

# THRIVE TEACHING SCHOOL

## NEWSLETTER - SEPTEMBER 2016



### INITIAL TEACHER TRAINING

After a successful end to the School Direct training for 2015, it was pleasing to see the number of places requested for 2017 has risen dramatically. Across all partner schools, there are 32 School Direct places which I have now applied for to begin in 2017. These places will be available to apply for on UCAS at the end of October and include a wide range of secondary subjects as well as primary placements. If you wish to request any additional places, please let me know as we may be able to do so.

Our ten new trainees are currently taking part in induction and start their first placement on Monday, 25th September following the University of Sussex launch day on Wednesday, 21st September. We wish them the very best for their training year.

Here in St Richard's, we have a number of new Mentors, much of my focus this year will be on ensuring these new mentors feel confident and supported in their new roles. On Tuesday, 8th November I am running an additional twilight session (3.30-4.30pm) for anyone who works with trainees. If you feel any of your mentors would benefit from this training, please email me and they would be very welcome.

In addition to this, if anyone would be willing to offer opportunities to form part of the trainees' Professional Studies programme this year, please let me know. In particular, I would like to broaden the range of opportunities for our trainees to observe each other across schools and phases.

Lis Wood

Professional Tutor

[mrswoode@strichardsc.com](mailto:mrswoode@strichardsc.com)

### NQT INDUCTION PROGRAMME

Congratulations to all our NQTs who successfully completed their NQT Induction to a high standard.

The NQTs this year had the opportunity to visit each other and learn from different settings and schools as well as attend critical study sessions with their

tutor from the University of Sussex who specialises in NQT development.

Monitoring visits completed in May for every NQT indicated that we have strong systems of support, induction and development across our Teaching School Alliances. All of this evidence of good practice will inform our processes as an appropriate body in 2016-2017.

For schools with NQTs we are registered as an appropriate body in the same way as the Local Authority and have modelled our paperwork on their system for ease of all schools. Additionally, we provide a bespoke CPD package and personalised tracking of NQTs as well as support for Induction Tutors. Our Welcome NQT Meeting which we host with East Sussex is taking place on 28<sup>th</sup> September from 1.00pm at Sussex University

For further information, please contact Joanne at or see the TSA and Rother EIP CPD Programme booklet.

### NATIONAL PROFESSIONAL QUALIFICATIONS IN MIDDLE AND SENIOR LEADERSHIP

The National College is currently reviewing its programmes. However, the National College Middle Leader, Senior Leadership and Headship Programmes are to continue through the current licence providers until the end of 2017. These programmes have proved highly popular with over 32,000 teachers undertaking the qualification since their beginning. Our local cluster is currently recruiting for programmes beginning in the Spring Term.

For further details on how to apply and the costs of the programme please see the adverts on the St Richard's Catholic College Teaching School website [www.strichardsc.com](http://www.strichardsc.com) or alternatively contact Joanne at [teachingschool@strichardsc.com](mailto:teachingschool@strichardsc.com).

### ASPIRANT HEADTEACHER PROGRAMME

The face to face sessions completed in July with participants valuing the programme highly. Over 50% of the group of 19 participants have since achieved headship positions. Our thanks to Dr Paul Jones, Headteacher of Orchard's Junior School,

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Worthing, Julie Knock Bravery from Pound Hill Infant Academy, Crawley and Caroline Thayre of Robsack Wood Primary Academy and Marie Burgess of St Leonard's Primary Academy for hosting and participating in the programme.

Funding for further programmes has yet to be offered however we are confident that we can build on the success of this model and offer it as a programme during 2016-17.

See EIP/TSA CPD Programme offer for further details.

## ARTSWORK FUNDING

The TSA and EIP Artwork programme has completed its first year. Examples of work include a Professional Story Teller working with Year 6 pupils at Sacred Heart Catholic Primary School on myths and legends in the margins of the Bayeux Tapestry and a dance group working with Year 4 pupils at Chantry Primary school. An artist will be working with KS4 Art and Design pupils at St Richard's Catholic College. As the programme continues into year 2 there will be further opportunities for schools to work with the arts. Over 50 pupils have undertaken an Arts Award qualification.

We have funds available to support new projects in Y2 and are particularly focussed on how working with the arts raises achievement, supports well-being for pupils and develops new skills for teachers.

## De La Warr Pavilion Exhibitions & CPD

### Monday 3 October

Teachers Twilight Session - STEAM Powered Big Draw Festival  
4-6pm, free, refreshments included

Join us to explore the power of cross-disciplinary approaches to learning.

Experiment with drawing processes that link Science, Technology, Engineering and Maths. Artist Karen Logan will introduce creative skills and techniques to encourage experimentation in the classroom. In addition, you can sample new resources for teaching and learning to use before,

during and after a visit to the galleries.

Booking is essential.

To find out more or book a place please email: [ashley.mccormick@dlwp.com](mailto:ashley.mccormick@dlwp.com)

The DLWP offer guided tours of the exhibition or building @ £40 per class/group and 2 hour artist led workshops @ £150 per class/group. Please visit the website for further details or call 01424 229103.

If you are interested in being involved in Arts related programmes or would like to work with the De La Warr Pavilion or join the Hastings and Rother Arts Network to enhance pupil learning through the Arts please contact Joanne at [teachingschool@strichardscc.com](mailto:teachingschool@strichardscc.com) or Ashley.

## FREE TEACHER SUBJECT SPECIALIST TRAINING

Our Primary Maths Programme designed by Maths leads from Rother EIP schools took place on June 15<sup>th</sup>, 22<sup>nd</sup> and 29<sup>th</sup> 2016. Thanks to Glenleigh Park Primary Academy, Battle and Langton CE Primary School, Chantry Community Primary School, Sedlescombe CEP and the University of Sussex who developed the programme. The programme was very successful and evidence shows that there was a direct impact in the classroom, pupils loved the resources that were developed! We are delighted to have secured funding to run the programme for a second year.

We have successfully entered a bid for further funding for Maths and Physics specialism training in partnership with Inspire Teaching School and Millais Teaching School. For details please visit our website; to apply, please visit [www.stpaulscc.co.uk](http://www.stpaulscc.co.uk).

Additionally, we have secured funding with Millais Teaching School for free specialist language training which will focus on pedagogy in languages and will be delivered at Brighton University campus. Details to be advised.

## MATHS HUB Update

This year the working groups are focussing on four areas:

Key stage 2/3 transition

Women in STEM

Maths in other subjects

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## Peer mentoring in Maths

An event to note - Maths Conference Autumn 2016  
– St. Paul's Catholic College

If you would like to be included in any of the workgroups, please contact Michelle Gaines at [mrsgainesm@strichardscc.com](mailto:mrsgainesm@strichardscc.com).

## NEWS YOU CAN USE!

**NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS** check out their website for more news and resources

There are three new sets of primary maths lesson videos, two new case studies, and plenty more – also in their newsletter.

New courses for professional development leads in advanced maths

New teaching for mastery case studies

Summer exam results

News in brief.

New primary maths lesson videos

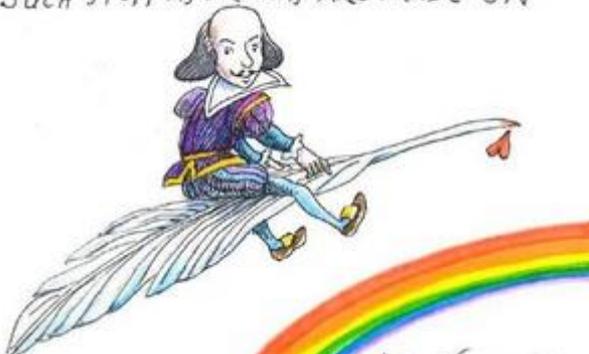
They have just published three new sets of videos, each showing a primary maths lesson that displays elements of teaching for mastery. Each of the three lessons is split into a collection of smaller individual video clips, corresponding to different parts of the lesson, and followed by an interview with the teacher. In each case, there's also a range of downloadable accompanying materials, showing the resources used by the teacher and unpicking the subject knowledge underpinning each lesson.

The lessons cover difference as a form of subtraction (Year 1), place value with decimals (Year 4), and line graphs (Year 6).

## NATIONAL LITERACY TRUST

Lots of ideas for the new academic year at [www.literacytrust.org](http://www.literacytrust.org) like the fun one below

*SUCH STUFF AS DREAMS ARE MADE ON*



Card to the Bard: own a postcard to Shakespeare

Bid in the charity auction from 22 September for the chance to own Shakespeare-inspired art, designed by famous actors, artists and authors.

## Free Resources

### Picture the Poet

Developed in partnership with the National Portrait Gallery and Apples and Snakes, teachers can now download a Picture the Poet resource to support the teaching of creative poetry writing at Key Stages 2 and 3.

### Mark the Bard!

To mark the 400th anniversary of Shakespeare's death, they have partnered with Price Waterhouse Cooper to produce a cross-curricular resource for **Key Stage 3 pupils focusing on two of the Bard's most famous plays.**

## School Recruitment

How would you like to know the person behind the CV?

**HAVE YOU CONSIDERED PSYCHOMETRIC ASSESSMENT AS PART OF YOUR SELECTION PROCESS? A QUICK, EASY, THOROUGH AND SCIENTIFICALLY VALIDATED INSTRUMENT.**

You would know **PRIOR** to shortlisting, or final interview, the candidate's interpersonal style.

Their:

- Ability to get on with people – to mobilise and motivate departments/teams/whole schools.
- Ability to get on with jobs – be creative, show initiative, work hard/to deadlines, problem solve.
- Decision making style – their tendency to take on risk or their tendency to want to gather information.
- Energy levels – their general pace and energy output.
- Leadership style.
- Ability to tolerate stress.
- Adaptability.
- Emotional management and self-control.

A behavioural profile is 85-95% accurate. It is scientifically tested for validity and consistency

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and undergoes rigorous external validation (available on request).

For a **COMPLIMENTARY ASSESSMENT** and opportunity to personally validate the instrument please contact:

Jenny Tower Performance Coach 07779 209152, [info@towermindset.co.uk](mailto:info@towermindset.co.uk) and get your **COMPLIMENTARY 1-page 'summary' report** by following the link: <http://towermindset.pdaprofile.com>

## Research NEWS!

This is a new section to our newsletter and aims to report on recent research that has been conducted in the Alliance as well as advertise opportunities to be involved in research.

Tom Holloway and John Steele of St Richard's have completed their MAs in Research Leadership. Their dissertation foci and results are below.



Tom Holloway

My research looked into Science assessment and cross-phase transition. After sending out questionnaires to our feeder schools, visiting three of the biggest providers (conducting both observations and interviews with the year 6 teachers) and evaluating the data collected with our departmental enquiry group, we managed to modify our assessment policy at KS3 based on our findings from the primary feeders. As the literature hypothesised, an element of mistrust exists between the cross phases, especially in Science where all assessment is teacher judged. Due to a lack of teaching time in primary school and perceived unreliability of teacher judgement our

department/school decided to discount the data collected. However, numerous formative strategies to assess have now been established, which will be incorporated this academic year. These strategies are, in themselves, a round of action research which will be evaluated in departmental meetings.

Both John and I are looking forward to investigating areas with our research team that may make a change within the college. We have organised a group of teachers with varying experience and different subject specialisms. All participants seem keen to engage with research and I feel we are ready to help facilitate this research following completion of our Masters.

Please feel free to email me on: [mrhollowayt@strichardsc.com](mailto:mrhollowayt@strichardsc.com) if you would like to be involved or if we can support research development in your school

John Steele

For my dissertation I looked specifically at transition, and this is what I found:

Effects of transition on academic attainment:

Research shows that pupils in their transition year (year 7) experience a significant academic “blip” for a number of reasons

Reading progress can be set back by as much as two years

Around 40% fail to make progress in year 7 compared with year 6

Some pupils actually regress, and lose so much ground compared to their peers that they never recover

Effects of transition on emotional wellbeing:

Pupils who have a poor transition are predicted to have higher levels of depression by age 15

Pupils can lose their sense of identity as the familiarity and security of their old school is removed

Pupils can become disengaged as they realise the “fun” and “excitement” of transition days and open evenings are not the day to day reality of secondary school

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Pupils can become disengaged as they repeat work they have already done

Pragmatic issues such as change of routine, lesson times, getting to and from school etc, can have a significant effect on the emotional state of some pupils

Issues between primary schools and secondary schools in terms of transition:

Secondary teachers do not always “trust” the data they receive, feeling pupils have just been “taught to the test”. Consequently, they re-teach and pupils become bored and disengaged.

Because of the lack of trust in the data, secondary schools often re-test in the first few weeks, destroying the sense of excitement pupils initially feel at starting a new school

lack of communication between secondary schools with their feeders, meaning pupils are sent with data that is unclear or irrelevant

Stress of SATs means other subjects such as science are neglected for the majority of the final term at primary school

My action research project tried to tackle these issues and managed to:

Create strong collaborative partnerships with two of the feeder schools, focussing on English

Create focus groups that collaboratively planned lessons taught between years 6 and 7, strengthening understanding of each other’s objectives and curriculums

Create moderated work that can be shared between the department and other feeder schools, helping to ensure marking is consistent as pupils transition to secondary school

Improved attainment for one year seven class as a result of the transition lessons

This year:

I am looking forward to continuing the action research groups with the two feeder schools already involved, and to rolling the model out to further schools who have agreed to take part.

For the research teams, I am looking forward to conducting meaningful, impactful research in a whole range of subjects, further

utilising the skills of an enthusiastic group of subject experts. The topics will be linked to school priorities, hopefully leading to potential solutions for issues staff face in terms of particular departments, or as a whole school. I am excited about creating a wealth of knowledge in areas that have not necessarily been explored, and for harnessing the enthusiasm of staff as we begin to build a research culture within St Richard’s and beyond

If anybody is interested in either my dissertation research, or in the research leaders group we will be running this year, please contact me at [mrsteelej@strichardsc.com](mailto:mrsteelej@strichardsc.com).

*John and Tom are currently supporting the development of CPD research groups at Cavendish School in Eastbourne*

## Specialist Leaders in Education

**We are delighted to announce the appointment of two additional SLEs in the summer term, Kim Byford and Letty Gallagher**



Kim is currently the Head of Performing Arts at Bexhill College and has been in this post since 2001 leading the development of the Performing Arts department culminating in the building of the Izzard Theatre at the college. She has worked in post 16 education since 2000 in a variety of colleges across the country. Kim is committed to exposing students to new experiences believing that this builds confidence which increases achievement across the curriculum and raises aspiration.

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Letty has been teaching for 11 years. Currently she is Joint Subject Leader of Mathematics at St Richards Catholic College and Numeracy Co-ordinator. Letty has delivered CPD to Primary Maths Specialists and Secondary teachers. Her passion for mathematics has led to the organisation of Women in Mathematics, an annual event where 200 students attend and Maths in Action Week which will go county-wide this year.

**In each newsletter** we will feature news from one of our SLEs. This term we welcome Specialist Leader in the Arts – Kim Byford from Bexhill College.

Kim has been appointed to support the development of the Arts across our Alliance and beyond. She is looking forward to working with teachers and schools and supporting the Artswork Programme of the Alliance. Kim is trained as an Arts Award Assessor to Silver level

## Events and opportunities

### Panto

Bexhill College Performing Arts students present this year's fun filled Pantomime, Cinderella! Join Cinderella, Buttons, the Ugly Sisters and many more for an evening of laughter, romance and lots of booing! The show runs from 8-9 December at 7pm (with a matinee for schools on 9th) and 10 December Matinee at 2pm. Tickets will be on sale soon and school tickets are available at a reduced price. Please visit our website [www.bexhillcollege.ac.uk/theatre](http://www.bexhillcollege.ac.uk/theatre) or contact Kim Byford [kimbyford@bexhillcollege.ac.uk](mailto:kimbyford@bexhillcollege.ac.uk), 01424 214545 ext 1223 for more details.

### Bexelei Theatre Company

We are aiming to tour a production of Punk Rock to local schools(secondary)in the Spring term. The play covers various themes including bullying, mental health and identity. It is hard-hitting and

powerful and has the potential to create discussion around these issues and provide material for PSHEe, Citizenship, Drama and English Literature. We can offer :practical workshops where your students get involved in creating and working on scenes from the play, characterisation workshops, workshops on naturalistic drama and workshops on mental health using role-play and examples from the play.

Contact Sophie Neill

[sophieneill@bexhillcollege.ac.uk](mailto:sophieneill@bexhillcollege.ac.uk) 01424 214545 ext 1223 for more details

### Dance Company

Started in 2015 the dance company is an opportunity for students across the college to audition to be part of a select company of dancers. We collaborate on choreographing dance pieces that are taken out into the wider community in performances; we made our debut at the Hastings Festival in March and have been involved in the creation of a dance based music video in collaboration with local schools and our media students. As the company continues to develop we are keen to embrace new opportunities and especially enjoy working with dancers from other schools in order to broaden students' experiences. We are always keen to hear from anyone who is interested in working with us on new and exciting projects. Contact Lucy Wells

[lucywells@bexhillcollege.ac.uk](mailto:lucywells@bexhillcollege.ac.uk) 01424 214545

### Peter Pan Youth Theatre

The Izzard Youth theatre group is proud to present their new adaptation of 'Peter Pan.' Let us take you on a journey to Neverland with Peter and Wendy and discover all the interesting characters they'll meet along the way. A new modern musical adaptation of Peter Pan suitable for all the family. At the Izzard theatre on Saturday 26th November 2016 at 4pm and 7pm. Please visit our website [www.bexhillcollege.ac.uk/theatre](http://www.bexhillcollege.ac.uk/theatre) or contact Kim Byford [kimbyford@bexhillcollege.ac.uk](mailto:kimbyford@bexhillcollege.ac.uk), 01424 214545 ext 1223 for more details.

### Bexhill Youth Group

#### Izzard Youth Theatre

The Izzard youth group was set up in 2014 for children age between 7 – 16 years. The group is run by industry professional Lizzi Hills and Liz Johnson

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who between them have a wealth of experience in both theatre in education for young people and performing in the West End. The youth group focuses on all three disciplines of theatre, singing, dance and acting and aims to give young people the knowledge and understanding of what it takes to be a 'triple threat' performer, alongside having a lot of fun with likeminded friends. The group is competitively priced and meet in term time on Tuesday evenings at The Izzard Theatre (Bexhill College-campus) from 5.30pm-7.30pm and are currently working towards their Christmas production of Peter Pan. If you are interested in joining the group or would like any more details please contact Natalie Roberts for your FREE trial session [natalieroberts@bexhillcollege.ac.uk](mailto:natalieroberts@bexhillcollege.ac.uk) 01424 214545 ext 1223

## Music teaching forum

We would like to get in touch with Music teachers from nearby schools to get together to chat about how to move students from school to college. It would be good to discuss ideas on how to encourage more students to choose Music and the skill sets that work well with each qualification. Drop a line to Lorraine Barry [lorrainebarry@bexhillcollege.ac.uk](mailto:lorrainebarry@bexhillcollege.ac.uk) 01424 214545 ext 1223

## Support and opportunities

Do you:

Want to bring in a workshop with a theatre company to school but don't have enough numbers and are looking to share?

Have a student performance piece that needs a professional environment and an audience?

Have an idea of a professional work that you would like your students to see but lack a venue and the numbers to make it viable?

Have a trip to a performance with low numbers and need a few more participants?

It would be great to hear from you and maybe we can work out a way of making things happen.

Through our East Sussex Teaching School Alliances we have contact with a wide range of Specialist Leaders from Early Years to VIth Form in a variety of subjects. They are keen to widen their connections

across the area and work with teachers and leaders to raise standards and support pupil progress.

## Professional Development Autumn Term

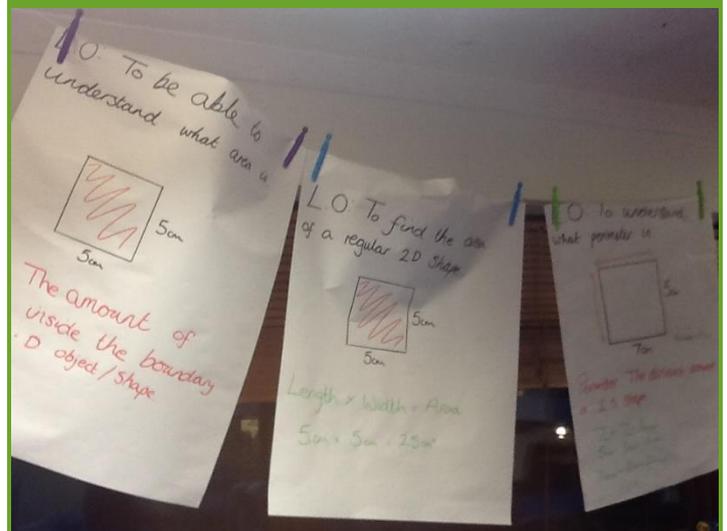
Our CPD Programme is soon to be released in partnership with Rother EIP. Highlights for this term include:

Primary Subject Specific Networks for Science, Maths and Computing

Enhancing Professional Practice Programme for teachers – all phases.

Middle Leadership Development Programme – cross phase programme building on the success of previous programmes and newly developed for 2016

Assessment without levels – Maths and English moderation.



Thanks to everyone who contributed to this edition

For further information or to submit pieces for future newsletters please contact:

Joanne Calladine-Evans

Teaching School Director

Thrive Teaching School Alliance

St Richard's Catholic College - Lead School