right, Jack, it might be bigger but it's actually less."

If the same ubiquitous maths question had been asked of the Department for Education and this term's new EYFS Framework, Development Matters, their answer would have taken most practitioners by surprise: there should be less continuous evidence gathering and, when it comes to numberwork in maths, less content.

Gone is the expectation that five-year-olds would be confident from numbers one to 20; in its place, a recommendation to help children 'develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers'.

So, what's the trade-off? Depth in place of quantity – a step forward for pupils with dyscalculia and many other SEND learners.

Finally, there is an opportunity for overlearning. The touchstone of 10 is aspirational, not a milestone to be forced: understanding of numbers and their composition is critical, with bonds to five to be cemented before moving onto anything larger.

Debbie Morgan, director for primary at the National Centre for Excellence in the Teaching of Mathematics (NCETM), welcomes the move: "The whole thrust of mastery is about securing understand of concepts and structures before moving on to bigger numbers," she says. "That's why, in all our Early Years and Key Stage 1 programmes, there is a

significant focus on developing deep knowledge of numbers to 10."

Number difficulty

Counting and number concepts might seem the stuff of nursery rhymes – but for the 5% of learners with dyscalculia and 10% with specific learning difficulties, it is anything but easy. At the most extreme end of maths difficulty, learners of all ages struggle with numerosity – the concept of how many – and *subitisation*, the ability to recognise the number of objects in a group without counting them.

So, how can we interpret the new guidance and maximise the benefits of maths for our SEND learners?

Make counting physical

A common problem with early maths is a disconnect between reciting or singing numbers and counting accuracy: children recite numbers but don't actually connect them to the objects in front of them, either counting one object as several or 'jumping' over several objects but only counting on by one.

This is frustrating for pupils who end up with one less than the correct outcome.

Get pupils to touch as they count and encourage them only to say the next number when they are holding the next object; this cements the fundamental connection between the number name and the principle of numerosity.

Multi-sensory tasks

Dr Steve Chinn, a leading authority in the field of dyscalculia, cites



'retaining facts and procedures in long-term memory' as one of the biggest problems for dyscalculics and other SEND learners. To counter this, make tasks as multi-sensory as possible:

- Get pupils tracing number shapes in the air or on tables while saying their names out loud. They also love tracing mystery numbers on each other's backs and guessing which number it is.
- Cut sandpaper into numeral shapes to help learners with visuo-spatial difficulties trace and memorise the orientation of digits effectively.
- Play Kim's Game covering objects with a tea towel after a brief first sighting, but then allow pupils to feel through the material then guess the number beneath.

Vary your language

Dyslexic learners struggle with the wide range of language in maths, even if it seems straightforward. Short, non-technical words become critical in worded problems but are deemed unimportant or missed due to eye-tracking difficulties. Words like 'more', 'lots of', 'pair', 'few', 'none', 'some' and words signalling quantity changes like 'got off', 'increased', 'joined' and 'fewer' can be tricky. So, vary the language you use, write it down on the board and write the calculation

symbol alongside it so children directly associate the word with its maths implication.

Change the starting number

Another hallmark of specific learning difficulties is trouble with sequencing.

Once counting is secure, get pupils used to starting from different numbers.

This promotes efficiency in counting on methods for subtraction and addition.

Get pupils to walk and jump forwards and backwards from different starting numbers on a real-life numberline or 100-square on the carpet or playground. This brings meaning to more abstract representations of calculation before written methods are introduced.

Welcome mistakes

Many struggling pupils enter a vicious cycle of avoidance rather than risk mistakes, reducing their confidence even further. Dr Chinn believes anxiety is a critical factor in maths learning: "The learning, thinking side of maths is the cognitive domain. The emotional side, which includes anxiety and self-esteem, is the affective domain. When teaching maths, we need to address the influences of both domains. Whilst saying 'seven plus

eight is 14' is close to the right answer, the answer is wrong. Children rarely get credit for being almost right."

So, always praise effort above accuracy. Ask, "How did you know?" and "Was there another way?" to dispel the idea of only one correct method. Model rough estimates before starting calculation so pupils have a helpful direction to follow.

Thinking out loud is also a powerful tool for teachers. Deliberately include pauses for processing, model uncertainty, and voice steps in your thinking to open up the process for struggling learners. Pupils get the message that maths doesn't come easily and feel better guided.

Let's welcome this chance to build safety in numbers. And as you embed the new framework in your setting this autumn, save yourself a feelgood moment: the changes you are having to make will set your pupils on track for a more positive relationship with maths and could be transformative for SEND learners. **TP**



Liz Hawker is a SEND specialist, accredited assessor and parent in Kent.

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Review or REFORM?

How will the latest ITT Market Review realistically impact primary schools, asks **Dr Branwen Bingle**

The publication of the Initial Teacher Training (ITT) Market Review Report in July 2021 has caused much discussion as to the real-world role of initial teacher training.

Indeed, the 2021 report starts to use the word 'review' interchangeably with the word 'reform'. By page four, the panel 'concluded that significant reform in the ITT market is essential'. Much of the rest of the report, and the almost shockingly short accompanying consultation, focused on the idea that reform is needed in ITT.

To facilitate this reform, the report provides 14 recommendations, with five broad themes including course design, mentoring, assessment, accreditation and quality assurance. But what might this mean for ITT partnerships in the primary sector?

Course design

Course design refers in particular to curriculum, structure and professional placements. The review recommends that every ITT course should include an intensive placement experience for groups of trainees within an extended programme that mirrors as closely as possible the entire school year. For schools, this means:

- Having students earlier in the year, and for longer periods.
- Developing greater awareness of the curriculum content of local providers to support stage-appropriate evaluation and reflection on classroom practice.
- Finding classroom and mentor capacity to provide classroom experiences sharply

focused on the development of particular aspects of the role through specific and targeted feedback.

While there is no question these are positive measures for trainees, there may be concerns for smaller primary settings around capacity to support.

Mentoring

The review also calls for a much more structured approach to identifying and training mentors linked to NPQs, including:

- Identifying and releasing staff members for the purpose of providing mentor support which may have financial and staff-student ratio implications.
- Ensuring that staff members at all levels engage with national and local mentor training and adhere to agreed principles.

Where principles have not been agreed between provider and partner, schools may need to have an additional conversation to ensure consistency and sufficiency of support. While national standards for mentoring have been developed, there may be variation between providers' approach and that will affect schools working with more than one.

Assessment

The recent changes to the ITT Core Content Framework and the Ofsted Inspection Framework for ITT have consolidated a move away from using the Teachers' Standards as part

of the formative assessment of practice, with more emphasis on assessment against the providers' ITT curriculum. This means:

- Using the greater awareness of local providers' curriculums to make judgements on trainees' progress appropriate to the stage of their course.

Schools may find the changes to processes in this area challenging, as so many current teachers trained using the standards as part of an assessment framework. Liaising closely with local providers and fully engaging with mentor training will alleviate initial confusion or difficulties.

Accreditation and quality assurance

It is proposed that existing providers seek reaccreditation against as yet unknown criteria, although rigorous quality assurance is recommended as a condition. This means:

- Longstanding partnerships may dissolve if provider institutions decide not to reaccredit their ITT provision.
- Systems and processes for quality assurance in schools may change as part of the drive to increase rigour.

In addition, the review indicates a desire to make involvement in ITT part of the education inspection framework and expansion plans for MATs. It also heavily encourages the development of networks centred on teaching school hubs and the as yet undeveloped Institute of Teaching.

When all is said and done, the ITT Market Review does not actually contain many surprises. Primary schools in the UK are used to change, now more than ever. As a result, I am ultimately positive about the future. Review or reform: whatever change the ITT Market Review brings, we will adapt in partnership with our schools, providers and settings working together. That is our strength as a sector. **TP**



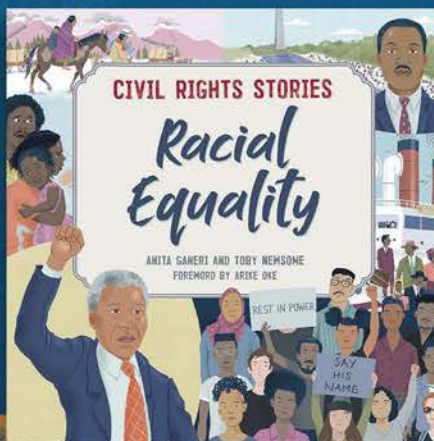
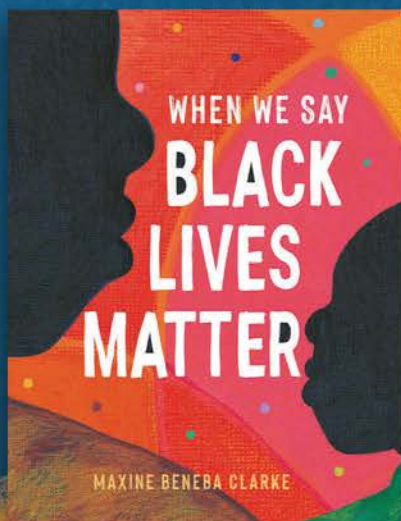
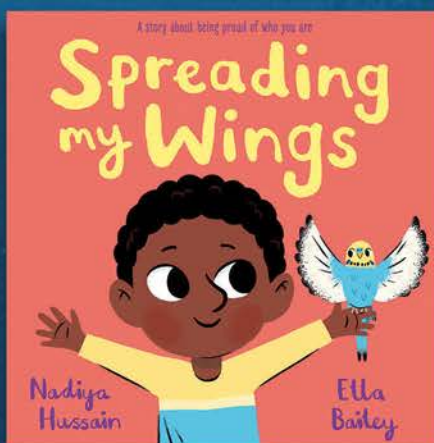
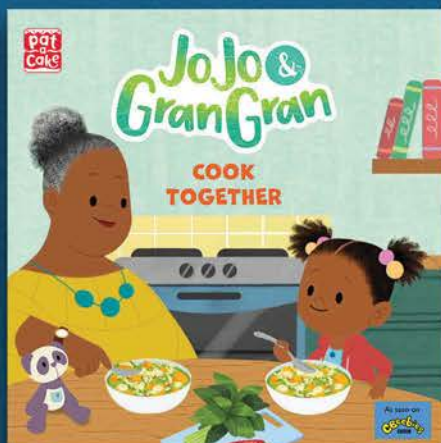
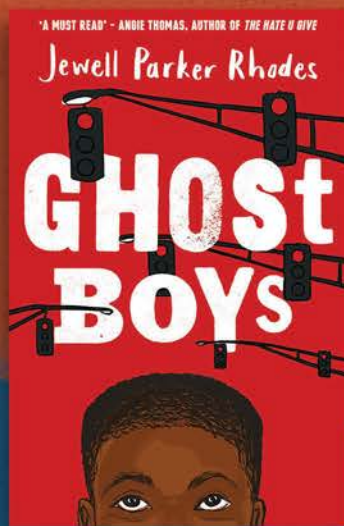
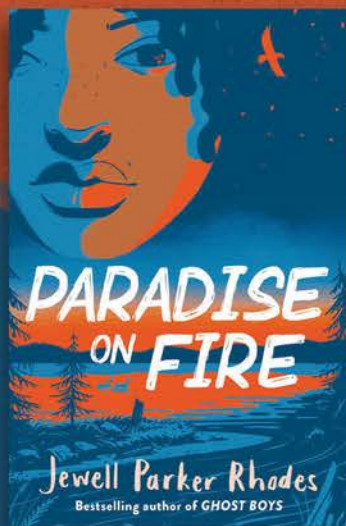
Dr Branwen Bingle is the head of primary ITE at Newman University, Birmingham.

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- Art Bytes is a unique national inter-school art competition and virtual exhibition.
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- 100% of teachers said working with us had improved student confidence.



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Teach Reading & Writing

BRILLIANT IDEAS FOR LITERACY ACROSS THE CURRICULUM

INSIDE THIS SECTION



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→→→ RECOMMENDED RESOURCES

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Meet the AUTHOR



Jodie Lancet-Grant on the power of relatable stories, and how teachers can help children understand same-sex families

When my twin daughters started to realise that our family – having two mums – was a little different from other people's, the first thing I did was look for books that would reflect our set up back at them. To my surprise, I found a dearth of choice. And when I spent the next few evenings moaning about this to my wife, she – in the friendliest possible way – told me to shut up and do something about it. Fast forward a couple of years, and my debut picture book, *The Pirate Mums*, is on shelves, online and – I hope – in classrooms and school libraries too.

Representation matters

Illustrated by Carnegie medal-longlisted Lydia Corry, *The Pirate Mums* is about a little boy called Billy who just wishes that his family could be a little more like everyone else's. The adult reader might assume, especially from the beautiful family portraits Lydia has created on the opening pages, that this is because Billy has two mums. But as the story unfolds, we see that, in fact it's because his mums are pirates: they wear outlandish pirate clothes, insist on singing sea shanties when his friends come round for playdates, and their taste in house design is distinctly . . . fishy. It takes them saving the day when a school

trip to the seaside – complete with an ill-fated boat ride – runs into trouble, for Billy's embarrassment to turn into pride.

As soon as I heard that my story was going to be published, I knew that I'd want teachers in particular to take it to their hearts. And there are a number of reasons for that.

The first, unsurprisingly perhaps, is so that children like mine, with two mums or two dads, see themselves and their lives somewhere other than in their home setting. Of course, for children with same-sex parents, having two mums or dads is the norm, but there is something about encountering families that look like one's own in the public setting of a classroom that adds validation. Seeing families like theirs in the stories their teachers read, as well as those they're read at home, will make kids of LGBTQ+ families feel far more included in the classroom community.

Relatable stories

One of the most important tasks that primary school teachers have is to impart the practicalities of reading and writing – phonics and digraphs and spelling and grammar. But it's at least as important that they also instil a *love* of reading in their pupils.

I am a huge reader myself, the kind of reader for whom the rest of the world recedes utterly when I'm lost in the pages of a book, and I want that passion for words and stories



“It’s really not that long ago that teachers were unable to mention anything LGBTQ+”

for my own children. But if children don’t see themselves in the stories they read, instilling that love becomes a far harder job. I wanted to write a book which helps shore up my girls’ identity, reflects their wonderful, loving family, and demonstrates that stories can star people just like them. And I’d love teachers to help convey that message to all their pupils.

Often, families with same-sex parents aren’t something that young children have seen before, either in real life, on TV or in books. *The Pirate Mums* is a way of changing that – it’s a tool for grownups, particularly teachers, to introduce the idea of different family set ups in a low-key way that doesn’t immediately mark those families out as ‘other’. There are a number of wonderful books, which specifically talk about the different shapes families can take (Todd Parr’s *The Family Book* and Mary Hoffman’s *The Great Big Book of Families* are two recent examples). But, sometimes – often – a lesson is more powerful when it’s wrapped in a story. For kids, the best parts of *The Pirate Mums* are the adventure of the storm hitting the ship, the fun inventiveness of how Billy’s mums save the day, and the universal experience of being a little embarrassed by your parents. The fact that this is a book about two mums

may not be secondary to us as adults – to you, as teachers – but it is secondary to the children we’re reading it with.

Indeed, the universality of feeling, at times, like we don’t fit in, is another reason that I’m hopeful teachers will embrace *The Pirate Mums*. I wrote the book to resonate with children who worry about their family being different from the norm in any way at all – perhaps they speak another language at home, or eat food that isn’t the same as the meals served at friends’ tables. There are a million ways we can feel apart from our peers as we grow and work out who we are, and I know that teachers are perfectly placed to bring out that aspect of the story in the classroom.

Fighting homophobia

But the final, and, perhaps most personal reason I so fervently want teachers to read and use *The Pirate Mums* at story time, in projects and as a core part of their teaching, is because, when I was at school they wouldn’t have been able to. My entire time as a pupil – from 1984 to 1998 – was lived under the shadow of Section 28. Back then, having a book like *The Pirate Mums* in the classroom was illegal. It really is not that long ago that teachers were utterly unable to mention anything LGBTQ+.

There was no representation whatsoever of same sex relationships; I had no idea that a family like mine could exist and flourish. These stories are not only important so that children with same-sex parents feel included and accepted, but also because they show children who might grow up queer, that, if they want to, they can have a family, too. Clearly, as a society we have come a long way since Section 28 was repealed, but moving from not being allowed to even acknowledge queer life to celebrating it takes time. There isn’t yet a huge array of great resources that children will enjoy to help teachers counteract centuries of homophobia – I’m hoping that *The Pirate Mums* can be one of them.

There are many, many lessons taught at primary school. Surely one of the most important is to respect and accept those who are different, however that difference may manifest. If *The Pirate Mums* can help that particular lesson stick, then I’ll be even more pleased I listened to my wife when she told me to stop griping, and start writing. **TP**



Jodie Lancet-Grant is the author of *The Pirate Mums*, published by Oxford University Press (£6.99), and an award-winning communications director at publisher Pan Macmillan. She lives in East London with her wife and their twin daughters.

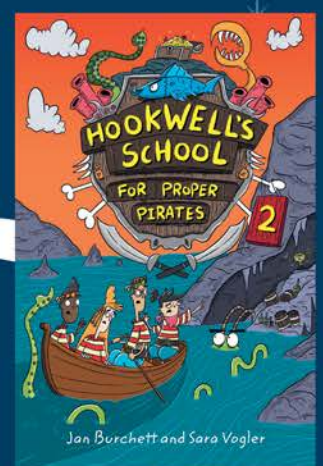
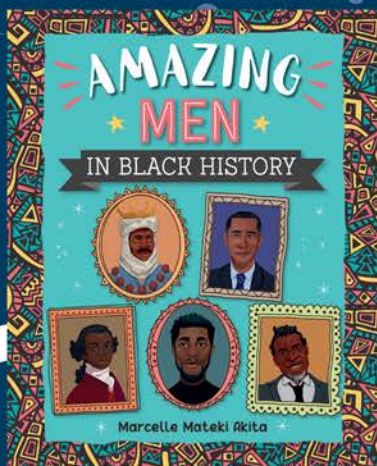


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Reciprocal reading FOR MIXED ABILITY

Classes with a range of abilities can be tricky to engage, but with reciprocal reading, you can make sure everyone gets what they need

MIA BROUGH

Are you struggling to juggle what seems like an endless number of reading abilities that require different level texts? This was me before I was introduced to reciprocal reading.

Also referred to as reciprocal teaching, reciprocal reading is a technique which does not use differentiation through text difficulty during reading lessons (Cooper and Grieve, 2009). At its heart, it is a reading technique that centres on the use of four key strategies of predict, clarify, question and summarise to develop comprehension. The technique uses the same text for all learners, and differentiation occurs through question styles relating to Bloom's Taxonomy. How happy would our university lecturers be knowing that good old Bloom's is being used?

Below are five top tips to begin your reciprocal reading journey:

1 Don't just choose an age-appropriate text you think the children will enjoy; choose a text that interests you or that you genuinely enjoy. This may seem pretty obvious, but I sometimes feel it's definitely overlooked. If you're not excited to teach with it, how can you expect the children to be excited to engage with it?

2 Make reading part of your everyday classroom routine. The more children read and are exposed to a range of different texts, as well as vocabulary, the more they will learn.

3 During reading sessions, use discussions by providing language stems to prompt readers to develop their own knowledge. See the table for an example.

4 Try to incorporate any of the four key strategies into your everyday teaching, regardless of the lesson or subject. Reading skills can be developed in any area

Skill	Language stems
Prediction Use clues to make logical predictions	I think that... I think we will find out more about... I think (character's name) is feeling... because...
Clarify Identify parts that are confusing and formulate understanding	What does the word... mean? Can you explain what...? Why does (character's name)...?
Question Ask questions based on the text	Why does it say...? How/why did...? How is... an example of...? How do (character's name) and (character's name) compare?
Summarise Reiterate the main ideas in their own words	The text is about... The main ideas are... The author's key points are... The important concepts are...

“Try to explicitly model useful reading behaviours whenever possible”

of the curriculum, and the prediction strategy can work particularly well in science, as you could ask learners to use what they already know to make a prediction.

5 I have also found history is a great subject to learners' questioning skills. You can begin lessons by giving a stimulus (in the form of a primary or secondary source) and asking the class, “What questions could we ask to help us learn more about this time period?” This would also be a perfect opportunity to highlight what clues you're using to formulate the questions, using inference skills.

Finally, make reading fun! I've found pupils have really enjoyed 'Prediction Puzzle'. This is where the class have to see if they can identify what we will be reading. I give the children three clues and they are allowed three questions to guess the topic of our next text. It has been a great tool in not only creating a real 'buzz' about reading, but also

improving questioning and inference skills. It can also be used in any subject.

As an English lecturer once told me, the more links you can make to reading, the easier the teaching of reading will be.

Remember, throughout lessons try to explicitly model useful reading behaviours whenever possible. Point out the clues you are using to create your predictions, show how you use a sentence to identify a word's meaning, model how to find relevant information to answer a question, and demonstrate how to decide what the most important information is. YOU are the most important and crucial teaching aid in that classroom, and you do know what you are doing (even though it sometimes doesn't feel like it). **TP**



Mia Brough is a Year 5 teacher in a junior school in the West Midlands.

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SPaG CONSISTENCY

How making spelling, punctuation and grammar approaches consistent across your school benefits both pupils and teachers

SARA WERNHAM

Personally, I find the term 'SPaG' rather inelegant and unpleasant-sounding! However, what it stands for – spelling, punctuation and grammar – are the basic foundations for writing, and so without them it is difficult to take part in and access other subjects – at least not independently.

I find, however, that the teaching of spelling, punctuation and grammar is generally not given as much thought and attention as it should, and that it therefore often lacks consistency, both in class and across year groups. SPaG should be taught progressively across the whole school, building up the children's knowledge, consolidating what they know and applying it to the rest of their work.

Developing confidence

I was not taught much grammar myself growing up, so teaching it proved a steep, and – I have to say – unexpectedly interesting, learning curve. Punctuation and grammar are often taught where they 'fit in' with other themes within literacy; "We're writing descriptions this week, so we'll mention adjectives." We should however, see them as a subject in their own right, thus making teaching more likely to be consistent.

The progression in punctuation and grammar is not so obviously linear, and concepts do need to be re-visited and built upon. You should introduce ideas in a logical manner and extend, revise and consolidate knowledge already taught. Some of this is stipulated in the National Curriculum, but there are big gaps to fill if you decide on a do-it-yourself or *ad hoc* approach.

The easiest way to ensure SPaG teaching is consistent is to use a published programme that works systematically. Other people have done the hard work of looking at the curriculum, organising what the children need to know, and producing resources for you. The other important factor, of course, is that you, and all the other teachers, use the same programme.

Much has been made in recent years by the DfE of the advantages of 'fidelity' to a scheme, and this does promote consistency as you don't use a bit from here, a bit from there, leave some things out entirely and possibly use conflicting approaches.

Phonics for everyone

I find that often after the primary years any consistent approach to spelling tails off. Teaching becomes more incidental – for example pupils are studying Romans so spellings are a list of ten words they might need. Also, as children get older, words tend to be 'spelled out' with letter names and not sounded out. Strategies should be consistent across the school, and phonics strategies should always be the first to be tried and encouraged – whatever the year group. Don't teach phonically in spelling lessons then spell out words at other times!

Be it Y1 or Y6, we should all teach spelling points and go over spelling words regularly in class. A quick revision every day, sounding them out, and pointing out tricky bits makes a huge difference. All the children then get a chance to do well, not just those who are naturally good at spelling or who have help at home. Your school's approach to how to teach spellings should be agreed and reflected in all year groups, to avoid confusing the children as they move through year-groups.

You will find there are numerous

spelling programmes but not so many for punctuation and grammar, and even fewer that cover all three! While you might think they are completely separate subjects there is, in fact, quite a lot of overlap. For example, the past tense in regular verbs is indicated by the suffix <ed> and for adding suffixes to words there are a number of spelling rules you need to know, eg when to double or not <like/liked> <hug/hugged>. Therefore, it does actually make sense for you to use an integrated programme and to point out these overlaps.

It is also important for us to remember that it is both the programme and the approach that needs to be consistent. To achieve consistency, it is vital that you, and indeed all of the teaching staff, should have training in, and an understanding of, the programme(s) being used. You should be aware of what is taught in different year groups, where the children start from, what they did last year and what will be expected in the future. This seems very obvious, but it is amazing how many teachers seem to have little idea what goes on in other year groups.

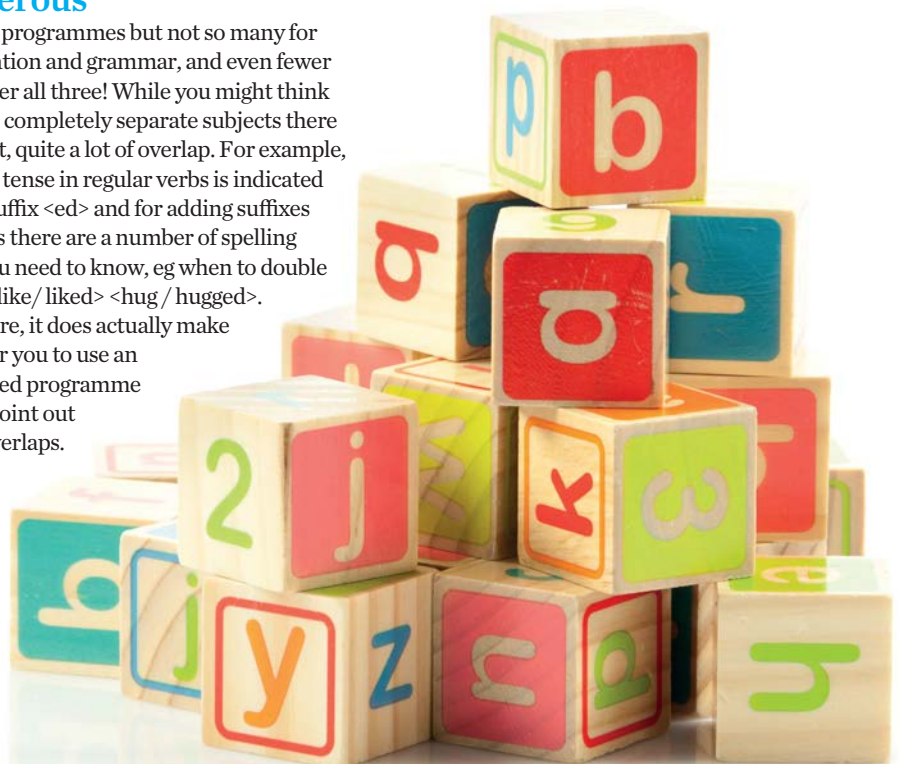
So, in short, I would say the essence for consistency is a good scheme, training, discussion and an agreed whole-school approach. **TP**



Sara Wernham is the co-author of the popular Jolly Phonics programme, with over 20 years classroom teaching experience.

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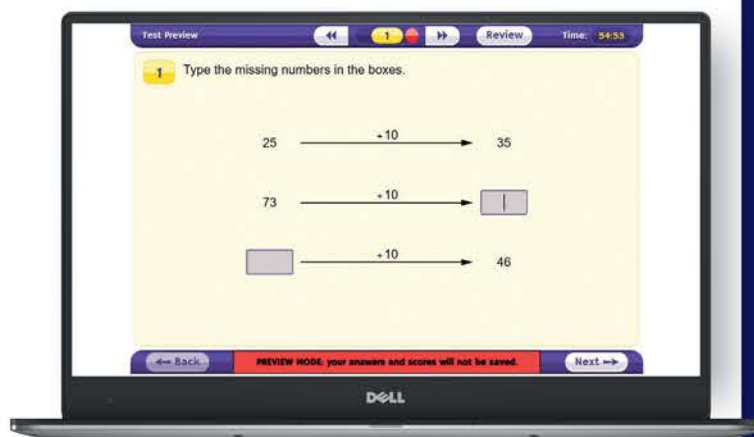
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	Star 5, PIRA 5, Fiction 2	William Brown	3/5
	Star 5, PIRA 5, Fiction 2	Nancy Chen	3/5
	Star 5, PIRA 5, Fiction 2	Hannah Cooper	3/5
	Star 5, PIRA 5, Fiction 2	Constance Hughes	3/5
	Star 5, PIRA 5, Fiction 2	Carl Jordan	2/5
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	Star 5, PIRA 5, Fiction 2	William Brown	3/5
	Star 5, PIRA 5, Fiction 2	Nancy Chen	3/5
	Star 5, PIRA 5, Fiction 2	Hannah Cooper	3/5
	Star 5, PIRA 5, Fiction 2	Constance Hughes	3/5
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Five effective strategies TO CLOSE THE WORD GAP

A rich vocabulary is a key marker of successful academic outcomes, says **Sue Drury** – so how can teachers help every child develop one?

In the 1990s, an academic study sent shockwaves through the education establishment. After recording hours of families from different socioeconomic backgrounds, Hart and Risley calculated that pre-school children from more deprived households heard more than 30 million fewer words than those in more comfortably-off families. 30 million! That's terrifying.

To be fair, there has been some serious questioning of that figure (some researchers have suggested that it might be closer to four million). Nevertheless, there is a strong element of this research that simply rings true to a teacher. Those of us who have taught in Early Years or Key Stage 1 in particular, especially in schools in less affluent areas, will have had first-hand experience of children with shockingly limited personal lexicons.

Perhaps it would help for there to be some national campaign to urge parents to converse more with their offspring. Assuming that won't happen, it then becomes incumbent upon us as teachers to do what we can to close whatever gap there may be. But how? Here are some suggestions.

Promote reading for pleasure

Of course, we still need to teach the skills required to wring every possible mark out of assessments, but how much do you actually promote reading for pleasure? Has your school curated a good selection of fiction and non-fiction books that are likely to be sure-fire winners? Does your library contain works that cover a range of experiences, written by authors from diverse backgrounds? Relatability matters.

Read to them

Make time in your school day (no matter how hard that may seem) to read to the class. With correct pronunciation, prosody and expression, story time can really help children to broaden their vocabulary and become accustomed to effective grammatical structures.

Direct instruction

As you come across words, double check that the children understand them – and don't just leave it there. Discuss their meaning. Discuss alternative meanings. Discuss their class (noun, verb etc.). Ask pupils to use them correctly in a different sentence. Display them and come back to them at a later time.

Investigating words

Etymology isn't a dirty word. Finding out where a word comes from can be riveting (discuss where the word 'riveting' comes from). Did you know that the word 'disaster' has its origins in the stars (think 'astronaut')? Also, take the time to check that pupils really understand prefixes and suffixes; it might be worth creating families of

related words – that might help, be helpful and demonstrate helpfulness.

Vocabulary games

If you think about it, when we are asked what a word means, we usually reach for a synonym. Use this as a basis of a game to help embed understanding, perhaps by getting the class to spot matching pairs of synonyms within a collection of words. A similar thing could be done with antonyms, especially if they are not ones with an obvious clue, such as the prefix un-.

Beware that not all synonyms are created equal, however. Thesauruses are all very well, but they do tend to list synonyms alphabetically. Help children to understand the differences between words with similar meanings by getting them to order groups of them by degrees of intensity. For example, you could challenge them to order the words clever, brilliant, bright, smart and intelligent. Remember, the discussions will be just as important as the end result.

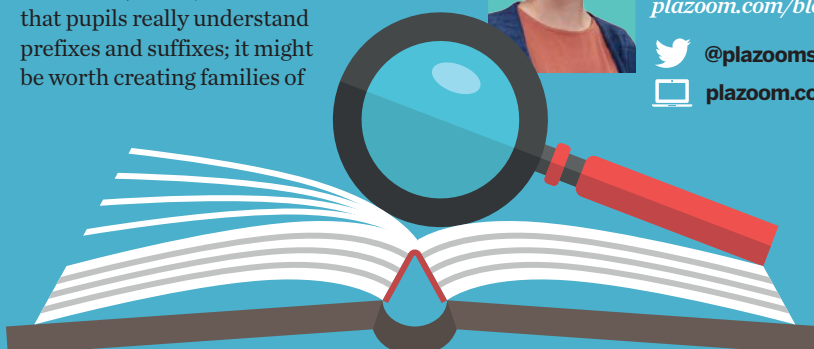
No doubt, you could think of many other strategies yourself but hopefully this will spark your imagination. With any luck, you will soon see your pupils blossom from being good kids with good words to exceptionally astute and knowledgeable youngsters with broad and rich vocabularies who are less disadvantaged by their lexical dexterity than you might have predicted from their circumstances. **TP**

Sue Drury is literacy lead at Plazoom, the expert literacy resources website. Find more advice at plazoom.com/blog

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If you're looking for more support to improve vocabulary teaching in your school take a look at *Building Brilliant Vocabularies*, a new video training course from Plazoom and the National Literacy Trust that will help you embed effective strategies throughout your school. Find out more at bit.ly/PlazoomVocab



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Ancient Games

Whizz back in time and learn about the tradition of games, from Ancient Greece to the modern Olympics through this beautifully illustrated non-fiction title

JONATHAN BAUGH

The crowd take their seats; a hum of anticipation fills the air. You perform some last-minute stretches and say a few words to your deity of choice. This is the moment you've been waiting for. This is *Ancient Games*.

Ancient Games is the third in a sensational non-fiction series focusing on different aspects of ancient history (the first two being *Ancient Wonders* and *Ancient Warriors*). Each chapter centres on a particular civilisation or time period, from Ancient Egypt through to the Vikings and Medieval

Era, before leaping forward to the birth of the Modern Olympics.

It follows its predecessors in being both beautiful and accessible, with the illustrations providing pages that are as pleasing to the eye as to the brain. The labelled diagrams are a particular delight.

Sharing and talking about the book

As with the previous titles, one of the book's highlights is the inclusion of a supplementary in-depth focus on one aspect of the civilisation in question.

This consists of either a 'powerful person' or 'powerful place' linked to the sports or games of that society, some of which are far more delightfully obscure than others. What each chapter lacks in breadth, owing to the whistle-stop tour it provides, it more than makes up for in the detail of both the words and the illustrations.

The best use of this book, like any, I would argue, is purely to enjoy it, but I do believe that there are several ways in which this stunning work could be utilised across your curriculum.

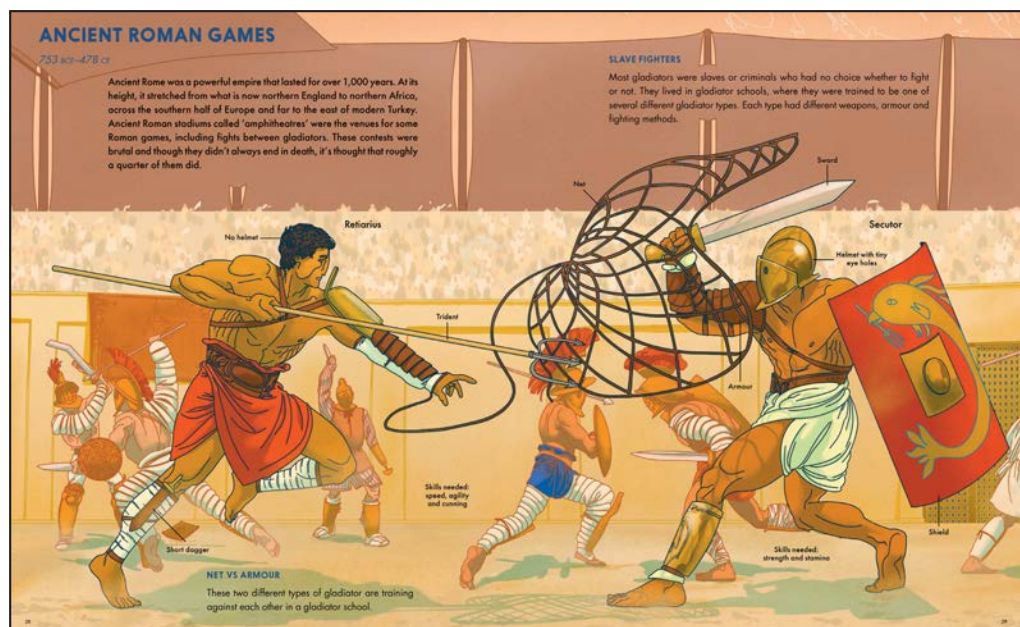
Activities

Amazing anthems

Why not give your music lessons a twist by composing soundtracks to go with the sports represented in this book?

First, play your class a famous musical theme, such as the Match of the Day music or the BBC Test Match Cricket theme. What do your pupils notice about the tempo, for example? Can they recognise any instruments? What emotions does the music evoke? Next, show the children some pictures of modern sports – do any of the sports fit the music better than others? Why could this be? Finally, choose one of the ancient games relevant to your learning. Can the children begin to compose a simple, recurring pattern using either instruments or body percussion to fit that sport?

Whichever elements of music your children are exploring, be it timbre, tone or tempo, the games in this book give the perfect context for experimenting



with how music can supplement or even enhance a sporting moment. And be assured that this is no tenuous link.

Reading this book, children will discover that music and movement often went hand-in-hand in historical sports!

Just dance

Starting by identifying different actions associated with a particular sport from *Ancient Games*, you will need to model how an action can be modified to become a rhythmic movement. For example, reaching your arm forward and 'rainbowing' it over your head to represent archery. Once your class have a bank of actions that could represent (not, importantly, 'replicate') a sport, they can then be combined to make a short routine.

Give the children time to rehearse these actions, focusing on timing, synchronicity and smooth transitions. Encourage them to perform these dances to music and give and receive feedback on the different elements of dance. Over the course of a unit, this could be developed by giving your pupils the chance to increase

their agency by selecting their own sport. Can their friends identify the sport by the dance?

"They think it's all over..."

Although the act of commentating may not seem like a great skill at first, you only have to listen to a bad commentator to realise how many skills are actually involved.

To begin, you could share a clip of a familiar sport without any commentary. What is the viewer's experience?

Before long, you may notice confused looks, glazed expressions and not-so-subtle yawns from most of your pupils. Next, play the clip including the commentary. Hopefully your class will realise that the commentary is so important because it both describes what is happening, and helps to add to the excitement. Note any key words spoken as part of the commentary. Are they mostly formal or informal? Are there examples of figurative language?

Using one of the sports in this book, alongside any other videos or images

Take it further →→→

I'M BOARD!

This book has a particular focus on the board games of Mesoamerica and the Vikings, but these stimuli could launch a short enquiry about board games in any era: 'What can historians learn about [the Vikings] from their board games?'

First, give pupils the illustration and ask them to make observations about what they can see. Can they sort their

observations into categories such as materials, pieces or content of the game? Introduce them to a photograph of the board games and ask them to add to their categories. You could give them texts to support their knowledge. Do they need to make any changes to their notes? They can then collate their findings to support your overarching enquiry question.



[illegible]

and waving different-coloured fabrics. Others, the charioteer whose vehicle is in the process of being destroyed, crumpling beneath his feet. Pupils can then research the sport to fill in any questions they may have regarding the image.

Anyone watching Emma Raducanu's recent US Open triumph or the highs and lows of this Summer's Euro 2020 tournament will know just how much scope there is for both description and emotive language.

Once pupils have their point of view for writing, they should have all the tools for an exciting, meaningful piece of beautifully descriptive writing.

There is a time and a place for teaching children instruction-writing by brushing their teeth on the playground. For those of you who do not want to watch 30 children spit into a cup (shudder), why not use some of the fantastic sports shown in *Ancient Games* to provide a slightly different and less saliva-filled experience?

***Loved this?
Try these...***

- ❖ *Ancient Warriors* – Iris Volant and Avalon Nuovo
- ❖ *Ancient Wonders* – Iris Volant and Avalon Nuovo
- ❖ *Viking Voyagers* – Jack Tite
- ❖ *The Legend of Tutnkhmun* – Sally Morgan and James Weston Lewis
- ❖ *A Street Through Time* – DK, Steve Noon

For example, the vivid action-shot of medieval jousting will alert the children to the equipment, clothing and set-up of the event. Further research will add relevant knowledge and bring the spectacle to life, particularly if paired with any of the other writing activities. They can then sequence their event and apply those features in a novel, fresh way.



Jonathan Baugh has taught in a primary school in Kent for four years, leading History for three of them. He has recently moved to Cambridgeshire with his wife, both of whom will be taking on the role of leading English in their schools.

 @MrBReading

 mrbreads.wordpress.com

We need to teach pupils the key historical concepts of change and continuity, and this book offers an exceptional lens to explore how the world of sporting entertainment has changed over time.

they were team or individual pursuits. With these categories agreed, they should select one or two areas that they think are most significant to focus on.

Pupils can then begin to track any significant changes or continuities throughout the book's entries. Pupils could finally present their learning in written or presentation form (or both) to close their investigation.

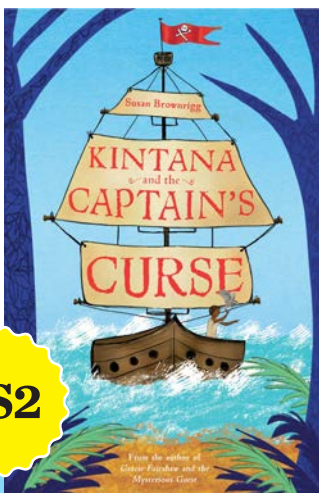
History involves a lot of interpretation. It's all well and good for the authors to

tell us about these games, but how do they know? Which pieces of evidence have they used? Can we trust these sources? Are there any 'gaps' that the team at Flying Eye Books have filled in?

Look at the illustrations of the Ancient Greek Olympics. What information do they show about athletes and sports? Provide pupils with a range of sources about the Olympic Games and challenge them to locate information that either corroborates or refutes (some excellent vocabulary to use!) the authors' work.

Book CLUB

We review five new titles that your class will love



Kintana and the Captain's Curse

by Susan Brownrigg
(£6.99, UCLan Publishing)

Twelve-year-old Kintana lives on Pirate Island with her pet-shop-running, ex-pirate Pa. Kintana loves looking after the animals, but has also inherited Pa's thirst for adventure!

Susan Brownrigg's second novel follows Kintana aboard the pirate ship Nine Sails as it makes a voyage to Madagascar, with Kintana serving as cabin boy (and pirate pet expert). But their treasure hunt hits a speedbump when someone on board seems determined to disrupt the voyage. Could the Captain's Curse be to blame?

A fabulous adventure story, this will also appeal to animal-lovers and readers interested in different cultures. Brownrigg's experience as a museum learning manager and passion for history and wildlife is evident throughout the book, which includes multiple references to Malagasy culture and language.



The Little Wooden Robot and the Log Princess

by Tom Gauld
(£12.99, Templar Publishing)

There once was a king and queen who wanted children more than anything. The king asked the royal inventor for help, while the queen visited a clever old witch who lived in the woods. The inventor uses her tools to build a wonderful little wooden robot, and the witch uses her deepest magic to bring a log to life in the form of a perfect little log princess.

This is a classically whimsical tale from award-winning writer and illustrator Tom Gauld (also a New Yorker contributor). The story follows the new brother and sister as they make their way home from an ill-fated adventure.

Following a graphic-novel-style layout, the beautifully illustrated book makes the most of emotive images with large-print text broken up into manageable sections. This is great for helping younger children, or reluctant readers, develop their pace and understanding.



Extinct: Tyrannosaurus Rex

by Ben Garrod, illustrated by Gabriel Ugueto
(£14.99, Zephyr)

Written by Ben Garrod, a professor of evolutionary biology and science engagement at the University of East Anglia, this non-fiction gem is both factual and entertaining. The newest in the *Extinct* series, *Tyrannosaurus Rex* delves into the history of the infamous dinosaur species, touching on topics from what extinction means and how it happens, to climate change and the anatomy of the ferocious T-Rex.

Perfect for those pupils who either love dinos or simply like to investigate scientific questions, the captivating and realistic illustrations by Gabriel Ugueto add a touch of drama, and bring the pages to life. Packed with knowledge, the book also offers a Q&A with amateur palaeontologist and fossil-book author Riley Black, which could be a great start for a science lesson.

→→→ RECOMMENDED RESOURCES

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Meet the author

**MOLLY OLDFIELD ON
FACT-FINDING, QI, AND
THE JOY OF CHILDREN'S
QUESTIONS...**



How did you
decide which
questions to
include in the book?

Children
send in their
questions
each week to
my podcast,

Everything Under the Sun. I pick
three a week and answer them, one is
always with the help of an expert. For
the book I picked my 366 favourites!
I tried to pick questions covering a
range of subjects but what I love is
that they're all sent in by children,
so they cover things that children
REALLY want to know rather than
questions grown-ups think they
might like to know.

How has your time on QI
influenced your fact-finding?

I wrote questions for QI for 12 series.
I was the first elf ever on the show,
and during that time I realised that
EVERYTHING is interesting if you look
at it in the right way and that we really
know so little about our planet, let
alone the universe! I also realised that
whatever the subject, somewhere
there is an expert on it and they are
usually happy to let you pick their
brains. It's incredible that we're living
on a planet floating in space and yet
we hardly talk about it!

How would you like teachers to
use this book in the classroom?

However you like! I have noticed
children love turning to their
birthdays to see the question and
answer, and I think that's a fun way
to engage a class. What I would love
is if you use the book to prompt even
more questions. Why not get your
class to send in a question to the
podcast at [everythingunderthesun.
co.uk](http://everythingunderthesun.co.uk)? You could ask your class to
think of a question each, then ask
them to vote on their favourite one,
and record the whole class asking
the winning question in unison as an
audio or video and I will answer it on
the podcast – and it might appear in
the next book!

**Everything Under the Sun: a curious
question for every day of the year,
by Molly Oldfield is available in
hardback now.**

KS1/2



Sunflower Sisters

by **Monika Singh Gangotra**,
illustrated by **Michaela
Dias-Hayes**

(£7.99, Owlet Press)

A sweet story about two friends
who learn to love the skin they're in,
Sunflower Sisters follows fast friends
Amrita and Kiki as they learn about
their heritage, and why all skin colours
are beautiful. Depicted through a
realistic and nuanced family situation,
Sunflower Sisters deftly shows how even
when we think others are just like us,
prejudice can raise its ugly head.

Illustrated with colourful family
scenes by Michaela Dias-Hayes, the
narrative is simple and easy to follow,
but is a great example of how prejudice
can exist in all areas of our lives, and
how we can challenge it.

The back of the book also includes an
explanation of colourism, why it's bad,
and what we can do to change it. This
is a great starting point for classroom
discussions about diversity, and how we
can all respect each other.



KS1/2

Everything Under the Sun

by **Molly Oldfield**
(£25, Ladybird)

From the brain of the original QI Elf,
Molly Oldfield, this is just as brilliant
as you'd expect. Based on her podcast
of the same name, *Everything Under
the Sun* answers children's questions
about life on earth, from 'How many
animals are there in the world?' to
'How do you know you're not in
a dream?'.

The book is split up into 12
different sections – one for each
month of the year, allowing for a
question a day. Some of the facts are
presented by well-known figures
like Rob Biddulph and Heston
Blumenthal, accompanied by bright
and cheerful illustrations.

Whether you've got a class full
of Curious Georges, or, let's face it,
just fancy learning some cool facts
yourself, *Everything Under the Sun* is
a winner.

AUTHOR IN YOUR CLASSROOM



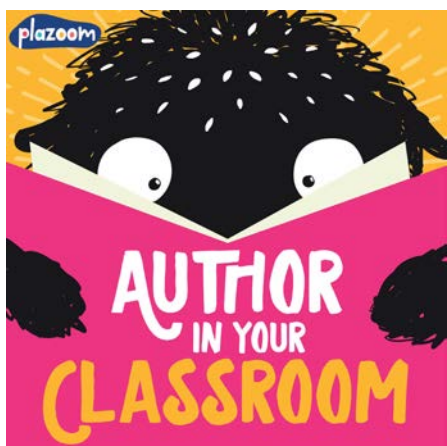
Bring author and illustrator **Lauren Child** directly into your classroom – via a free podcast and downloadable resources...



Fancy a virtual visit from a real author? Luckily for you, Lauren Child, author of the Ruby Redfort series, illustrator of Pippy Longstocking, and former Children's Laureate is ready and waiting to share her thoughts, ideas and inspirations with your budding wordsmiths, via our free literacy podcast. The experience doesn't end there, either; we've created some amazing free teaching resources to download at plazoom.com, so you can continue your reading adventure in the classroom.

Creating characters is often one of the most fun aspects of writing stories, and they can take years to develop. Whether basing them on people you know, have met, or just imagining traits you wish you had, you can soon end up with a full cast inside your own head!

In this episode, Lauren talks about her own cast of characters, how some books and stories can take years to develop, and how bringing other people's words to life through pictures can be both tricky and incredibly rewarding. She also discusses the fact that when you read a story, it becomes your own, and opens up an exciting new world every time – a great start for thinking about your own characters.



HOW TO USE THE PODCAST



Search for 'Author in your Classroom' podcast wherever you listen to podcasts



Play it in your classroom in one go, or in shorter chunks



Pause the podcast to talk about the points being raised, using our teaching notes

THREE THINGS KIDS WILL LEARN FROM THE PODCAST

1 TAKE YOUR TIME

"I write stories over years and decades. I have these little fragments of stories – some are nearly finished, some are in their early stages. And I gradually, gradually get to them. Some of them I look at and think 'Oh my goodness, no! What were you thinking of?' But some of them I look at, like my book *The Goody*, which has only just been published, but actually was written in 2003, and over the years I kept returning to it. And it would change, and then change into something else. And then, finally, I'd find the story in it."



2 INSPIRATION IS EVERYWHERE

"Hubert Horatio was a real aspirational character for me. And he comes from my childhood experiences – watching very glamorous films and wishing I could just fall into the cinema screen and be somebody like that. So, I wrote him as someone who I probably would have liked to have been myself."



3 EVERYONE IS CREATIVE

"I think the idea that there is a person who's creative, as opposed to someone who isn't creative, is quite a divisive thing in that it can make some children believe that they haven't been blessed with this gift, and therefore they will never be a writer, an artist, a musician, or anything else under that banner of 'Creative'. That's just not true – we all have potential to invent and problem-solve and create, but we all need time and practice to be able to do that. If you looked at my early writing you would never imagine I would become a writer or in any way be successful at it. It all took a lot of work, and a lot of exploring."

PREVIOUS EPISODES



HELEN RUTTER,

actress, comedian and debut children's author pops into the studio to talk about her first novel, *The Boy Who Made Everyone Laugh*. The book stars Billy, who is just starting secondary school and wants to become a stand-up comic... and is also living with a stutter. Download our resources to help pupils learn about writing characters who are overcoming difficulties.



RHIANNA PRATCHETT,

video game writer and journalist, explains why writing for video games is such a uniquely challenging, enjoyable and satisfying way to bring a story to life. Download our accompanying resources to take pupils step by step through the process of writing their very own 'choose the ending' story.



How to download the resources



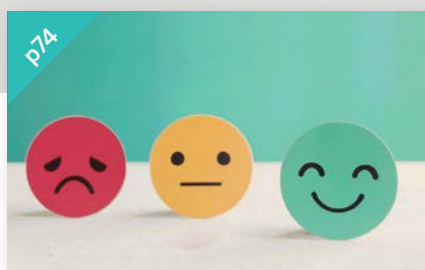
To accompany the podcast, teaching experts at Plazoom have created free resources that you can use to develop your pupils' writing. The teaching pack includes an extract from *Pippy Longstocking Goes Abroad*, teacher notes, planning sheets and beautifully designed elements for a working wall display. In this teaching sequence, children will have the chance to create their own characters through both pictures and words, develop their character's personality, and plot ideas for a story. Extracts from the podcast are suggested to introduce each section of the teaching sequence, providing an excellent way to connect the things children are learning with the work of a professional author.

DOWNLOAD THEM AT [TINYURL.COM/TP-LAURENCCHILD](https://tinyurl.com/tp-laurencchild)



Assessment SPECIAL

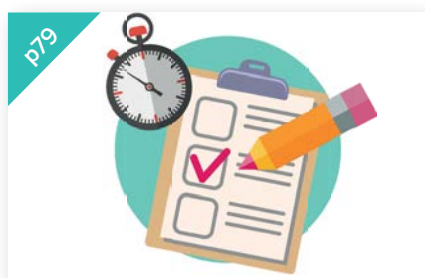
INSIDE THIS SECTION



Dr Sue Roffey shares how to make sure testing and checks don't come at the expense of wellbeing



Assessment data can be a chore, but play an important role, says Jenny Guest



The NEU's joint general secretary Kevin Courtney on why we should ditch SATs



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ASSESSING *cognitively challenging* LEARNING

NACE's **Dr Ann McCarthy** explains how effective assessment is integral to cognitively challenging learning

Research from the National Association for Able Children in Education (NACE) has shown that cognitively challenging experiences – approaches to curriculum and pedagogy that optimise the engagement, learning and achievement of very able young people – have a significant and positive impact on learning and development. But how can we see this working, and what role does assessment play?

With careful and intentional planning, we can assess cognitive challenge and its impact, not only for the more able pupils, but for all pupils. When considering the place of assessment in education, first we need to be clear about what we are trying to assess. Then we need to establish how we plan to assess, who the assessment is for, and what it will tell us.

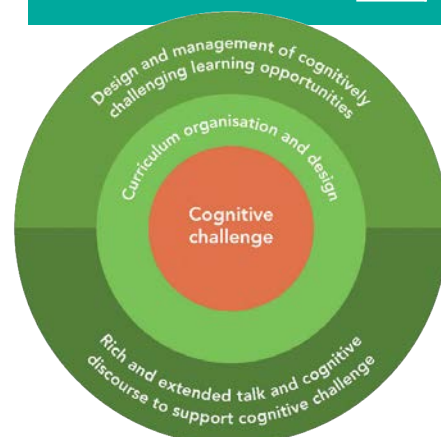
Understanding assessment

It is useful to examine assessment using the three educational pillars identified in NACE research:

1. Curriculum organisation and design
2. Design and management of cognitively challenging learning opportunities
3. Rich and extended talk and cognitive discourse to support cognitive challenge

HOW TO ASSESS COGNITIVE CHALLENGE IN THE CLASSROOM

- ✓ Assess higher-order thinking by creating opportunities for pupils to analyse, synthesise and evaluate.
- ✓ Assess depth of knowledge by including learning which requires strategic and extended thinking.
- ✓ Assess in the moment using planned and effective questioning.
- ✓ Develop pupils' language, oracy and questioning skills so that learning gaps and misconceptions can be addressed within the lesson.
- ✓ Use assessment methods which provide a baseline, track progress, enable pupils to take responsibility for their own learning, and guide further teaching and learning.



1. Curriculum organisation

You may be thinking that assessment is not a necessary consideration for curriculum design, because assessment relates to measuring the learner or the content. However, if you define assessment as 'The act of judging or deciding the amount, value, quality, or importance of something', then it is apparent that assessment is not restricted to testing the learner, but can also be used to evaluate the quality, value and importance of the curriculum itself.

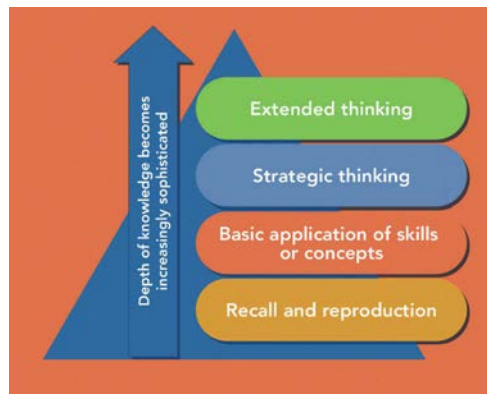
So, when planning the curriculum, it's important to make an assessment based on the profile of pupils, their backgrounds, their needs, and their potential. How does the curriculum provide pupils with opportunities to learn, enhance experience, overcome barriers, and uncover potential? It's also important to make sure that as educators we have access to ongoing professional development and dialogue to develop the understanding of cognitive challenge, as well as our skills to deliver it.

2. Design and management

Management of the cognitively challenging classroom is rigorous, promoting enquiry and curiosity. Assessment will not limit learning to the acquisition of knowledge, but also develop pupils' ability to select and apply this knowledge effectively when presented with complex and novel problems. It's also important to include assessment of higher-order thinking. This could be a comparison task in which pupils describe the similarities and differences between two situations, make inferences regarding the information, or make choices and be able to justify them.

Assessing cognitively challenging learning will include opportunities for children to demonstrate their abilities using analysis,

synthesis and evaluation. We want them to demonstrate how they use their existing knowledge in new, creative or complex ways, so questions might include opportunities to distinguish between fact and opinion, to compare and contrast, or describe differences. The problems may have multiple solutions or alternative methodologies. It will also include measures of pupils' abilities to in strategic and extended thinking.



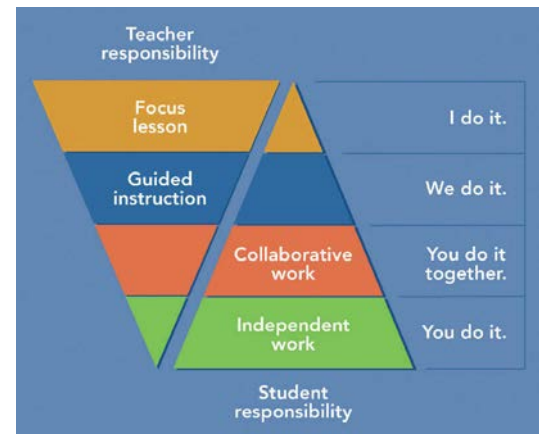
Strategic thinking requires pupils to reason, plan and sequence as they make decisions about the steps needed to solve problems. Here you can provide problems which are abstract, complex or have multiple solutions or multiple pathways. For example, you can ask older pupils to make regular polygons from triangles. Explore the number of triangles needed to make the polygons, and encourage more able pupils to discover multiple solutions using different length lines and different arrangements of triangles. Depending on the route they take, there is potential to discover more information about polygon properties. If pupils are allowed to make these discoveries and formulate arguments related to geometric theories, they can demonstrate the complexity of their thought.

Assessments that demonstrate **extended thinking** will include investigations, research, problem solving, and real-world application.

3. Rich talk and cognitive discourse

A key part of the enquiry process is effective questioning. Assessment in the moment, utilising effective questions and dialogic discourse does not happen by accident. When planning a lesson, it is useful to think about the big ideas and essential questions which will expose, extend, and deepen learning. When asking questions, give children time to formulate their ideas and think before

discussing the responses and extending learning with their own questions and ideas.



Here you can pass ownership of learning over to the pupils. Introduce the theory, necessary linguistic skills and technical language, using these to model good questions and questioning techniques. Pupils can then work with you to develop their own oracy, language and questioning techniques, and develop them together. Through regular practice and good classroom routines, the children will gain the confidence and skills to ask 'big questions' themselves and engage in dialogue. As they explain their thinking, misconceptions or gaps in knowledge will be exposed and you can assess, support learning, and encourage deeper thinking.

Selecting assessment methods

The best assessment methods are those that integrate fully within curriculum teaching and learning. Often, learning

time is lost through additional testing and data collection, but when working in cognitively challenging environments, classroom tasks will usually identify how well pupils are learning without the need for separate exercises. A good way of avoiding lost time is by using an introductory task to review prior learning. For instance, you could begin the lesson by instructing: "Using the information you have on... discuss with a partner... making use of the vocabulary you have learned..."

Children also need to understand the nature and purpose of the assessment. When pupils understand the demands of the learning journey and their own cognitive skills

and learning attributes, they can then take action to improve themselves.

Ultimately, assessment is not about data gathering and organisational checks, but should lead to enriched learning and refined practice with teachers and pupils working together to achieve an exciting learning environment. **TP**



Dr Ann McCarthy
is NACE
research and
development
director and
co-author of

the NACE research publication
Making Space for Able Learners: Cognitive challenge,
available at nace.co.uk/making-space

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Sensible, sensitive ASSESSMENT

Dr Sue Roffey shares how to make sure testing and checks serve a purpose, but don't come at the expense of wellbeing

The contentious and ongoing discussion over assessment can be summed up well by this anecdote:

Ann is an art teacher in Canada. She was told to grade primary pupil artwork and against her better judgment did as requested. A mother came in and said "You have given my daughter 76, she deserves a higher mark." Ann crossed out 76 and asked, "What would you like me to put?" "But that doesn't make any sense," retorted the confused mother. "Exactly," said Ann. "I can tell you about her skill in using materials, the ideas she has, what her imagination is like, and how much effort she puts into her artwork, but to put a number on all that – you're right, it doesn't make sense".

It's easy to scoff at testing and grading, but despite primary teachers' best efforts, some pupils do fall under the radar, so regular checks on how everyone is doing are useful. One thing the pandemic has shown, however, is that this does not have to be in the form of standardized tests. The purpose of SATs is primarily accountability – judging school performance rather than supporting children in their learning. It's not surprising that assessment is often associated with teacher and pupil stress, raising even further concerns about child mental health. The Good Childhood Report 2021 found that one in nine young people are unhappy at school, a higher figure than most other countries. Although this study focuses on older children, other research indicates a significant decline in mental health overall and recommends early intervention. It is therefore critical that what happens in school is a positive experience for everyone.

Formative versus summative

Summative assessment at the end of a course or school year is a check on how well a pupil has learned what has been taught. This, however, provides just a snapshot in time and does not take account of what is happening for that child on that day. A one-off test of memory does not consider family breakdown, mental or physical illness, poverty or trauma. It raises questions of whether we are teaching real children, often with complex lives, or just getting through the curriculum.

Formative assessment, on the other hand, is ongoing. It can take account of stops, starts and speeding – which is often how young children develop. A drop off in learning over a period of time raises questions about what is impacting on progress.

At the moment, pupils in England have an Early Years' assessment at the end of Reception, summarising the learning goals achieved in 17 different areas of development. This is based on observations over the year, either simply noted by the teacher or within specific activities designed to elicit this information. In identifying pupil needs, appropriate planning can then be put in place for Year 1. On the face of it, this assessment design seems to be comprehensive, non-threatening and purposeful. It gives parents good information and facilitates conversation when things are not going well. It respects the teacher's knowledge of both the curriculum and the children they teach. Such ongoing assessment against specific criteria could be generalised throughout primary education.

"For children to flourish, we must cherish teachers"



Strategies for formative assessment

There are many ways we can keep track of how pupils are doing, including portfolios of work, regular informal quizzes, self and peer evaluations of collaborative work, and recording of personal bests.

We can also elicit pupil's grasp of concepts in even more creative ways: mind maps and sketches, audio or video recording about topics individually or in pairs, and asking a question about an online presentation – such as in flipped learning – are all possible.

Many independent schools have personal learning pathways for students.

This is easier when numbers are smaller, but there is no reason why personal bests, a concept often used in the world of sport, should not be engaged as a strategy. Competition is good for those who are always a winner, but toxic for those who identify as 'losers'. Despite what some might say, constantly losing is not motivating. With personal bests you are in competition only with yourself and able to celebrate your own successes. Conversations can go like this:

- What is better about this piece of work than the last one?
- What are you pleased about?
- Can you tell me something

you have learned?

- What will you try and do better (aim for) next time?

Strengths and deficits

Ongoing assessment helps us understand which pupils need support or practice when they are struggling to access or retain knowledge or apply skills. It provides information on which to scaffold the learning. But this is only half the story. Positive education focuses on the identification of strengths; not just abilities, but the personal qualities that can help pupils flourish in all aspects of their lives – including learning – such as curiosity, determination or help-seeking.

And if you can't avoid testing...

Assessment doesn't have to dominate every conversation in the staffroom or the classroom. One teacher told me that although pupils had to sit tests like everyone else, the school leadership team had determined that the school would put as little emphasis on this as possible. They felt confident their results would be OK, and it was more important that both teachers and pupils maintained a good level of wellbeing. And this was exactly what happened.

Finland is often quoted as having the best education in the world. Students take one standardised test at the end of high school, otherwise teachers are responsible for setting expectations and evaluating whether students have met them. But another aspect of Finland's education system is that teachers are highly valued, well paid and given autonomy.

If we want children to flourish, we must cherish their teachers. **TP**



*Dr Sue Roffey is a psychologist and academic specialising in wellbeing and co-author of **Creating the World We Want to Live In** (£19.99, Routledge) available now.*

TWELVE DIMENSIONS OF SOCIAL AND EMOTIONAL LEARNING (SEL) ASSESSMENT FRAMEWORK

From *Circle Solutions for Student Wellbeing*, Roffey, S. (Sage Publications, 2020)

The original table continues to Year 9 and Year 12 over 12 dimensions.

DIMENSION 1: SELF-AWARENESS

Year 2

A student can draw a picture of themselves and describe what they have drawn. This is me, my name is, and I am...

Students are asked to say as much as they can.

Can say five things that they like about themselves

Can say three things that are important to them

Year 6

A student can draw three pictures of themselves in different roles and can talk about the different ways they behave in each of these roles.

This is me at home

This is me at school

This is me with my friends
Here I am...

Can identify three things they are good at, three qualities they have and 3 strengths they think they might need in the future

Can say three things that are important to them and why they are important

SUMMARY:

5 Achievement plus – Has high level of self-awareness and clear about their identity at an age-appropriate level

4 Achievement – Can identify strengths and values both in theory and practice

3 Working towards – Knows strengths and values but puts them into practice only intermittently

2 Made a start – Finds it hard to identify positive qualities or what is important to them

1 Not there yet – Poor or negative self-image in most contexts

My love-hate RELATIONSHIP WITH SCHOOL DATA

This year I am reminding myself how useful data can be, says **Jenny Guest**

HOW TO COLLECT MEANINGFUL FORMATIVE DATA FOR IMMEDIATE IMPACT:



Doodle it

Ask your children to create a quick sketch of what they have learned or are learning about. These are often illuminating and give great insight into children's understanding and what their next steps are.



Write it

Ask older children them to write for one minute: What are three things they learned, two things they are still curious about, and one thing they do not understand?



Dot marking

Use dots (you could place them in the margin or underneath the error) to indicate 'check this'. I have found this to be a small but powerful way to encourage self-reflection and self-correction.



Self-assessment

Ask children to place their learning in one of three piles at the end of the lesson; 'I need more adult support'; 'I would like to practice this more', and 'I need a challenge'. I have found this to be an especially effective form of self-assessment in maths.



Cross-age learning

You could ask your older children to teach younger years the basic concepts in an area they are familiar with. This not only supports the younger children with their learning but also helps older children develop their self-confidence and self-esteem, as they are the 'expert'.

There have been so many changes to assessment and data collection in primary schools over recent years, and it feels hard to keep up.

I understand that there are calls for yet more reforms to assessment in schools and I will be honest, I am still getting to grips with all the assessment points we currently have to do between Reception and Year 6.

Reception Baseline Assessment

The latest assessment changes involve our youngest children. I know there are many different feelings about the introduction of this new assessment, but to me it feels as though we are constantly assessing our primary aged pupils.

We have the Reception Baseline Assessment in Early Years, the phonics screening check in Year 1, SATs in Year 2 (until 2024!), the times table check in Year 4 and finally the SATs in Year 6. That is A LOT of statutory assessment points.

Do we need data?

This assessment — collected at a national level — is often

on top of the summative data collected by schools at certain points throughout the year, and it can seem as though you are being overloaded and overwhelmed with data and statistics. But is this overwhelming amount of data actually useful?

As assistant head I am often asking for data, but I am also an in-class teacher so I know that it's essential for it to be relevant and to have an impact on the work we do every day. I have found that conversations involving all staff around data opens up questions about the actual learning that is taking place. It is one tool in our toolkit and it does help me to identify children's achievements, as well as inform interventions that could support them further.

Involving support staff in these conversations ensures they also understand the data and the children they work with. It cannot be simply the leadership team that identifies trends and under-performing groups, nor can they set aspirational targets alone, without the input of all staff, because they are the ones working with the children day in, day out.

Using formative data

So much of the data you use is formative, and whether you realise it or not, you collect it each and every day. It is the evidence you gather from conversations with children and note down, the answers to the targeted questions you ask, pupils' responses to your feedback (both written and verbal), and even in the learning the children complete every day. In some curriculum areas short quizzes, marking or pupils self-assessing can help you identify where a child's understanding is in that moment. It is this data that can have impact almost immediately if used effectively. You probably already use this data without even thinking about it; to decide what the next steps are for a particular child, for a group or even for a class of children. Instantaneous feedback is one of the most powerful forms of data collection. As I am working with children, I often jot things down on Post-it notes or on a 'whole-class feedback' sheet, so I can use this to plan meaningful next steps and to move learning on – what a powerful tool for both teacher and child!

What about summative data?

You will all know that summative data is collected from the statutory assessments, but it also comes from end-of-unit quizzes or from larger projects that happen over time. So how useful is this type of data? In the recent past, I have been somewhat dismissive of some of this data and viewed it as being useful solely for others and not me or my classroom teaching. But it really does have its place. Our phonics screening check last year (post-lockdown) showed that

over half of our Y2 cohort had not mastered Phase 5 phonics and that we needed to put some interventions in place quickly to help this large group of children, and tailored it precisely to the specific gaps our summative data had identified. So, with this in mind, I am going to view summative data with a new perspective, and use it to help me identify trends, to track attainment and to set targets. I might not always like collecting the data, but it is important and does have its use in our schools and in our classrooms.

Other types of data

It is worth noting that attainment data isn't the only type of data schools collect. There is so much more and it can shed light on children's learning, their learning behaviours and how to support them further.

Here are some questions that might be worth considering when you are looking at your data:

- Who are your SEND children, what are their individual needs and how are they being met in your classroom?
- Who are your EAL children?

The recent changes to the Early Years Framework have placed great emphasis on language acquisition and development. This is key for all children but especially for EAL children and how you support them in your provision. Is your setting language rich? Does your learning environment provide lots of opportunities for children and adults to interact, to share ideas and to talk and listen to each other?

- Who are your disadvantaged children and how are they performing in your class, as well as across the school? Of course, being disadvantaged does not necessarily mean lower achievement but it can be an indicator, and knowing who these children are is so important.

- Are there any groups across the school where achievement is lower? Who are the vulnerable children in your class? What have you noticed about them?
- What is attendance like for your class? You could look for any extended periods of absence, as well as any patterns and possible reasons for this.

Schools collect so much data and it certainly can feel overwhelming at times. However, I hope you will join me in remembering that data does have its place, is useful and can have impact. We all ultimately want to develop effective pedagogy and a thorough, tailored curriculum that meets the needs of the children we teach. I believe data can be instrumental in helping us to do this and I will keep reminding myself of this throughout the year.. **TP**



Jenny Guest is an assistant headteacher, English lead and teacher at Brindishe Schools in London, Lewisham.





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Goodbye SATs, GOODBYE OFSTED...

Kevin Courtney breaks down BERA's new report on why we should change the primary assessment system...

Throughout the turmoil of the last 18 months, the NEU has seen the inspiring resilience and creativity in primary schools, and the determination of teachers to look beyond Covid, to the possibility of a better future. In one of the frequent surveys we've conducted, a member summarised in a few sentences the feelings of many:

'Less formal accountability could allow for a fresh look at how to make learning more exciting, collaborative, creative, and better suited to the future for our children. Additionally, this would support their wellbeing better and make it easier to make primary school the vibrant, buzzing and exciting place it should be.'

Notice the call here is not for an end to accountability, but for an accountability – and assessment – system that supports learning and wellbeing. In this context, BERA's report, *High standards, not high stakes*, brings something new to the debate.

A real change

After suffering from years of top-down reform, teaching staff are rightly wary of shiny new proposals, devised a long way from the classroom, that might end up delivering more admin and a heavier workload.

BERA's report should help allay that fear. Though its language is sometimes clunky and over-technical, and doesn't sing with passion, its proposals should lessen the burdens of accountability, while bringing new, supportive ways of working into the classroom.

At the centre of the report, there is a clear and simple argument. To understand the performance, the strengths and the problems of primary education we don't have to make every primary pupil go through the rigours of high-stakes assessment. We don't have to devote weeks of curriculum time to preparing for SATs. We don't have to endure, against all our better instincts, the narrowing of children's learning experience. In place of universal testing there is a better way.

Learning from European experience, and rising above the dogmatism of English

policy-makers, BERA proposes testing a weighted national sample of pupils in a broader range of topics. This would provide a year-on-year understanding of the strengths and weaknesses of the system. Linked to surveys of pupil, teacher and parent experience, it would provide what BERA calls a 'richer exploration of educational processes and outcomes than the current system allows'. New 'assessment instruments' – there goes that clunky language again – 'including but going beyond literacy and numeracy tests and their current narrow remit' would focus on broader issues of pupils' development. For instance, cyberbullying, mental health and the impact of Covid-19. Whatever the focus, the aim would be to understand in depth the learning and experience of pupils – and the responses of their schools.

End of SATs?

Schools would use data from the national sample to reflect on their own experiences and compare themselves with their peers. Sample items from a national bank of assessment instruments would enable schools to provide helpful information for parents about their child's achievements.

SATs would be phased out. But that would not be the only change. BERA envisages the end of Ofsted too. Inspection would become 'professional and democratic', redesigned to encourage schools to be reflective, and 'to use the research evidence from the national sample to inform actions in their own context'.

By these means, BERA seeks to spark the hope that education can become a site where professional engagement and knowledge can be rekindled. There are signs that the same aspirations have been fanned elsewhere. We've heard Conservative MPs in the One Nation group bemoan the narrowness of primary education (and blame policy-makers, more than educators, for the problem!). The Liberal Democrats are well advanced in devising a programme of change. Headteacher networks,

KEY RECOMMENDATIONS FROM BERA'S REPORT:

- Replacing annual tests for all pupils, with tests of a nationally representative sample of pupils conducted at key intervals
- New, broader types of assessment made freely available so that schools can use them to provide information for parents about their child's achievements
- A new organisation to implement the system which would report directly to parliament
- Radical reform of the inspection system so that the new research base generated from the national sample can be used to directly support school improvement
- Informative reports allowing schools to compare themselves with others working in similar circumstances to aid system improvement.

Download the full report at tinyurl.com/tp-BERAstandards



parents' organisations and campaigning organisations like More Than a Score have made a case for a new approach to assessment and accountability.

BERA takes these complaints and intuitions and shapes them into a clear and cogent proposal. This report helps focus our thinking and refine our policies, and its influence is going to be long-lasting. It's worth reading now. **TP**



Kevin Courtney is joint general secretary of the National Education Union.

@cyclingkev
 neu.org.uk



WHAT THEY'LL LEARN

• Identify and name a variety of everyday materials and objects

• Describe the physical properties of everyday materials

• Identify and compare the suitability of everyday materials for particular uses

• New materials, inventions and their uses

• STEM careers

Exploring materials by thinking nano



Use **Dr Jess Wade's** book *Nano: the spectacular science of the very (very) small* to learn about materials and properties

[@DrJoScience](#) drjosciencesolutions.co.uk

In this science lesson, pupils will learn about materials by taking a closer look at their properties and uses, and learning about their structure. Inspired by Dr Jess Wade's gorgeous book, *Nano: The spectacular science of the very (very) small*, this lesson covers several areas of the materials topic for years 1, 2 and even 5, involves minimal resources, and has great cross-curricular links with reading and careers. As pupils investigate, they will also be developing their collaboration and problem-solving skills, and working scientifically.



Illustrations by Melissa Castrillon

START HERE

Begin by reading *Nano* (£12.99, Walker Books) through with the children, or by checking understanding and pre-teaching some vocabulary first. Ask pupils what they already know about materials (they will often confuse objects with the materials they are made from). Collect words such as object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through, and write them on the board. There will be plenty of opportunity for discussion, addressing misconceptions and discovery during the lesson.



MAIN LESSON

1 | OBJECTS, MATERIALS AND THEIR PROPERTIES

Read pages 4 and 5, and send the children on a classroom scavenger hunt to find objects made from different materials, challenging them to find things made from: paper, wood, card(board), plastic, glass, metal, and anything else. Compare what different children/groups have found. Can the children group the objects in different ways according to what the objects are made from? Ask the children to investigate the objects/materials and identify those which are light or heavy, strong, bendy, smooth,

rough, stretchy, etc. Group and classify again, according to properties. Now read page 6 and discuss why some objects are made from certain materials and what would happen if they were made from different materials with different properties.

A glass or chocolate book might not be such a good idea, but can they think of alternative materials which could be used?

2 | ATOMS, STRUCTURE AND SHAPES

This section provides additional background information which may be of interest, but is not within the primary curriculum – you could skip this part, or use as extension activities (or for KS2). Read pages 7–11 and



"This lesson involves minimal resources and has great cross-curricular links"

and vertices. You could create models of carbon atoms as graphite using spaghetti or cocktail sticks (beware the sharp ends) and jelly sweets or balls of modelling dough to create hexagons.

3 INVENTIONS, NEW MATERIALS AND THE WIDER WORLD

Read pages 14–21 and discuss inventions. A good starter question is, "What is an invention?" (Inventions are things designed by humans to solve problems).

Link to careers in science and engineering, real-world contexts, and challenge the children to invent something new to solve a problem or make life easier.

Read pages 22–23 to discover a tiny (nano) sieve invention – this part links well to the KS2 year 5 NC statement 'use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating,' and raises awareness of one of the sustainable development goals to ensure everyone in the world has access to clean drinking water. See 'Extending the lesson' section.

Read pages 24–25 to find out about some other nano inventions and use as a discussion point to talk about what the children could invent that was very (very) small.

Dr Jo Montgomery is a scientist and teacher delivering fun and engaging, hands-on science workshops and supporting teacher professional development as a STEM learning facilitator, PSQM hub leader, and independent consultant.



EXTENDING THE LESSON

- For further investigations and to link with the KS2 curriculum, read pages 22–23 and try these ideas:
- Children could make a paper sieve to separate two solid materials (eg dienes apparatus or cuisenaire rods and paperclips or other classroom items) – fold a square piece of paper in half to make a triangle, then half again and again through the point, then cut shapes out as if making a paper snowflake. Cut the holes to be bigger than the smallest item (eg paperclip) but smaller than the larger item (eg cuisenaire rod). Open out the 'sieve' and use to try to separate the 'mixture' of your solid objects; the smaller items should pass through the sieve but the larger ones remain.
- You can also explore further investigations with sieves and filters, and mixtures involving dissolved and suspended solids in liquid, along with secondary research into materials scientists – including the author, Dr Jess Wade.

USEFUL QUESTIONS

- Can you identify and name objects made from different materials?
- Can you describe the properties of different materials?
- Why are objects made from certain materials? What would happen if they were made from different materials?
- What inventions can you think of?

discuss the different atoms and elements. Playing a card-sort game to match up objects and their materials or elements can bring this to life.

Read pages 12–13 and discuss carbon and the structure of graphite. Children could explore the properties of graphite as being 'soft and smudgy' because the layers of carbon atoms slide over each other, by shading on a sheet of paper – use a variety of pencils to explore how much softer a 2B pencil is than a 2H and link to the art curriculum. Another way to represent this is to lay sheets (of paper, or polypropylene

pockets work well too) on top of each other and slide them apart to represent the top layer sliding off easily. Children could also explore shape: graphite is arranged in flat layers of adjoining hexagons. Link to the maths curriculum to identify hexagons and count the sides



WHAT THEY'LL LEARN

- Learn how to turn a text into short summaries
- Improve their recall of stories or longer extracts
- Learn how to find and use quotes for two- and three-mark reading questions
- Gain confidence when writing answers to reading questions

Summaries for engaging guided reading



Help children feel at home in a text and retrieve information with summary writing, says **Matthew Lane**

@MrMJLane theteachinglane.co.uk

Read your class text then answer the questions. Or is it read the text then stumble about trying to find the evidence the children know is there but cannot find again? In this lesson we will use summary writing to help children create a 'map' of the text as they read. This will not only help them retrieve information later, but will encode more of the text into their memories along the way. This is especially helpful when reading whole picturebooks or studying multi-page sections of a story.



START HERE

Summarising is a generative learning technique that is powerful with primary children. Read your chosen text to the class (this could be anything from a picturebook to a chapter story), explaining to children that after this they will be reading it again and will be writing a summary by turning each page into just a few sentences. This first reading is about meeting the text, so most the class's attention should be on enjoying and thinking about the story. Children may wish to have a notepad for this first reading so they can note down the key words or unfamiliar words they meet.



MAIN LESSON

This is where you will notice the biggest difference in this way of doing a guided reading lesson. Most of the time is spent reading and engaging with the text and not much answering questions about it.

1 | READ AND SUMMARISE

Give children time to read the text again on their own or with a partner and summarise it as they read. If you are reading a picturebook, ask children to write a single sentence to summarise the events from each page as they read along. This can be especially

fun if the page does not have any written words. You could do this as a whole class using a visualiser, or a digital copy to show the text on the board. For a longer/full text, ask children to write three sentences for each page.

If this is your first time trying this approach, you may wish to break the pages up into two or three sections. Don't be tempted to ask children to summarise every paragraph as this will slow their reading too much and hinder understanding.

2 | DEVELOPING MEMORY

As someone wiser than I said, "memory is the residue of thought", and



“Summaries are especially helpful when reading whole picturebooks or study in multi-page sections of a story.”

this approach gets children thinking about the text, what happens in it, and – most importantly – where in the text the events happen.

This style of summary writing is one of a range of generative learning techniques that support children in thinking more – and therefore remembering more – of their learning. More time and energy are spent with children thinking about the focus of the learning and less on the specific task. In the case of guided reading, we want children focused on the text with less time spent grappling with the questions. If they know the text well the questions will be simple – even those dreaded three-mark ones!

By restricting children to just one or three sentences, they must really think about what they have read, what happened and what meaning the author is trying to convey to the reader, which means this approach is self-differentiating. More able readers will have to grapple with turning all their ideas into just a single sentence that captures the essence of their reading. Those developing readers will be guided in ensuring they have understood what they read and that it makes sense in the context of their earlier notes.

3 | ANSWERING THE QUESTIONS

Have the children understood the text?

Let's break out those all-important questions. For a one-hour guided reading lesson, allow the last 15-20mins for individual work on the questions. You could do this in silence. If you are doing daily guided reading lessons, use sessions earlier in week for the reading and summarising, and then come to the questions later in the week.

This is where the major surprise as a teacher comes: this is the quick and easy part of the lesson. Having spent time reading, re-reading, and summarising the text, children will be able to rapidly hunt back through the text or their summary notes to find answers. Cut down the amount of time you would usually expect children to spend on these questions by 30%. After using this approach a few times, and the children become confident in summarising, I cut down the time by 50% – especially for the lower-order retrieval questions.

Matthew Lane is a Year 6 teacher at a primary school in Norfolk. Throughout 2021, he is undertaking a range of generative learning trials at his school.

EXTENDING THE LESSON



- When answering the questions, take the text away. Can children get the correct answers from their summary notes and memories alone? This will be a test of memory and the ability to craft summary notes from reading. It can be a good technique for those over-confident children, and works well to build confidence for those who lack faith in their own abilities.
- Summarise your summary. Can you boil down your summary to just five sentences? A nice follow-on activity for your speedier children, this will get them engaging their poetic skills, making every word count, and using their punctuation skills to craft long and winding sentences.
- The elevator pitch: why should someone read this text? What are the best moments you noted in your summary?

USEFUL QUESTIONS

- What does that picture mean to you? What about to your partner?
- What are the highest impact parts of the page we need to remember?
- What are the key points the author wants us to remember on this page?



WHAT THEY'LL LEARN

- How to be a good friend to others who are being treated unfairly
- What it feels like to be discriminated against based on appearance
- Formal language such as racism and anti-racism and what those words mean in action

Exploring anti-racism with Arree Chung's *Mixed*



Help young children understand the concept of racism, and how they can act inclusively, with this lesson plan from **Emily Azouelos**

@BBMUK

blackbooksmatteruk.org

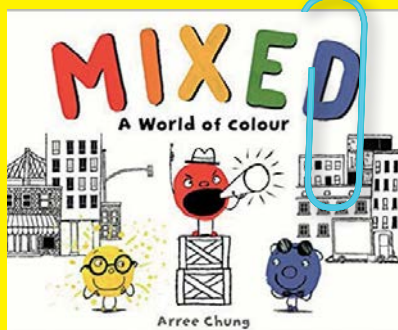
This lesson plan is designed to introduce the topic of racism to students through the book *Mixed* by Arree Chung (£7.99, Macmillan). The lesson uses drama techniques and art to explore this big and multi-layered topic. It will offer opportunities for discussion and develop understanding of race and inclusivity and how it can make others feel when they are left out based on their skin colour. It will also introduce the term anti-racism, helping children to identify positive behaviour choices in response to seeing their peers being treated unfairly.



START HERE

Seat the class in a circle with a printed treasure chest and dustbin in the middle. Children will contribute a great friend quality which will go into the treasure chest. Draw attention to the dustbin where there are unwanted behaviour choices written on strips of paper in there.

Using a large space with music, children will show a frozen pose of a character trait when the music is paused. To link with *Mixed* they must show the meanest/loudest/cleverest/coolest person in the world. Reveal the colours from *Mixed* and how each colour has a key personality trait.



MAIN LESSON

1 | FROZEN PICTURE

Split the class into the three colour groups from the book: Red, blue and yellow. Place stickers on the groups so that it is visually clear. Ask the children to create a whole group freeze frame showing their colour's attribute. Pretend to take a 'family photograph' of the different groups, highlighting individuals who are showing the character traits with their face, body and pose.

Show the book again and explain that a very sad day came. Each colour decided that they were better than the other colours and did not want to mix. Get them to recreate

their mean pose from the starter activity. Read from the paper placed on the dustbin picture and explain that these were some of the things the colours said:

You're a different colour to me so I don't like you.
You're not my colour so I don't want to play with you.
We can't be friends because we are not the same colour.

Ask the children to pretend to take a photo of each other, imagining they have just had those things said to them. Share a few of the frozen 'photos' that really convey the emotions so the whole class can see.

Introduce the word **RACISM** on a strip of



“Sending children on a plastics hunt helps them make the link between the littering alien and everyday plastic items”

paper and explain the meaning, taking children’s understanding of the word to add to the definition. Place it in the dustbin.

2 | MIXING COLOURS

Using rolls of paper, children draw or write how they feel when the colours are mean and separated. Ask each group what they could do to make things better. How should they treat each other? Remind

them of their ideas in the starter. TA/Teacher to scribe their thoughts on big pieces of paper to be stuck around the space.

Next, explain that one day something amazing happened. Three of the colours decided to mix, standing up to the unwanted behaviour!

Roll out paper on the floor and hand out red, blue and yellow paint. Encourage the children to mix the colours

to make as many different coloured circles on the paper as they can. This is a good point to show the pages in *Mixed* where more colours are emerging.

Get them to write down or draw words and phrases to inspire people to stand up to others. Remind them of their ideas that are stuck around the space. When they have finished, and had a chance to look at each other’s artwork, introduce the term anti-racism and explain that this is when you actively do something to stand up against racism and promote inclusivity – just like all of the suggestions they have created.

3 | BUILDING FRIENDSHIP

Create an outline of three grey buildings with blank windows on a large sheet of paper to display in the class. Explain that the only way to fill the windows with colour is by showing the friendship qualities and inclusivity the colours in *Mixed* failed to show each other. Get the children to write friendship qualities they think are important and place them in the windows. Discuss what the words mean and how children can show them in action. When a child has seen a friend display one of the qualities in the buildings, they can colour in the window by mixing colours.

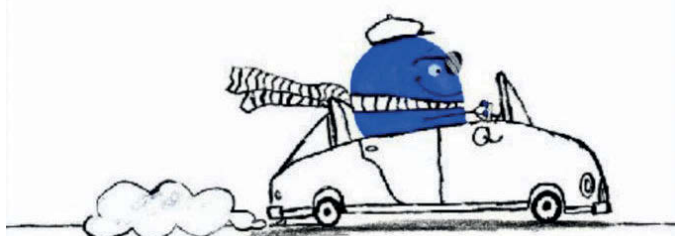
Emily Azouelos is a freelance learning and schools coordinator working for Black Books Matter UK, a charity creating space for the diverse world we live in, through the power of books.

EXTENDING THE LESSON

- Ask the children to close their eyes and guide them through a warm down, remembering the process and emotions of being separated and treated badly because of their colour, through to standing up to that behaviour and finally mixing together and including everyone, no matter their colour. Share feelings at the end.
- Tap a child on the shoulder when they are in their frozen pictures and get them to share their thoughts aloud to bring the picture to life.
- Look at examples of historical people and events where there has been a stand taken against racism.
- Write a diary entry in role as one of the colours from the book *Mixed* discussing how it feels to be separated and then a contrasting entry when they are all together again.

USEFUL QUESTIONS

- How is racism different from other mean behaviour choices?
- Why is it important to treat everyone the same no matter what their colour is?
- Which anti-racism action example did you like the best and why?





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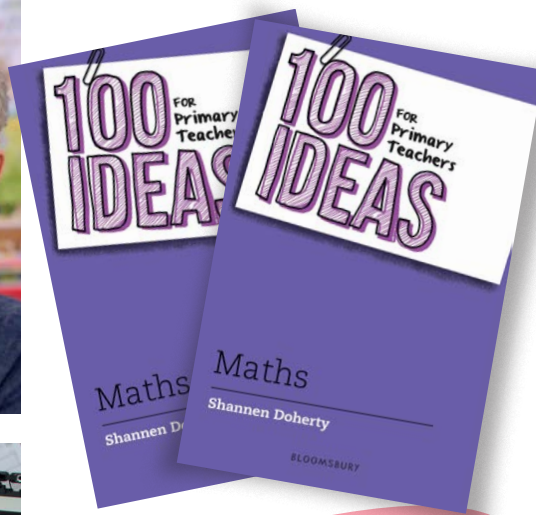
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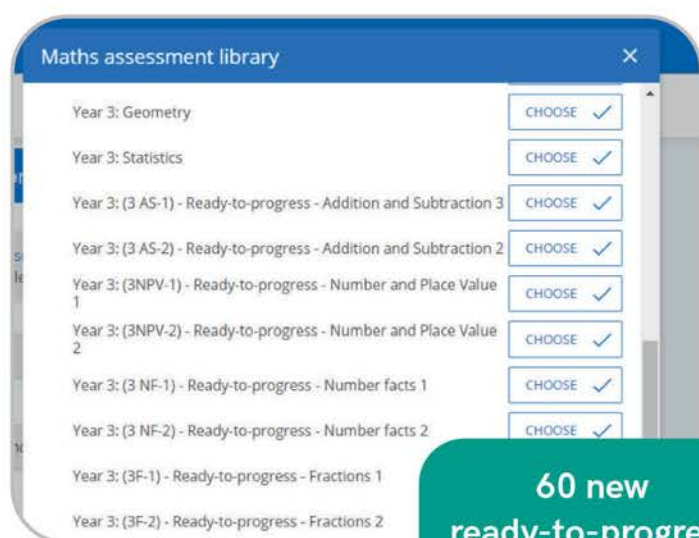
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This app is a lot of fun. Having played with my children, we have loved exploring the different games and activities. It is a tool I would love to use in class and can see how 10-15 minutes a day could have a real positive impact on children's outcomes.

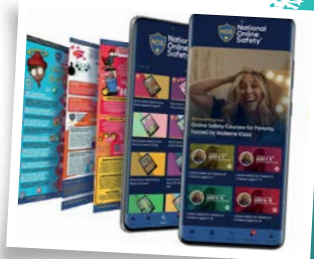
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NetSupport

REALLYSCHOOL

ReallySchool is an app co-produced with primary teachers to support them as they meet the requirement to capture, assess and record their pupils' learning experiences. It streamlines the process, allowing them to take photos, videos and audio recordings of skills acquisition via a tablet, carry out observations and allocate assessments against in-built curriculum objectives as they go. Visit reallyschool.com



Category finalists

BLIPPIT

Blippit Boards - blippitboards.com

DOODLELEARNING

DoodleEnglish - doodlelearning.com

INEQE SAFEGUARDING GROUP

Safer Schools App - oursaferschools.co.uk

THE NATIONAL COLLEGE

National College App - info.thenationalcollege.co.uk



WINNERS MATHS

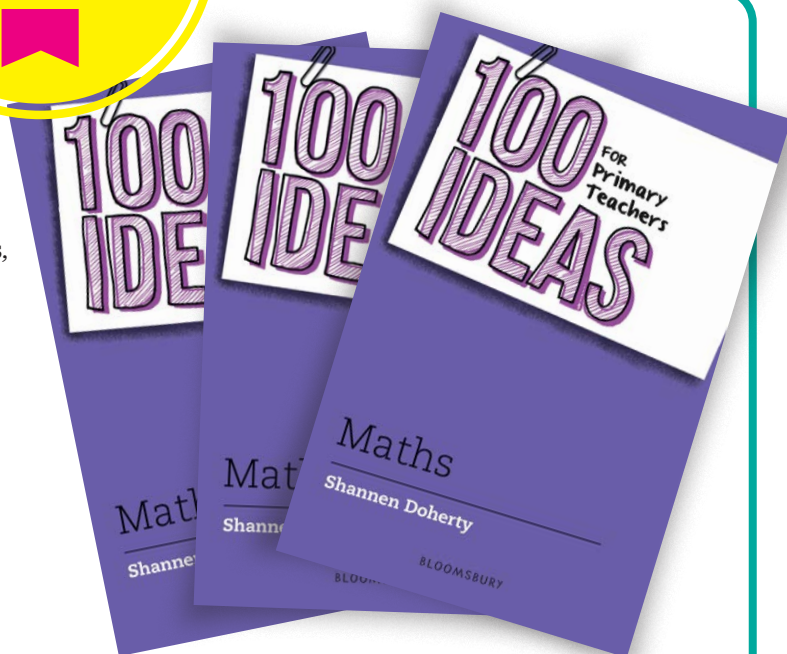


Bloomsbury Education

100 IDEAS FOR PRIMARY TEACHERS

Offering 100 fun, practical ideas for teaching primary maths, this is the perfect resource for teachers looking for creative ways to vary their practice. The activities cover the entire maths National Curriculum for KS1 and 2, from number and place value to fractions, measurement, geometry and algebra. The ideas are rooted in a mastery approach and are designed to support both struggling and able learners, but they can easily be embedded into any teaching method and work brilliantly in all classrooms.

Visit bloomsbury.com/uk/100-ideas-for-primary-teachers-maths-9781472984470/



This is a handy, pocket-sized little book. Although small, it is packed full of ideas which teachers can dip into when needing activities or inspiration. The book has something to offer all areas in the English mathematics curriculum. The activities are flexible enough to be adapted to any age or stage and can be embedded into any existing scheme of work.

MATHEMATICAL ASSOCIATION



Mirodo Education

MIRODO

Mirodo is used by teachers and pupils to support intervention and fill in gaps for English and maths. Teachers can set differentiated formative tasks efficiently and all questions are instantly marked, providing real-time insights by reviewing pupil responses and addresses misconceptions on a pupil and class level. Through unique algorithms and video lessons, individual gaps in understanding are identified and filled using a personalised, adaptive learning approach. Visit mirodoeducation.com

The main strength of this platform is its videos. These are clear and engaging, with worked examples and a useful summary. It is both teacher- and child-friendly, and although it is aesthetically pleasing, does not distract from the mathematical understanding.

MATHEMATICAL ASSOCIATION



Learning Resources

MATHLINK® CUBES NUMBERBLOCKS 1-10 ACTIVITY SET



The MathLink Cubes® Numberblocks 1-10 Activity Set brings maths learning to life in the classroom as children use special-edition MathLink Cubes to build the Numberblocks one to 10 in all the ways seen in the episodes. Using this practical resource when teaching brings a new dimension to exploring the characters and is a fun way to help children master early maths skills. Visit learningresources.co.uk/our-brands/numberblocks

Category finalists

C4K EDUCATION LTD
SATs Boot Camp – yearsix.co.uk

CLASSROOM SECRETS
Maths Recovery Lessons – classroomsecrets.co.uk

PEARSON
Maths Flex
pearsonschoolsandfecolleges.co.uk

DOODLELEARNING
DoodleMaths – doodlelearning.com

FISHER EDUCATIONAL LTD
10 Ticks Mathematics Websites – 10ticks.co.uk



Challenging Education

THINKING DIFFERENTLY FOR DISADVANTAGED LEARNERS

Thinking Differently for Disadvantaged Learners is an online Professional Learning Programme (PLP) based around six recorded training modules and available to all staff to access at their convenience and/or to be integrated into the whole school professional development plan. Sessions have been recorded by expert trainers (and experienced school leaders) who have a wealth of knowledge on leadership and teaching of disadvantaged youngsters built up over more than six years of supporting schools across all phases in Raising the Attainment of Disadvantaged Youngsters (RADY). Visit challengingeducation.co.uk



In the current context when we know the disadvantage gap has widened as a result of the pandemic and partial school closures, this comprehensive virtual learning programme has huge potential for positive impact through developing the thinking of staff at a variety of levels, as well as governors.

TEACHER DEVELOPMENT TRUST



The Geographical Association

PRIMARY GEOGRAPHY CPD PACKS 1-5

The Geographical Association's (GA) CPD packs are designed for teachers to use in school with their colleagues. Each pack contains a range of practical activities that are flexible to suit your context, the amount of time that you have available and can be customised to suit your school's needs. The packs meet the 2016 Teaching Standards for professional development, and each title contains an overview document with evidence-based CPD activities for 15 minutes, one hour or half a day and a link to a downloadable resource folder. Visit geography.org.uk



These innovative packs from the GA make it easy for busy primary teachers to engage with high-quality subject-specific CPD. The resources are grounded in evidence, with references provided for teachers to explore the research base in more depth if they wish.

TEACHER DEVELOPMENT TRUST



Dyslexia Action Training

THE EMOTIONALLY CONNECTED CLASSROOM (LEVEL 5)

This short course provides an overview of the importance of building relationships and meaningful connections as an aspect of SEMH. It explores the impact of emotions on the thinking brain and its implications for learning. Participants will be able to look at key elements of current research and practice in mentalisation theory as well as emotional coaching. Visit dyslexiaaction.org.uk



Category finalists

CRITICAL PUBLISHING
Equitable Education – criticalpublishing.com

TT EDUCATION

School CPD Library – tteducation.co.uk

CORNERSTONES EDUCATION

Curriculum Maestro – cornerstoneseducation.co.uk

BRITISH SIGN LIMITED

Introducing British Sign Language – british-sign.co.uk

THE NATIONAL COLLEGE

The National College Webinar Programme – thenationalcollege.co.uk





teach
PRIMARY
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2021
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★★★★★
The CLPE School Membership has been awarded 5 stars in the English category of the Teach Primary Awards 2021.

Build a book-based curriculum in your primary school with the CLPE's whole school Membership

The CLPE School Membership includes access to:

- Over 230 Power of Reading teaching sequences based on tried and tested children's books
- Home learning teaching resources
- CLPE's curriculum maps to show how to plan a text based curriculum
- Priority access to book CLPE conferences and events
- Plus access to all free membership resources and content.

The CLPE School Membership supports teachers under immense pressure and offers ideas and structure for their literacy curriculum, to raise literacy standards and develop a love of reading and writing.

100%

of members who completed an evaluation survey in 2021 would recommend the CLPE School Membership to other schools.

It has enabled staff to plan lessons creatively with vehement energy and this has reflected on pupils' enjoyment of their literacy lessons.

TEACHER, 2021

Join the thousands of schools enhancing their curriculum with the CLPE School Membership.
www.clpe.org.uk/membership

The Centre for Literacy in Primary Education (CLPE) is a UK based children's literacy charity working with primary schools. The CLPE's mission is to raise the literacy achievement of children by putting quality children's literature at the heart of all learning.

CLPE also provide training, consultancy and INSET to support its book-based learning approach. Discover more on their website:
www.clpe.org.uk



clpe.org.uk




@clpe1



@clpe.org.uk



CLPE


CLPE
CENTRE FOR LITERACY
IN PRIMARY EDUCATION



Centre for Literacy in Primary Education (CLPE)

CLPE SCHOOL MEMBERSHIP

CLPE's School Membership gives primary schools whole-school access to a range of professional teaching resources, enabling them to build a high-quality book-based English curriculum. It provides ideas, inspiration and structure for the curriculum, to raise literacy standards and develop a love of reading and writing throughout the school. Each year our team of teachers (who have all held senior leader posts in primary schools) produce new and regularly updated current teaching sequences appropriate for Early Years to Key Stage 2, to match statutory requirements. Visit clpe.org.uk/membership



We were extremely impressed by the innovative, flexible and holistic nature of this resource. We all agreed that it would have a significant impact on learning and supports teachers' understanding and practice.

UK LITERACY ASSOCIATION



Stevan Borthwick



Stevan Borthwick



The Literacy Company

PATHWAYS LITERACY

Pathways Literacy is a unique portfolio of programmes to support the teaching of reading and writing from EYFS to Y6. All programmes have been written as mastery models with year group skills coherently sequenced across each academic year. Each programme focuses on a finite number of skills that are built upon progressively throughout the year, allowing pupils to build confidence so that each skill can be mastered. This methodology sets the Pathways Literacy portfolio of programmes apart from other products available to schools. Visit theliteracycompany.co.uk/pathways-literacy

Pathways contains a large amount of original planning, including home learning opportunities, and the learning is clearly sequenced.



UK LITERACY ASSOCIATION



The Training Space

THE SPELLING BOOK

Based on bestselling author and leading educational expert Jane Considine's unique, tried and tested principles, *The Spelling Book* is a carefully crafted series of five age-specific editions. Each has a full year's spelling system for primary school children, aged 6–11, bringing magic into teaching spelling and revealing its powerful impact. Visit thetrainingspace.co.uk/product/the-spelling-book



Category finalists

JOLLY LEARNING LTD

Jolly Plays – jollylearning.co.uk

GRAMMARSARUS LTD

The Ultimate Guide to Teaching Non-Fiction Writing, SPaG
grammarsaurus.co.uk

OXFORD UNIVERSITY PRESS

Oxford Reading Tree Word Sparks
global.oup.com

SCHOFIELD AND SIMS

Complete Comprehension – schofieldandsims.co.uk

COLLINS

Shinoy and the Chaos Crew
collins.co.uk


Pathways to Write
Whole-school programme
for teaching writing
with mixed age
options available


Pathways to Read
Y2-Y6 whole class
and grouped reading
programme


Pathways to Poetry
One week poetry units
per half term linked
to reading and writing


Pathways to Progress
A writing intervention
programme

A unique portfolio
of six outstanding
programmes to
support with the
teaching of
reading and
writing from
EYFS to Y6


Pathways to Home Learning
Support for parents
as homework or
during isolation


Pathways to Spell
Progressive spelling
programme Y1-Y6



For a sample pack or a FREE trial unit, please
email: online@theliteracycompany.co.uk

Our Pathways Literacy programmes can all be
used independently of each other but are linked
by themes and the Pathways Literacy
methodology making them ideal for a whole
school mastery approach to literacy.

To find out more please visit:

www.theliteracycompany.co.uk





2Simple

PURPLE MASH

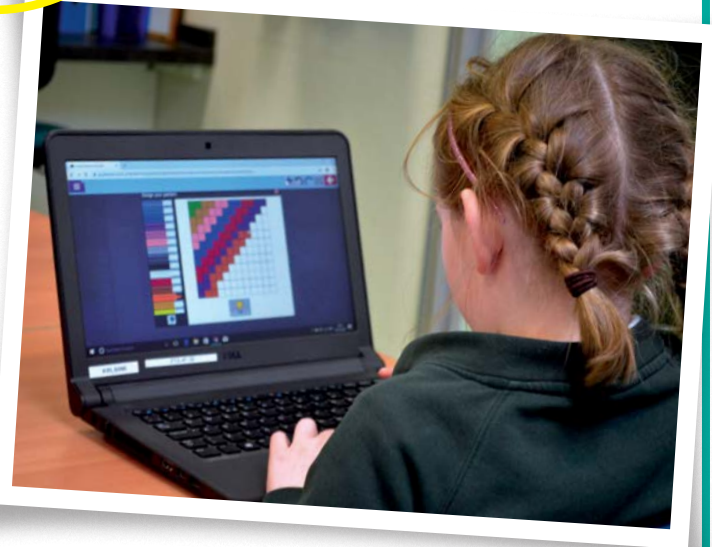


Purple Mash is an award-winning, cross-curricular website for primary school children, enabling them to explore and enhance their knowledge in a fun and creative way. It hosts an exciting mash-up of curriculum-focused activities, creative tools, programmes and games to support and inspire creative learning every day. From poems to newspapers, masks and 3D models, animations and textured paintings. Purple Mash is fully linked to the National Curriculum and engages children with maths, spelling and grammar games as well as hundreds of themed writing projects, from coding to spreadsheets and game design to blogging, plus everything in between. Visit 2simple.com/purple-mash



The extensive range of tools, applications, games and programmes create a creative experience bringing learning to life. The dashboard feature personalises learning preferences, needs and interests to ensure each pupil is challenged and supported in each curriculum area and can truly reach and exceed their potential.

ST JOHN'S C OF E



Oddizzi

ODDIZZI



Oddizzi is the only online product dedicated to providing high-quality primary geography resources. It aims to inspire children with a deep and lifelong love of the subject, and help specialist and non-specialist teachers deliver high-quality lessons. The website grew out of the founder's frustration at a lack of resources for non-specialist primary teachers. Oddizzi's original learning content is produced by teachers, travel writers, geographers and children, and is regularly updated. Visit oddizzi.com

The world really comes to life with this action packed, high-quality and inspirational resource for pupils of all ages. Oddizzi grants the opportunity for pupils to step outside of their classroom and experience the world at their fingertips, creating global citizens and broadening the horizons for young learners.

ST JOHN'S C OF E



Highly Sprung Performance

READY BOX-SET GO

Ready Box-Set Go is an innovative teaching resource, with three tailored options for primary schools that explore a range of engaging themes and curriculum subjects. It has been developed by award-winning physical theatre company Highly Sprung, who have delivered inspiring workshops and programmes for schools for the last 20 years. Visit readyboxsetgo.myportfolio.com



Category finalists

SPIDERWEB MUSICALS
The Amazing NHS and the Aliens from A&E
spiderwebmusicals.co.uk

EDUENTIALS LTD
Occupations Placement Carpet – eduentials.co.uk

PLANBEE
The Zulu Kingdom History Scheme of Work – planbee.com

ILANGUAGES LTD
Primary KS2 Scheme of Work – ilanguages.co.uk

KAPOW PRIMARY
Computing Scheme of Work – kapowprimary.com

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Just go to authorfy.com to create your free account. And in case you'd like to run a creative writing club in your school, we have resources for that, too! Use code: **TEACHPRIMARY10** to get £10 off your first Authorfy Club Box for the January-April 2022 term (more info: authorfy.com/club)



Authorfy

AUTHORFY

Authorfy is a multi-awarding winning website that introduces children to new books and brings them closer to their favourite authors. They are most known for their Author Masterclasses, which include videos of authors talking about their book, plus classroom resources and creative writing challenges. The website boasts over 100 masterclasses and features bestselling authors such as Michael Morpurgo, Michael Rosen, Katherine Rundell and Anthony Horowitz. All resources on the website are free and the site has gained more than 30,000 subscribers since September 2019. Visit authorfy.com



Authorfy gives teaching staff and children access to authors/illustrators and high-quality texts. The website supports the Reading for Pleasure agenda in that it helps to bring a wide variety of texts alive, engaging to all and fun. I will be recommending this to English leads to take a look and share.

WOODLAND ACADEMY TRUST



Educational Recording Agency

NATURAL CURRICULUM

Based on England's National Curriculum, and developed with the Educational Recording Agency (ERA), the Natural Curriculum provides high-quality, ready-to-use grammar lessons centred on captivating clips from the BBC's natural history archives. With differentiated whiteboard activities, high-quality sentence models, vocabulary Word Walls and plenty of opportunities for children to apply their grammar skills, this free programme of learning provides everything a teacher needs for delivering the grammar and punctuation aspects of the Key Stage 2 English curriculum. Visit naturalcurriculum.co.uk



Cross-curricular plans allow children to develop their literacy/grammar skills whilst learning or reinforcing some of their wider curriculum knowledge.

WOODLAND ACADEMY TRUST



B Squared Ltd

THE SENDCAST

The SENDCast allows SENCOS, teachers or anyone working or living with children with SEND to access a free weekly podcast, discussing topics such as verbal reasoning, mental health, healing the trauma of Covid-19. As the podcast is weekly, we can react to current issues so that the information will help real-time situations. Visit thesendcast.com

SENDcast



Category finalists

PDSA

PetWise Award – pdsa.org.uk

SHAKESPEARE BIRTHPLACE TRUST

Boils, Plagues, Sores and Embossed Carbunkles
shakespeareweek.org.uk

COLLINS EDUCATION

Primary Wellbeing Pack – collins.co.uk

INEQ SAFEGUARDING GROUP

Teach Hub & Home Learning Hub – oursaferschools.co.uk

NATIONAL ONLINE SAFETY

WakeUpWednesday Online Safety Guides – nationalonlinesafety.com

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✓ Knowledge organisers and vocabulary posters for each topic, ensuring progression across the school

✓ Science lesson packs filled with engaging curriculum-linked content that produces sticky knowledge

✓ Hundreds of science reading comprehensions to inspire your reluctant readers

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“We love Whizz Pop Bang magazine and resources... there are so many awesome lessons that my less-confident colleagues can teach with ease!”

Kay Wilkie, teacher and
Science co-ordinator Shaw
Ridge Primary School

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Millgate House Education

SUPERHERO SCIENTISTS

Superhero Scientists is a great text for a 7–11-year-old to read independently or with an adult. The book helps children to learn about the many scientific professions in the world and the discoveries that these incredible people have made. The text in each chapter is laid out in manageable chunks to make the information accessible. Photos and illustrations help to bring the stories to life and empower children to believe that anyone can follow a career in STEM. You will find representation from different genders, sexualities, faiths, race and ethnicities, and abilities and disabilities. Visit millgatehouse.co.uk/product/superhero-scientists



An engaging and inspiring book about a range of diverse STEM scientists. What sets this book apart is its originality. It really brings the scientists to the fore, to explain their journey, their jobs and to encourage an awareness of a range of careers in the world of STEM.

PRIMARY SCIENCE TEACHING TRUST (PSTT)



Launchpad Publishing

WHIZZ POP BANG SCIENCE AND DOWNLOADABLE TEACHING RESOURCES

Whizz Pop Bang is an award-winning, gender neutral monthly science magazine for children aged 6–12. Each issue is bursting with science news, facts, features, activities, interviews with inspirational scientists, jokes, puzzles and science fun! There are also experiments that can be done in primary classrooms using only simple materials that schools either already have or can obtain easily and cheaply. Visit whizzpopbang.com/teaching-resources



The resources are bright, colourful, engaging and interesting and relate to the National Curriculum and the Scottish CfE.

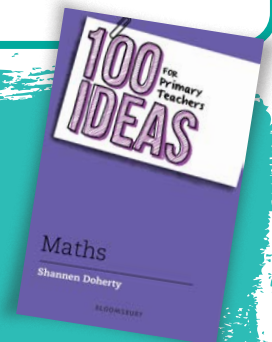
PSTT



Bloomsbury Publishing

UTTERLY JARVELLOUS

With 50 fun, accessible and sustainable lesson ideas covering the entire KS 2 National Curriculum for science, this book will inspire teachers and engage children of all abilities. The whole class will be mesmerised by experiments to simulate a solar eclipse, build a wormery, make a lava lamp and watch a volcano erupt – all in a jar. Visit bloomsbury.com/uk/utterly-jarvellous-9781472984838



Category finalists

ASSOCIATED EDUCATION TECHNOLOGIES

ConquerComputing.com – conquercomputing.com

AS CREATIVES CONNECT

Extraordinary Worlds – ascreativesconnect.com

LEGO EDUCATION

LEGO® Education BricQ Motion
education.lego.com/en-gb

MET OFFICE

Exploring Extreme Weather
metoffice.gov.uk

ROYAL SOCIETY OF CHEMISTRY

Steps into Science – edu.rsc.org

ROH

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DESIGN

We place creative learning at the centre of every child's education, with certified CPD and online programmes that support teachers in taking a step into our world. Whether you're a teacher or a student, our programmes help you choose a level of engagement that works best for you. Our programmes have been created in collaboration with teachers across the UK with the needs of students at the heart of each one.

To find out more about how your school can freely access our training and resources, sign up to the ROH Learning Platform <https://learning-platform.roh.org.uk/register>

CALL FOR NEW PARTNERS

If you represent a group of schools and are interested in partnering with Create & Learn to provide them with ROH teacher training, please contact us via: createandlearn@roh.org.uk

OUR PROGRAMMES OFFER:

- Practical training sessions for KS1 to KS5 teachers across the country.
- Free digital resources, giving teachers the option of two-lesson (Taster), five-lesson (Explorer) and ten-lesson (Immersive) schemes of work.
- Films to inspire and entertain students, reinforcing the activities and concepts they encounter in the lessons.
- Programmes that schools can use to support their ArtsMark journey. Arts Award Explore or Discover resources are also available.

'This is such a fantastic resource and training course. Thank you for making everything so accessible and engaging. I can't wait to get started working with my class!'

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Royal Opera House

CREATE AND LEARN SERIES

The ROH's Create and Learn Series offers practical training for KS1 to KS5 school teachers across the country. Digital resources are free to access via the ROH Learning Platform, giving teachers the option of two-lesson (Taster), five-lesson (Explorer) and ten-lesson (Immersive) schemes of work.

These include introductory films that inspire and entertain students, reinforcing the activities and concepts they encounter in the lessons.

Schools can use the programmes to support their ArtsMark journey, and Arts Award Explore or

Discover resources are also available. Visit learning-platform.roh.org.uk



A truly unique and outstanding resource for teachers who are committed to broadening horizons in their classrooms. They really have thought of everything.

REACH ACADEMY



Young Money

MONEY HEROES

Money Heroes, supported by HSBC UK, aims to improve financial capabilities of one million children aged 3–11 over three years. The programme has been designed to enable a collaborative, child-centred approach to teaching financial education, both at home and in the classroom. All resources and activities meet the Financial Education Quality Mark and have been split out into learning outcomes and themes from the Young Money Financial Education Primary Planning Framework. Visit moneyheroes.org.uk

Money Heroes provides a wonderfully engaging, varied and comprehensive set of resources which will support teachers to teach pupils of all ages how to handle money responsibly. **REACH ACADEMY**



Renaissance

MYON

myON is a student-centred, personalised literacy platform that offers every student unlimited access to an enhanced digital library with up to 7,000 books. Thanks to Star Reading integration, myON provides a full remote learning experience by matching students with the right book at the right reading level, based on their interests. Visit renlearn.co.uk/products/myon-by-renaissance



Category finalists

CANOPY EDUCATION CIC

Workplace Skills – canopy.education

UK PARLIAMENT

360° tour of UK Parliament – learning.parliament.uk

SATCHEL

Satchel One – teamsatchel.com

MAKE IT PLAIN

Kinteract – kinteract.co.uk



SEEDS OF HAPPINESS

Train to teach positive psychology to children

- A unique course in the science of wellbeing aimed at KS1 and KS2
- Learn at your own pace online
- Course delivered by best-selling author, teacher and wellbeing-expert, Adrian Bethune
- Download all lesson materials after each module, ready to teach your class
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I CANNOT RECOMMEND THIS COURSE ENOUGH. IT PROVIDES FANTASTIC RESOURCES THAT YOU, AND YOUR STUDENTS, WILL USE AND REFER TO OVER AND OVER AGAIN.

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Email us at hello@teachhappy.co.uk
or visit bit.ly/seedsofhappiness



**Financial Education
Free Programme**

Teach Primary Four Star Winner

Money Heroes free programme seeks to transform financial education for primary children, aged 3 – 11, in school and at home.

A range of ready to teach resources, tools and guidance; including KS1 and KS2 storybooks and games, hosted on a bespoke online platform ensures that children have the opportunity to develop their knowledge and skills across the core themes from the Young Money Primary Planning Framework.

Register for free at www.moneyheroes.org.uk



Supported by
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Teachhappy Ltd

SEEDS OF HAPPINESS

The Seeds of Happiness is a fun and engaging course introducing primary aged children to positive psychology (the science of happiness) over seven lessons. Children will learn more about what contributes to wellbeing and how they can positively impact their own

happiness levels, and those of the people around them, by the actions they take. Each lesson contains 'missions' for the children and teacher to carry out, where they take practical steps to improve their wellbeing. Visit courses.teachhappy.co.uk/courses/seeds-of-happiness



What really stands this apart is the holistic nature of this resource - train the teacher in the 'science of happiness' with well structured, research-based information. What we especially liked - and gave this resource an edge - was that it would also benefit the teacher by educating them in their mental health and wellbeing.

CARNEGIE SCHOOL
OF EDUCATION



RSPB

WILD CHALLENGE AWARD

Wild Challenge award provides teachers an excellent framework to build learning through nature into their curriculums. It's flexible enough to be delivered in all four countries in the UK with all downloadable resources available bilingually, but most importantly, it is designed by teachers for teachers with research into children's connection to nature at its heart. It allows children to not only get closer to nature but learn how they can be empowered through a sense of agency to see positive change for nature through their actions. Visit rspb.org.uk/schoolswildchallenge



While aimed at primary children, we were impressed that this resource considered the early years age phase too, which is often overlooked.

CARNEGIE SCHOOL
OF EDUCATION



2Simple

STRIVER

Striver is a complete PE scheme of work that not only focuses on the physical health of pupils but also their mental health, with dedicated wellbeing units. Designed by a team of three practicing PE specialists who each have over 10 years' experience, Striver contains step-by-step lessons, enabling every teacher, from the non-specialist to the more experienced member of staff, to run engaging PE classes spanning a broad range of different sports and activities. Visit 2simple.com/wellbeing/striver/



Category finalists

LEARNING RESOURCES®
Big Feelings Pineapple™ - learningresources.co.uk

IMOVES ACTIVE EDUCATION LTD
imoves active school+ - imoves.com

HODDER EDUCATION
eduu.school - hoddereducation.co.uk

THE WHOLE OF ME
Online wellbeing resources for teachers - thewholeofme.com

AMAZING PEOPLE SCHOOLS
Amazing People Schools - amazingpeopleschools.com



PE AND WELLBEING IN ONE PLACE



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Challenge and encourage your pupils

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Access Striver in school or on the field with the cloud-based platform and dedicated app.



Whole school planner

Effortlessly organise PE and wellbeing across the school, for Early Years to Year 6.



Save hours of teacher time

With easy to follow lessons, one touch in-lesson assessment and powerful reporting tools.



Visit 2simple.com/striver14 to start your 14-day free trial





Speech and Language Link

INFANT LANGUAGE LINK

Infant Language Link is used to identify and support children aged 4–8 with speech, language and communication needs (SLCN). School staff use our specialist service, online package with over 120,000 children each year, in over 4,000 schools in the UK and internationally. Infant Language Link is the only package with a standardised assessment, tailored interventions and printable resources, all designed by speech and language therapists (SaLTs) and specialist teachers.

Visit speechandlanguage.info/infant



The package provides very informative videos for staff which explain the impact of language delay across the curriculum, together with regular free webinar training sessions that support schools to develop a comprehensive and practical understanding of SLCN.

SSAT SCHOOLS NETWORK



Crick software

CLICKER 8

Clicker is an innovative reading and writing support tool that is designed to help children of all abilities achieve rapid and permanent gains in their literacy skills.

The extensive scaffolding it offers to emergent, developing and struggling readers and writers really sets Clicker apart, and it enables teachers to layer various scaffolds as needed for each child. In addition to the core word processor, teachers can utilise the word prediction and speech feedback, and access thousands of free differentiated curriculum resources via LearningGrids to provide the right level of support for each child, quickly and easily. Visit cricksoft.com/uk/clicker



This new version of Clicker includes analytics which enables teachers to review how pupils have accessed scaffolds and completed a task and to further tailor support in the future. Clicker can be used on a range of platforms including Windows/Mac and Clicker writer on iPad/Chromebook, thus making it a versatile classroom tool.

SSAT SCHOOLS NETWORK



Lexplore Analytics

AI ASSESSMENT AND RESOURCES

Lexplore offers schools an innovative method of assessing reading using AI and eye-tracking technology that gives teachers an entirely new insight into literacy, helping to pinpoint reading and visual difficulties. The five-minute online reading assessment assesses both 'out loud' and 'silent' reading as well as comprehension, giving a full and thorough analysis into an individual child's reading.

Visit lexplore.com/gb/



Category finalists

INTERNATIONAL DYSLEXIA LEARNING SOLUTIONS LTD

IDL Literacy – idlsgroup.com/literacy

HUE

HUE Animation Studio – huehd.com

BLOOMSBURY PUBLISHING

The Inclusive Classroom – bloomsbury.com

INEQE SAFEGUARDING GROUP

SEN Online Safety Resources – ineqe.com

READING REVIVAL LTD

Reading Revival Toolkit 1 – readingrevival.com

Top of the class

Resources and activities to bring fresh inspiration to your classroom...



1

Low-stakes maths

Quick-fire, low-stakes assessments are being used more and more by teachers to rapidly find gaps in children's learning.

Maths.co.uk has 10,000 high quality online questions that align 100% to the National Curriculum which makes it the ideal solution for creating and using low-stakes quizzes in the classroom. Teachers can choose from over 200 ready-to-use assessments, or create their own in under 60 seconds. These quizzes are instantly marked providing instant feedback to the teacher. Not only that, but audio for each question supports all children.

For a free trial or a 20-minute Zoom, please email support@maths.co.uk

3



Diabetes support

The InDependent Diabetes Trust (IDDT) offers support and information to people with diabetes, their families and health professionals, on the issues that are important to them. Its helpline offers a friendly understanding ear when the going gets tough. IDDT supplies information packs to parents and teachers so they understand the needs of children with diabetes in school and provides much-needed aid to children with diabetes in developing countries. Diabetes can cause serious long-term complications and a cure is still elusive, so IDDT funds essential research. As a registered charity IDDT relies entirely on voluntary donations.

For more information or to join, visit iddtinternational.org

Smiley Face for Recycling

Leafield's smiley face novelty recycling bin range has been designed to encourage and educate young children at nurseries, preschools and primary schools to recycle. Its slimline and compact design makes it ideal for food areas, corridors, or play areas. The brightly coloured smiley face bins are available in three different sizes holding up to 62, 52 or 41 litres of waste.

For more information on Leafield's Smiley Face recycling bins call Leafield Environmental on **01225 816541**, email recycle@leafieldenv.com or visit leafieldrecycle.com



4



Even more Vikings

Exciting school visits have resumed at York's JORVIK Viking Centre, medieval townhouse Barley Hall and DIG: An Archaeological Adventure, but if you can't make it to historic York this year with your class, there are even more virtual visits new for 2021!

Whether you are covering Vikings, the medieval period, archaeology or even the War of the Roses, bring history alive with The JORVIK Group's expert team of costumed interpreters live on-screen in your classroom for a "Meet the..." virtual visit. A whole range of themed options to bring your lessons – from history to literacy and STEM studies – to life.

Visit jorvikvikingcentre.co.uk/education/ for more details.

5



Trash to treasure

Turn everyday rubbish into treasure with The Tindims of Rubbish Island. Prizewinning author Sally Gardner and illustrator Lydia Corry have created a fun new world of tiny characters and big adventures. Their empowering new series for five to eight-year-olds is printed in dyslexia-friendly font with pictures on every page. The Tindims series is available now at all good bookshops.

6



Success for All ★

Literacy for all

Great news for schools! The data expert FFT has recently acquired the renowned literacy provider, Success for All (UK). Success for All's reading and literacy programmes have been used by schools for 20 years and provide evidence-based teaching schemes, fully aligned to the National Curriculum. Both not-for-profit organisations, both with a shared belief that success in life is built on a solid foundation of learning, their first venture together is a relaunch of the phonics programme, Success for All Phonics, fully validated by the DfE. Find out more at fft.org.uk/phonics

8



Extinction escapades

TV scientist Professor Ben Garrod presents the story of life on Earth told through the major mass extinctions. Get ready to discover evolution's superstars, the most incredible animals ever to swim, stalk, slither or walk our planet. From Hallucigenia, a super-weird, spiky, armoured worm, to the famous and super-misunderstood Tyrannosaurus rex. The Extinct series makes top level science fun for all ages with full-colour illustrations. Ask the Expert contributions from leading scientists, and a glossary, pronunciation guide and timeline in each volume. Visit readzephyr.com to find out more!



7

Money matters

Bring money matters to life in your classroom by taking part in these fantastic FREE programmes from Young Money! Kickstart 2022 with the Young Money Challenge, running from 31 January–1 April. This fun and creative challenge will help your pupils discover the connection between money and inclusion. Continue this valuable learning by delivering an exciting and inspirational My Money Week for your whole school, from 13–17 June. Both programmes include quality marked, ready-to-teach resources for KS1 and KS2, and are designed to help make learning about money meaningful and memorable! Find out more at young-enterprise.org.uk

9



Emotional Wellbeing

Introducing a simple but empowering therapeutic model to help all ages take control of their emotions rather than be controlled by them – turning how we deal with emotional wellbeing on its head! Ollie and his Super Powers have launched their highly praised Ollie Emotional Resilience Prevent Programme for schools where children learn why we need all our emotions, how we sometimes misunderstand people, and much more building resilience, empathy, self-worth, and confidence. For more information, call **07816661460** or email info@ollieandhissuperpowers.com

Improve productivity

The stylish and compact Galaxy Tab A7 range comprise easy-to-use, robust, and secure devices, enabling primary school teachers and students to work productively no matter what the task. The sleek and portable design enables users to move between home and classroom, quickly and effortlessly; providing every teacher and student with more choice, greater possibilities and allowing them to produce their best work. Find out more by calling **0333 344 1916** or contacting samsungexperiences-tors@prs-and.com

10



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- Inspire your pupils to discuss and engage in global issues such as conservation and plastic pollution



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HOW TO SIGN UP...

Visit animalplanetmagazine.com/schools

TECHNOLOGY

Samsung Galaxy Tab A7

Slim, lightweight tablet with plenty of storage and defence-grade security



AT A GLANCE

- Sleek, functional, stylish tablet, perfect for any educational setting
- 10.4" screen with stunning visuals; only weighs 476g
- Powerful processing speeds
- Intuitive and easy to use for all ages and technological abilities

REVIEWED BY: ADAM RICHES



In the right hands, the right piece of equipment can really impact the learning of young people and empower teachers to deliver engaging and interactive lessons. The Samsung Galaxy Tab A7 is a seriously powerful tablet that could have that instant impact.

Samsung's most recent Galaxy range boasts a number of devices perfect for education. The Galaxy Tab A7 tablet is sleek, stylish and hugely functional, making it perfect for classrooms. The impressively sized 10.4" screen means that it is usable but not cumbersome. Weighing in at 476g, the tablet isn't heavy and is well suited to small hands. The tablet is also great for teachers – it can be stored easily and packs some serious computational punch for its size.

The Galaxy Tab A7 is an intuitive tablet that boasts simple and logical command steps to execute functions. The actions on the tablet soon become habitual and after just a few minutes of acclimatisation, students (and adults!) can access the basic functions and use the apps loaded onto the tablet. Even for those accustomed to other types of tablet, navigating the Galaxy Tab A7 becomes second nature quickly. The smoothness and efficiency of the Android software is clearly evident.

The Galaxy Tab A7 comes with 32GB of storage and has rapid charging functionality, meaning that it can be used for a variety of tasks in a day. If you need more storage, there is capacity for an additional memory

card of up to 1TB.

The tablet boasts defence-grade security. Your private data is protected from malware and malicious attacks by the Knox security platform. In addition, the Galaxy Tab A7 boasts a number of restrictive functions to ensure that learners are accessing the right materials during learning time.

Integrating the Galaxy Tab A7 into lessons couldn't be easier. Used as a single tablet, or in conjunction with other pieces of technology, it can unlock so much potential for learners. Samsung has made the networking functions simple to set up, meaning you can quickly prepare and distribute the technology, reducing lost learning time. The actual speed of the processor puts mountains of information and apps at the fingertips of pupils.

The Galaxy Tab A7 can be fully integrated with the wider Samsung ecosystem. This brings additional levels of collaboration into the classroom, with interactive whiteboards, digital flipcharts and numerous other functions accessible without a computer connection. If your school is part of a MAT or if children have to complete distance learning for any reason, Samsung devices help you to empower students to continue to learn, wherever they are.

If students have the right kit, it makes their learning more efficient and the job of the teacher less stressful. The Galaxy Tab A7 is a win-win.

teach PRIMARY

VERDICT

- ✓ Exceptional functionality and versatility
- ✓ Designed with students and teachers in mind
- ✓ Powerful tool for integrating technology into learning
- ✓ Easy to use
- ✓ Loaded with features out of the box, but also easily adapted for your context

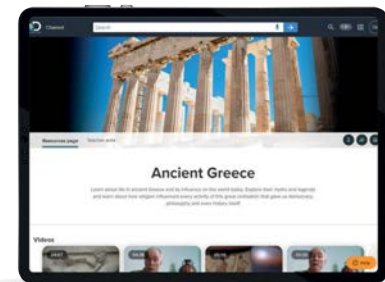
UPGRADE IF...

You want to boost the use of technology in your classroom, or want to support staff to help children who require specialist provision.

Visit Samsung Experience Stores to explore the range or get in touch on 0333 344 1916 or email samsungexperiencestores@prs-and.com

RESOURCES ➔

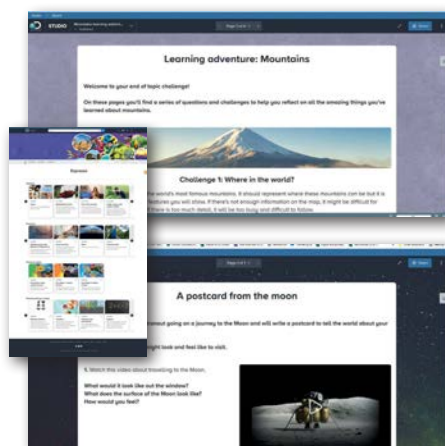
Discovery Education – Espresso



A cross-curricular service that offers a treasury of digital content, tools and materials for creating memorable learning experiences

AT A GLANCE

- Easy to find, save and retrieve content
- Empowers teachers to generate engaging resources creatively and collaboratively
- New, flexible quiz tool for assessing understanding
- Blends seamlessly with other educational technology tools
- Built on 20 years' experience of supporting schools



REVIEWED BY: MIKE DAVIES

Everyone likes to offer exciting lessons, packed with memorable experiences. Thanks to the internet, of course, there is a vast supply of clips and resources you can use to provide that 'wow' factor.

The trouble is, tracking down suitable ones can take forever. Online videos have a nasty habit of disappearing. And even when you do find the perfect thing, can you always remember where it was?

Espresso, from Discovery Education, offers a neat solution to these perennial problems. It allows you to select what you need from an extensive bank of carefully curated audio, visual and text-based resources, conveniently organised by Key Stage and subject. It also promotes a breadth of learning by offering other features such as current events and news bulletins.

For those who have encountered Espresso before, it is well worth taking another look as they have added an impressive range of improvements this year. The upgraded infrastructure includes enhanced navigation, so that you never fear getting lost. The My Content function allows you to save and organise your work and resources in your own personal space. There is also a Quick List, into which you can drop things you like as you go along, eliminating the age-old 'Now where did I

see that?' dilemma.

There is a Studio tool in which you can mould resources and activities into engaging lessons or allow pupils to create their own content. The new quiz function enables you to generate interactive assessments in a variety of formats, including embedding them into videos. It is also designed to work with other educational technology packages so you do not have to ditch everything you've done before.

On the face of it, this might seem like a virtual classroom platform. After all, the learning materials you create can easily be assigned to individuals, groups or the whole class remotely. Indeed, it could easily be used that way, should we ever need to resume lockdown lessons. However, this is primarily being used in the classroom by the thousands of schools that are already enjoying its benefits.

It might take a little getting used to at first but the package provides support and tutorials. The subscription also includes upgrades and new resources, which are added monthly. It should not be viewed as a replacement for careful planning. However, it should save teachers time in crafting eye-catching, memorable lessons that meet learning objectives.

**teach
PRIMARY**

VERDICT

- ✓ Visually appealing and user friendly
- ✓ Well-pitched resources
- ✓ Clever new tools
- ✓ Allows scope for creativity and individuality
- ✓ Promotes collaborative working

UPGRADE IF...

You want easy access to a wealth of engaging teaching resources with which to enrich your lessons.

Typical subscription: £7.65 per pupil for a year's licence. www.discoveryeducation.co.uk/espresso



NUMERACY/LITERACY

Sumdog

Personalised games-based learning and online practice in numeracy and literacy



AT A GLANCE

- Game-based, adaptive learning activities for KS1-3 maths and KS1-2 spelling and grammar
- Developed by educational experts
- Aligned with the National Curriculum
- Allows teachers to set tasks and focus efforts
- Provides detailed feedback to teachers while adapting to pupils' individual learning needs

REVIEWED BY: MIKE DAVIES



Without a doubt, online services have now secured an important place in school life, and Sumdog has impressively staked a claim to a significant part of that territory.

Even so, if there's one thing that Covid lockdowns have taught us about education, it's that there is no substitute for quality, in-class teaching. Some will claim exceptions to that rule but, by and large, pupil progress suffered from the necessary imposition of virtual lessons.

Nevertheless, technology does have a role to play in embedding understanding. Many years ago, while some rather sniffily complained about children being more engaged in video games than books, others learned from it. They saw that a bright and imaginative presentation is appealing. They noticed that rewards don't necessarily have to be tangible.

They realised that an element of competition is often a good motivator. They also recognised that children like having a sense of progress and achievement.

Sumdog has skilfully woven all these elements into their extensive offering and a lot more besides. Driven by a mission to narrow the attainment gap, they provide engaging, game-based practice in numeracy, spelling and grammar, aligned to the National Curriculum. With a range of games, covering themes from sports to fashion, they really do have something for

everyone. Most of all, these games are engrossing. It wasn't long before I was determinedly pitting my grammar skills against the world.

Given the addictive quality of these activities, and the fact that pupils can log in from any internet-connected device, you will be glad to know that Sumdog offers teachers a great deal of control over what their pupils can use it for. There is an extensive library of online tests to allow you to gauge understanding, assess progress and identify knowledge, now with over 60 assessments mapped to the ready-to-progress criteria. It also gathers and presents a wealth of information about how much and how well each child is doing.

While the children are having fun, they are consolidating their skills and getting feedback on their successes and errors. Meanwhile, Sumdog's adaptive learning engine subtly studies their performance and guides their challenges accordingly. The service has been developed by experts, and research suggests that it can have a measurable impact on fluency progress. As long as it is used as intended and not confused with an actual teacher, it isn't hard to see why so many schools already swear by it.

teach PRIMARY

VERDICT

- ✓ Visually appealing and engaging resources
- ✓ Provides targeted practice for pupils in maths, spelling and grammar
- ✓ Evidence-based effectiveness for learners from KS1 to KS3
- ✓ Intuitive and easy to use, in class or at home
- ✓ Ample support for teachers, parents and pupils

UPGRADE IF...

You want to support your teaching and learning with fun, targeted online learning practice for two core curriculum subjects

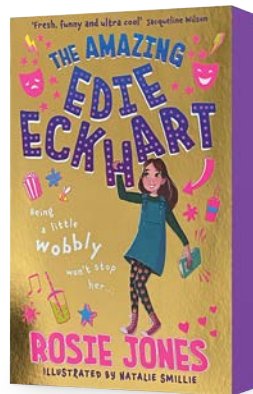
Subscriptions from £3.50 per pupil, per year. Learn more at sumdog.com

PSHE



The Amazing Edie Eckhart

A wonderful story by comedian Rosie Jones, targeting disability stereotypes with a fun tale



SCAN ME

Scan the QR code to access Edie Eckhart school resources for your class!

AT A GLANCE

- A lighthearted book aimed at KS2 students
- A realistic fictional take on the challenges of young people moving to high school
- Told through the eyes of 11-year-old Edie Eckhart
- Written by comedian Rosie Jones
- Heartwarming, funny and unendingly endearing

REVIEWED BY: ADAM RICHES



Children's literature is flourishing, now more than ever. Young people, as well as their teachers and their parents have a huge range to choose from... but *The Amazing Edie Eckhart* is one that has stood out for me this year. In fact, I'd go as far as to say it is one of the best things I have read in a long while.

Written by TV comedian, Rosie Jones, the story follows the 11-year-old protagonist Edie Eckhart. Edie is about to start high school and the narrative follows her trials and tribulations of acclimatising to the changes from primary school. Edie has cerebral palsy, meaning she speaks slowly and trips over, all traits that she takes in her stride.

The Amazing Edie Eckhart is such a lighthearted book but deals with significant and challenging issues that Edie faces. The realism of the characterisation and the narrative make the story completely relatable to the target audience and there is so much relevance in the way in which the feelings are portrayed.

Edie starts high school and finds herself separated from her best friend, Oscar. As such Edie is exposed to

situations and has experiences that she didn't first anticipate, finding herself in a plethora of situations every child does when they move up to high school!

There is, of course, so much more to the story. Through Edie, the reader is brought into the world of a child with a disability. From Jones' own experiences of cerebral palsy, readers are drawn in the challenges that young people with disabilities face in school – something that in many cases can be misunderstood and for me, is massively underrepresented in children's literature. Jones uses Edie perfectly show that disabilities don't have to be debilitating I love that Edie's disability doesn't define her.

The Amazing Edie Eckhart adds a new voice to the established go-to titles that so many children read. We need more books like this that challenge stereotypes while completely conforming with the realities that the target readers face. Not only is this an empowering book for all those who live with disabilities, it is a book that shows life is a challenge for all young people, whoever they are... but it's a lot of fun too!

teach
PRIMARY

VERDICT

- ✓ A brilliant book to widen the understanding of learners about transition
- ✓ Brilliantly written, highly engaging
- ✓ Deals with challenges in an open and honest way
- ✓ Challenges stereotypes and stigma around disability

UPGRADE IF...

You are looking for a text that will both make students laugh and learn about the realities of life in one sitting!

£6.99. See hachettechildrens.co.uk for details

LITERACY/READING

Reading Solutions UK – Reading Plus

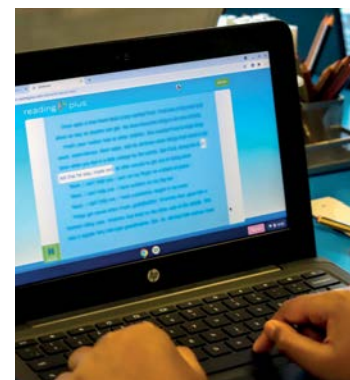


A web-based reading platform, helping readers gain confidence and ability

AT A GLANCE

- A web-based reading platform
- Designed to help readers become more efficient and effective
- Adaptive intelligence matches learners to texts and continues to do so throughout
- Huge range of fiction and non-fiction texts
- Compatible with most web-based devices

REVIEWED BY: ADAM RICHES



Getting students reading is no mean feat, especially once they hit KS3 and KS4. With the slow (and sad) decline of libraries, schools are looking to online options to supplement their offers. Reading Plus is more than just an online library though, so much more; it is a whole-school solution – something that really gets students reading.

Guided by the most prominent reading and pedagogical research from the last 30 years, Reading Plus builds and sustains fluency and reading efficiency whilst exposing pupils to a diverse range of topical content in line with their ability. The platform has a simple aim – to make readers better.

The science behind the functionality is phenomenally impressive. Each reader is given a short baseline test upon first login. This baseline is adaptive, testing and assessing the reader as they move from text to text. At the end of the process, the pupil is matched to a level aligned with their reading ability.

There are 14 levels in total, with each level consisting of 70–80 texts on each level. One of the huge draws is that the content is suitable for KS2–4 – perfect for a number of contexts.

What strikes me about Reading Plus is it actually makes children read better. Not just in terms of exposure to different texts, but literally, read better.

Features such as the guided

window are pure genius. This particular feature trains the learner how fast to read by utilising a moving box. Not only does this reduce the extraneous load for readers as they look at the whole page, reducing the temptation to skip ahead, it also sequentially speeds up, stretching the reader to progressively increase their words per minute over a period of time.

Reading Plus is designed to build vocabulary confidence and expose learners to a plethora of different words. The vocabulary section boasts 2,500 words and the accessibility and functionality of vocabulary exploration is seamless. In addition to this, Reading Plus encourages visual skill building, getting pupils to strengthen their reading muscles and training their eyes to move in an effective and efficient way. This is a particularly helpful feature for weaker readers and EAL learners who may read from right to left in their mother tongue.

One of the most notable factors for me as a teacher is the detailed and precise use of pedagogical approaches to support reading. The scaffolding, consideration of cognitive load and impressive range of text types highlights the pedigree of the creators and staff of Reading Plus. It was designed by people who know about learning.

The online platform is compatible

with the majority of web-based devices, meaning that students have access to reading wherever they are and they can read regardless of the device they own. All they need is the internet.

Teachers can track progress with ease through the highly functional and navigable interface.

teach PRIMARY

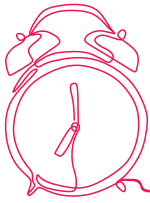
VERDICT

- ✓ Impressive assessing functionality to ensure reading is pitched right for each learner
- ✓ Huge range of texts and text types meaning learners are exposed to different types of reading
- ✓ Online functionality and usability is second to none
- ✓ Content applicable for KS2 through to 4.

UPGRADE IF...

You are looking for an all-inclusive reading package that allows tailored reading experiences for all learners.

For more info, see readingsolutionsuk.co.uk, call 0191 389 6078 or email info@readingsolutionsuk.com



DAY in the LIFE



A one-day diary from first alarm to lights out

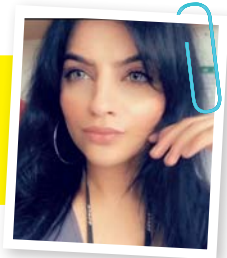
WAKING UP

My alarm goes off at half six in the morning and I shower, get dressed and ensure I eat a healthy breakfast before leaving to begin my day at school. I used to get up at 5am to have a quick gym workout but this all depends on the weather and mood!



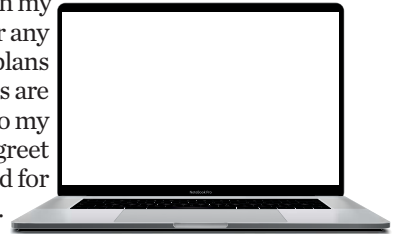
MIA BANO IS A CLASS TEACHER WITH RESPONSIBILITY FOR LEADING ART, DT AND THE WIDER CURRICULUM

@MissBTeaches_



MY MORNING

As soon as I enter the classroom, I turn on my computer to check our staff calendar for any news or information that might alter the plans for the day. I ensure that my teaching slides are up and ready for the lessons prior to my children arriving, and then we take time to greet one another, sanitise hands and read for pleasure while I complete the class register.



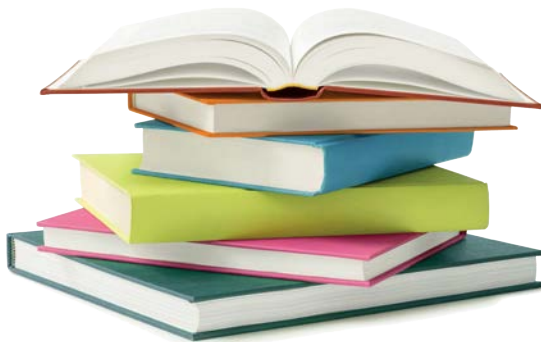
LUNCHTIME

At my school, we have our own catering kitchen that prepares all our nutritious meals daily for both children and staff, if we like! I enjoy visiting the staff room and being able to enjoy the company of my colleagues – we really are like a family and love a bit of belly-aching laughter together!



MY AFTERNOON

In the afternoon, I usually teach my topic lessons. Without fail, we will dedicate a portion of time at the end to read our class book. The children enjoy being read to immensely.



MY EVENING

My school has put in policies that have taken into account staff and pupil wellbeing, and have considered what is purposeful in meeting the needs of our children. When working with pupils, my feedback is always live and in the moment. This creates opportunities for the children to reflect on their own learning within the lesson, as well as identifying the next steps.



BEDTIME

I usually go to sleep at 10pm to ensure that I have a good night's rest before the next day. Teaching is a remarkable profession to be in, but there is an emotional and physical toll that comes with it. It is essential to take care of your own health and wellbeing to ensure that you can also serve your pupils well.



QUICKFIRE QUESTIONS

❖ **Career plan B?** If I wasn't a teacher, I would definitely be a children's writer. I also enjoy dabbling in cake art and envision myself pursuing it more professionally in a few decades!

❖ **Must-listen?** My taste in music changes quite often, however I do find myself resorting to 90's R&B.

❖ **Must-read?** I have enjoyed reading *Teaching for Realists: Making the education system work for you and your pupils*. It is incredibly humorous, witty and direct. It serves as a wonderful reminder of how phenomenal our profession is.

❖ **Twitter hero?** One teacher who I greatly admire on social media is Rani Tiwana (@Fidsta77). She is a beacon of positivity and carries a wealth of experience, having undertaken the responsibility to lead maths and English in the schools she has worked in previously. She is also a great advocate for reading for pleasure.



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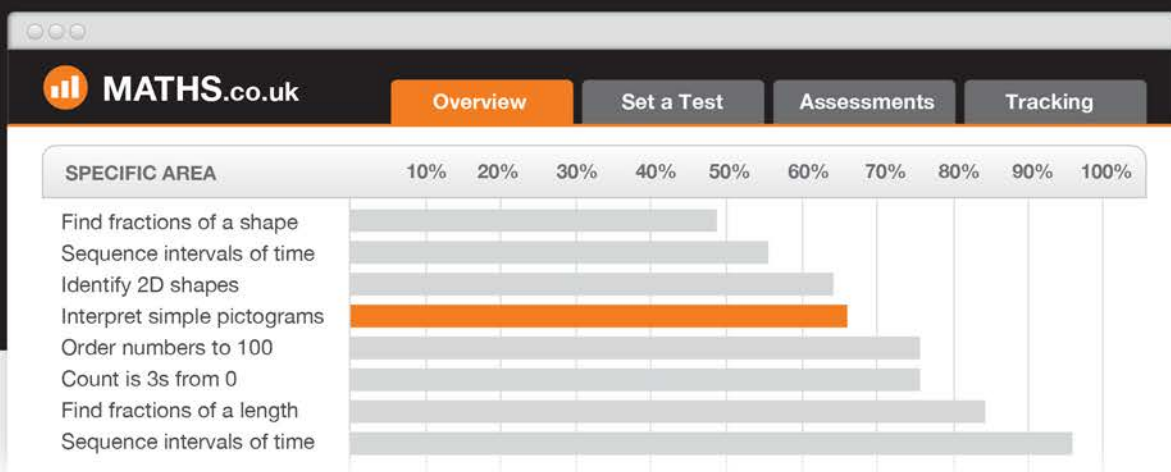
*In UK user trials 95% of teachers approved the use of STABILO EASYoriginal pens and STABILO EASYgraph pencils in their schools.

MATHS.co.uk

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- ✓ Includes KS1 and KS2 practice maths SATs tests
- ✓ All tests are instantly marked
- ✓ A typical whole school licence is just **£289**



Email support@maths.co.uk for a 30-day free trial or more information