

# Supporting Transitions – Making the unfamiliar familiar

- SENCO to SENCO meetings
- Parent Partnerships
- Home Visits
- EYST Support
- Early Years Partnership Meetings

EVERY CHILD CAN LEARN



JUST NOT IN THE SAME WAY

[Support for childcare providers – Inclusion - Lincolnshire County Council](#)

# L.E.A.D. Teaching School Hub

Updates and Headlines



L.E.A.D.  
Teaching School Hub



*'Working in Partnership, Achieving the Highest Outcomes for All'*

# Continuum of Support and Professional Development



## UNIVERSAL

- Website: Resources/ Case Studies/ Awareness/ Signposting
- Newsletters: Updates/ Research/ Articles/ Signposting
- Curriculum Hubs: Wider Offer/ Resources
- Governance Support
- Access to professional space for staff development

## NEEDS SPECIFIC

  
Department for Education

ITT Programme	ECF and AB Services/ Programme + SEND specific CPD	DfE Approved Subject Leadership CPD	<b>Specialist NPQs</b> <ul style="list-style-type: none"> <li>• Leading Literacy (NPQLL)</li> <li>• Leading Teaching (NPQLT)</li> <li>• Leading Teacher Development (NPQLTD)</li> <li>• Leading Behaviour &amp; Culture (NPQBC)</li> </ul> <i>* NPQs in Leading SEND and Mathematics to follow</i>	<b>Leadership NPQs</b> <ul style="list-style-type: none"> <li>• Headship NPQ (NPQH)</li> <li>• Senior Leadership (NPQSL)</li> <li>• Early Years Leadership (NPQEYL)</li> </ul>	<b>Leadership NPQs</b> <ul style="list-style-type: none"> <li>• Executive Leadership (NPQEL)</li> </ul>
			Alumni groups post NPQ	Deputy and Assistant HT Programme	
				Early Headship Programme	
				Lincolnshire HT Development and Connection Sessions + Conference	

## Curriculum Hub Support, DfE Approved CPD and Wider CPD

## BESPOKE

- 1:1 Support tailored to the needs of your staff and setting.
- Audit - Follow up support and coaching
  - Staff meetings on any aspect of need
  - 1:1 or team based approaches
  - Phonics
  - Reading
  - Writing
  - PP
  - SEND
  - Maths
  - EYFS
  - Teaching & Learning
  - Leadership
  - Curriculum design & implementation



# Needs Analysis/ Looking ahead to 2023/24

L.E.A.D. Teaching School Hub Lincolnshire  
Department for Education

**DO NOT MISS LINCOLNSHIRE'S LEADERSHIP CONFERENCE**

Leading in Post-Covid Times

*'Different challenges require different solutions'*

Reconnect Reinspire Recharge

**FRIDAY 13<sup>TH</sup> OCTOBER 2023**

EPIC CENTRE LINCOLNSHIRE SHOWGROUND, LINCOLN LN2 2NA  
FROM 8.30AM - 3.30PM

www.leadshublincs.co.uk

**KEYNOTE SPEAKERS**



**RICHARD GILL CBE**  
Richard is the Chair of the Teaching School Hubs Council. Richard sits on a number of expert advisory groups for the Department for Education, working closely with Government Ministers and policy advisors. Richard is also currently the CEO of the Arthur Terry Learning Partnership, respected National Leader of Education and Trust Leader. Richard's work is widely recognised locally and nationally and is in much demand to support school and MAT wide school improvement.



**JAZ AMPAW-FARR**  
LEAD Teaching School Hub is delighted to work with Jaz Ampaw-Farr who is a national and internationally recognised figure, speaking around the topics of Human First leadership, future proofed wellbeing and mental resilience. Her authentic approach consistently empowers people to think differently about leading themselves and others.

**SEMINAR SPEAKERS**



**BENNIE KARA**  
The leadership of equality and diversity in today's schools.



**AIMEE TINKLER**  
Leading small schools in the current climate



**ALISTAIR SHAW**  
Teaching over time, evaluating, monitoring and challenging effectively



**BELINDA HEAVEN**  
Mental Health and resilience: What does this mean for schools currently?



**DOMINIC MCKEON**  
Leading an ambitious Curriculum in a secondary context



**NICOLA MCINTYRE**  
Subject Leader and Teacher on Page



**ED AMPAW-FARR**  
Creating a culture in the classroom: Chapter of education



**DAVID BARTRUM OBE**  
The Strategic Leadership of SEND, Post Pandemic

**YOU WILL LEAVE THE DAY WITH:**

- 31 days access to the LEAD FIRST Academy
- Access to a leadership portal with resources

**'THE POWER OF 365'**

Friday 13th October 2023




## DAVID BARTRUM OBE

### The Strategic Leadership of SEND, Post Pandemic

David was Director for SEND at the London Leadership Strategy, advisor to the Mayor of London's education team, and currently provides support on the strategic development of SEND provision.

David is author of the SEND Review Guide, a national peer-review framework that has now been downloaded by over 5000 schools. He is also editor of *Great Expectations: leading an effective SEND strategy in school*, published by John Catt Educational.

## SEND Leadership - A Tiered Approach

This tiered training programme is aimed at supporting school leaders to understand their individual responsibilities within the leadership of SEND. It will address statutory requirements, schemes of delegation, curriculum adaptation and the monitoring of provision. The aim is that leaders have clarity of their roles within schools and their responsibility in supporting the wider team in meeting pupil need and monitoring the impact of their provision. This programme will prepare leaders for the changes cited within the March 2023 Department of Education SEND and Alternative Provision (AP) Implementation Plan.



### Tier 1: Leadership

Aimed at senior leaders in schools to clarify what strategic leadership of SEND is and develop a SEND focused scheme of delegation. It will support schools in using an audit of provision to be reviewed over time. This audit will focus on leadership of SEND, quality of teaching and learning and the use of resources.

### Tier 2: SENCos

Aimed at SENCos, to support them in being strategic leaders, linking closely with the senior leadership team to cascade information and training throughout the school. It will address new research and government-led recommendations and initiatives, identify and signpost support organisations eg. Whole school SEND and will include EEF SEND in the Mainstream guidance. The trainers will support and challenge the delegates to consider the next steps required to meet the recommendations from the various evidence sources, enabling them to link the theory and practice in their own provision, leading to future-proofing inclusive education.

### Tier 3: Middle leaders

Aimed at Middle Leaders (MLs). It will ensure that MLs have a clear understanding of statutory requirements in relation to SEND. It will enable them to review their curriculum offer, check that it meets the needs of all learners and consider how it can be adapted to do so. MLs will consider how to support teachers in implementing this, and monitor effectiveness through a SEND lens using the EEFs implementation cycle.

### Tier 4: Teachers

This is a modular toolkit which can be accessed by all teachers depending on their individual CPD requirements. The twelve modules complement the ECT and NPQ packages by providing practical guidance. They will address research and common themes affecting learners and schools within the County. Each session will be held as a series of webinars 1.5 hrs in length.



These modules can be purchased at three different levels.

Study Level: BRONZE  
6 modules / £90 per person

Study Level: SILVER  
9 modules / £135 per person

Study Level: GOLD  
12 modules / £165 per person

ALL MODULES BELOW ARE WEBINARS BETWEEN 3.30-5PM

#### MODULE 1 Thursday 5th October 2023

##### High Quality Teaching - the Inclusive Teacher

High quality teaching is firmly based on strategies that every mainstream teacher will have in their toolboxes or that can be easily added to (EEF 2021). High quality teaching in lessons reduces the need for extra support for all pupils. This session will promote the use of strategies researched by the Education Endowment Fund.

#### MODULE 3 Thursday 16th November 2023

##### Scaffolding

This module looks at the area of scaffolding, a key strategy for improving learning, particularly in support of pupils with SEND.

#### MODULE 5 Thursday 7th December 2023

##### Teachers' toolkit for meeting Communication and Interaction needs

This module will focus on recognition of those pupils that have communication and interaction needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.

#### MODULE 2 Thursday 2nd November 2023

##### Working with support staff

The increase in support staff has trebled since 2000, but do we always use them effectively? This module will let you reflect on your own settings and consider next steps on how to potentially develop the role and deployment of the teaching assistant.

#### MODULE 4 Thursday 30th November 2023

##### Teachers' toolkit for meeting Cognition and Learning Needs

This module will focus on recognition of those pupils that have cognition and learning needs. It will look at the common conditions that are included in this area and will consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. We will also discuss intervention strategies and the support organisations that can be accessed in the setting.

#### MODULE 6 Thursday 18th January 2024

##### Teachers' toolkit for meeting Social, Emotional and Mental Health Needs

This module will focus on recognition of those pupils that have social, emotional and mental health needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.



#### MODULE 7 Thursday 1st February 2024

##### Teachers' toolkit for meeting Physical and Sensory Needs

This module will focus on recognition of those pupils that have physical and sensory needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.

#### MODULE 9 Thursday 14th March 2024

##### IEP - Plan through to implementation

This module will look at writing an effective IEP, making it a working document to enable progress and feed forward learning with our pupils with SEND.

#### MODULE 11 Thursday 23rd May 2024

##### Working in Partnership

There are a range of other stakeholders in schools that need to be part of the collaborative approach in supporting pupils with SEND. This module will look at these working partners and work on how we can solidify relationships so that all pupils with SEND will benefit.

#### MODULE 8 Thursday 29th February 2024

##### Behaviour and Engagement

Behaviour IS communication. This module develops an understanding that both positive and negative behaviours reflect how a pupil is feeling. Until those negative behaviours are managed, the pupil will find it difficult to be engaged with learning. This module will provide strategies to manage those more challenging behaviours and therefore enable learning and progress.

#### MODULE 10 Thursday 25th April 2024

##### Learning environments

This module will cover the physical, emotional, and social considerations for your learning environment, focusing on communication friendly solutions.

#### MODULE 12 Thursday 13th June 2024

##### Successful SEND support-graduated approach cycle

This module will work through the four elements of the graduated approach, improving the teacher's responsiveness to the pupil's needs.



# Needs Analysis/ Looking ahead to 2023/24



## SEND Huh

### Curriculum conversations with SEND leaders

**AIMED AT:**

- Class teachers
- SENDCOs
- Headteachers
- Heads of Departments



John Tomsett taught for 33 years in state schools and was a headteacher for 18 years.

His books include: *Love Over Fear: Creating a Culture for Truly Great Teaching*; *Putting Staff First: A Blueprint for Revitalising our Schools* (with Jonny Uttley); *Cognitive Apprenticeship in Action* (editor); *Huh: Curriculum conversations between subject and senior leaders*; *Primary Huh: Curriculum conversations with subject leaders in primary schools*; *Primary Huh 2: Primary curriculum leadership conversations & SEND Huh: curriculum conversations with SEND leaders* (all Huh books are co-authored with Mary Myatt).

John is currently working on his next book with Mary, called *AP Huh: curriculum conversations with Alternative Provision leaders*.

[@johntomsett](https://twitter.com/johntomsett)

46 | [www.natioschools.co.uk](http://www.natioschools.co.uk)

**Intended impact of the programme:**

- To explore the recently published book "SEND Huh" with one of the authors
- To develop an approach of looking at children for what they can do rather than what they can't do
- To explore what provision looks like in your own setting - what are the barriers for implementation?

**Overview of the programme:**

Huh is the Egyptian god of endlessness, creativity, fertility and regeneration. He is the deity Mary Myatt and John Tomsett have adopted as their god of the curriculum. Their Huh series of books focuses on how practitioners design the curriculum for the young people in their schools.

The Huh project is founded on conversations with colleagues doing great work across the education sector. In SEND Huh, Mary Myatt and John Tomsett discuss curriculum provision for pupils with additional needs with some of the leading experts in the field.

Mary and John interviewed pupils, parents, teachers, headteachers, CEOs, educational consultants and lecturers. They then edited the transcriptions of those interviews to provide an ambitious, thoughtful, nuanced and challenging vision of what the best possible provision looks like for children with additional learning needs.

The challenging conversations which comprise SEND Huh paint an inspiring picture that is hugely hopeful for the future of SEND curriculum provision in our schools.

*"I simply adore this book. It runs home that being inclusive is not an excuse for low expectations. Instead of being an afterthought when it comes to curriculum, children with additional needs become drivers for what a well-rounded curriculum is for all young people. Curriculum decisions are about building and accelerating learning and the years of the deficit model of SEND should be put to bed by one reading of this latest book in Myatt and Tomsett's powerful Huh series."*

Vic Goddard, Co-Principal, Passmore Academy & CEO of Passmore Cooperative Learning Community

*"SEND Huh weaves together a sophisticated and thoughtful narrative of lived experiences from a wide range of contributors from every corner of the sector. It's not often that a non-fiction book has such a profound effect on me. I found myself thinking about it days after, contemplating the nuance, mulling over the complexity, grappling with the challenges and acknowledging the rallying cry to ensure our pupils with additional needs receive an ambitious education that enables them to thrive."*

Kathryn Morgan, Senior Capacity Improvement Advisor, TSHC

**Tuesday 5th December 2023**  
10am - 3pm

Venue: LEAD, Teaching School Hub,  
Hawley Way, Lincoln LN6 3QR

Cost: £99

[Click here to book](#)





## Updates: Signing Up New Participants for September

- Mentors with the qualification from the past 2 years do not need to redo the programme
- Sign up new ECTs with L.E.A.D. Teaching School Hub Appropriate Body, in the first instance.
- DfE'S Manage Training for Early Careers Teachers Service will not be ready until mid July.
- L.E.A.D. TS Hub has been selected to pilot the new DfE system for registering ECTs
- Your feedback has been shared with the DfE at the regional conference following the needs analysis with HTs



99.5%  
Pass rate  
so far



**Leadership NPQ**

**NPQEL**  
National Professional Qualification  
for Executive Leadership

**NPQH**  
National Professional Qualification  
for Headship

**NPQSL**  
National Professional Qualification  
for Senior Leadership

**NPQEYL**  
National Professional Qualification  
for Early Years Leadership

**Specialist NPQ**

**NPQLL**  
National Professional Qualification  
for Leading Literacy

**NPQLT**  
National Professional Qualification  
for Leading Teaching

**NPQLTD**  
National Professional Qualification  
for Leading Teacher Development

**NPQBC**  
National Professional Qualification  
for Behaviour & Culture

**NEW**

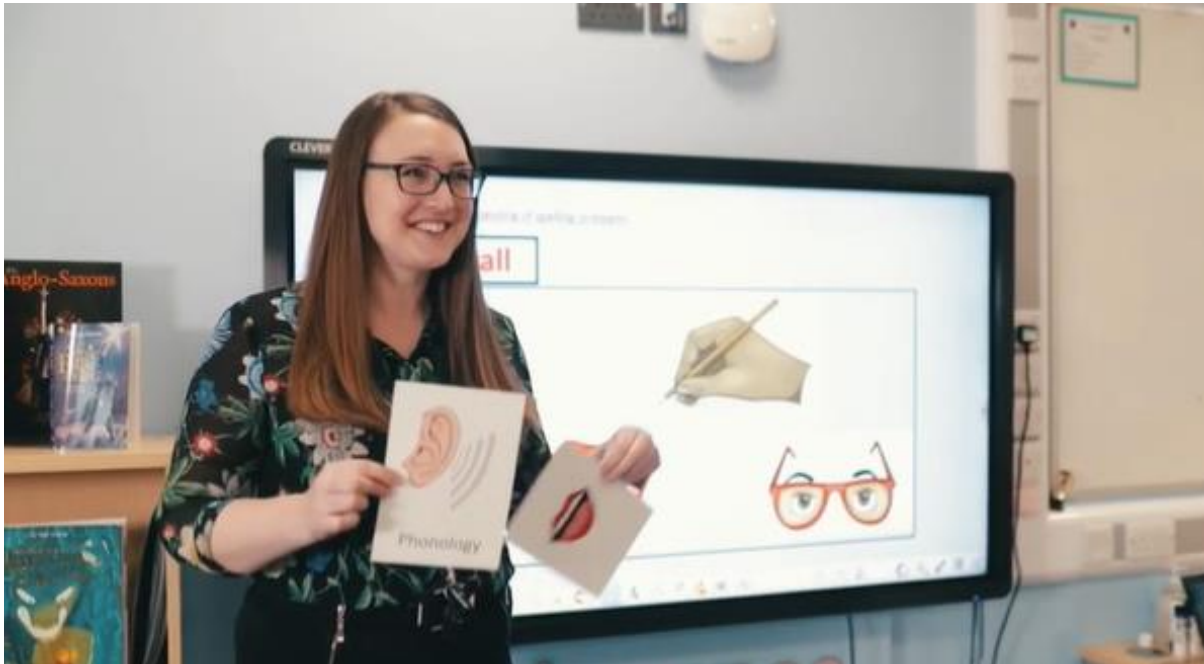
Funding  
1-150  
pupil=£800  
  
150-600  
pupils£200

\* New  
Mathematics  
NPQ to be  
launched with  
funding Spring  
2024

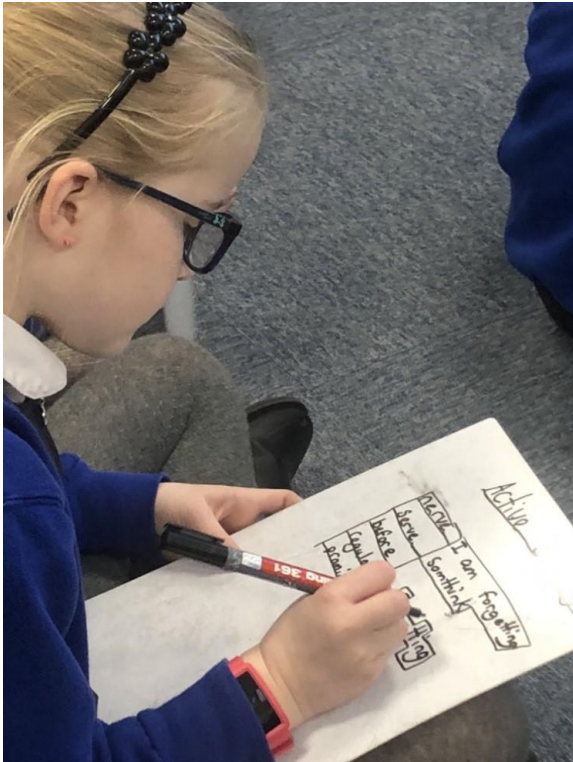


# Active Spelling

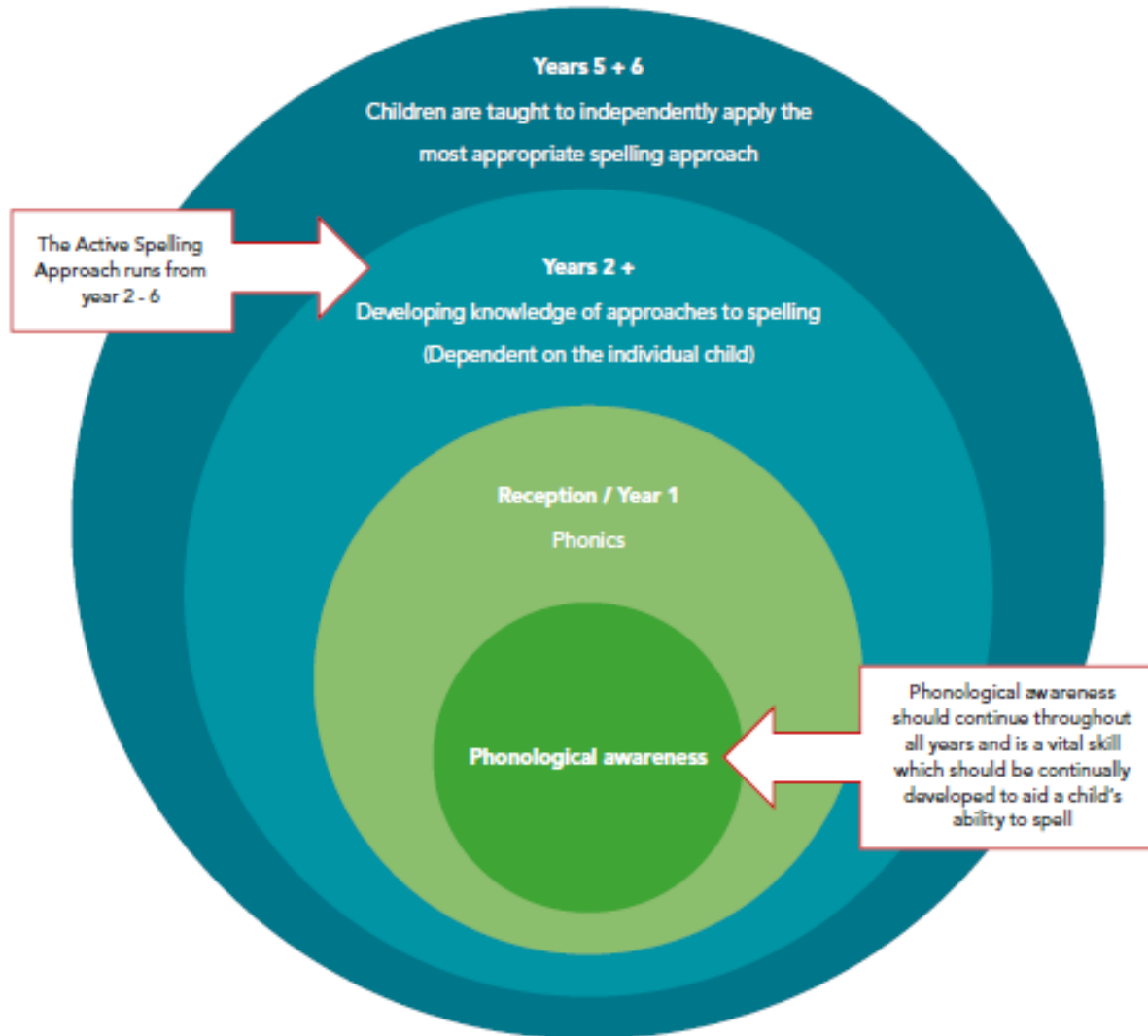
Sophie Hirst



# What is Active Spelling?



# A whole school approach



# Why can children find spelling so difficult to grasp?

Put simply, the English writing system is complex and, therefore, challenging to learn. The 26 letters of the alphabet can produce approximately 44 sounds (phonemes) that are represented in 250 different spellings (Ball & Blachman, 1991). In contrast, in Finnish, each letter of the alphabet is represented by one and only one sound. Finnish children learn to read and spell with minimal difficulty (Seymour, Aro, & Erskine, 2003).

*Why Teach Spelling, Deborah K. Reed  
2012*

# What impact does poor spelling have on children's learning?

Research, as well as classroom experience, indicated that a **lack of competence in spelling can cause severe problems to young writers**. They may feel embarrassed and frustrated. This **may lead them to write fewer words and create compositions of lower quality, which are limited to the words they know they can spell** (Joshi et al, 2009)

research  ED

<https://researched.org.uk/2019/06/24/writing-and-cognitive-load-theory/>

Loeffler ( 2005) draws attention to the way this frequently **resulted in getting children to memorise words** rather than teaching them a range of effective strategies for tackling spelling.



Teachers feel that **spelling is not something that has been widely discussed in their training**, or their schools, leaving them feeling unsure of how they should teach it.

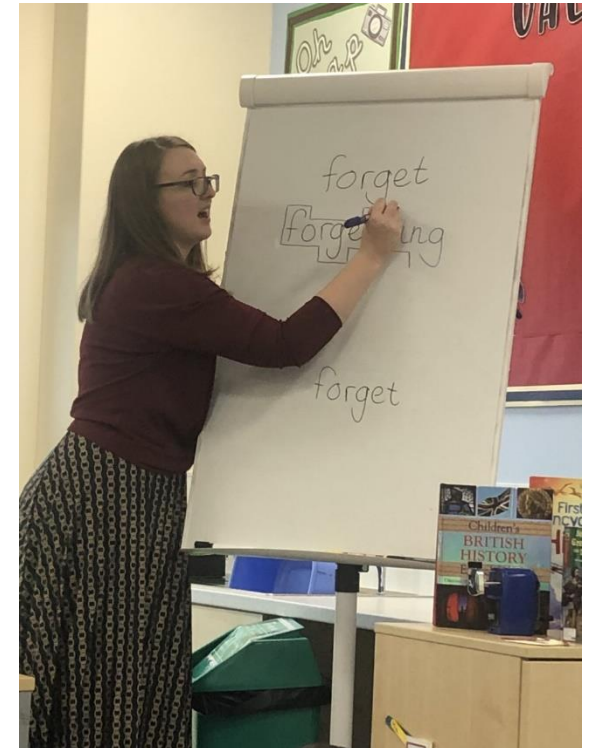
Many feel it is **seen as something of an add-on to the English curriculum**, taught discretely through printed worksheets.

# What did we want to achieve?

Children must also draw on cognitive strategies in order to make effective progress as spellers (Westwood, 2014).

Identify and study the tricky parts, and consider strategies that help them to remember these.

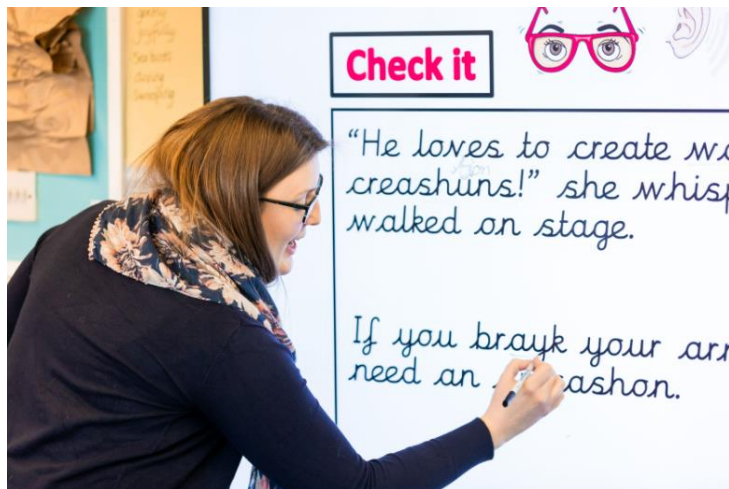
The teaching of spelling should enable children to explore, understand and rehearse clear routines for studying words and their spellings in order to build conscious understanding.



# Time!

How long do children beyond KS1 spend on learning spellings?

Studies by Moats (2005) and Rippel (2013) indicate that **15 minutes a day** is needed while children are building a base knowledge and that this may be reduced once learners are largely proficient in the accuracy of their spelling.

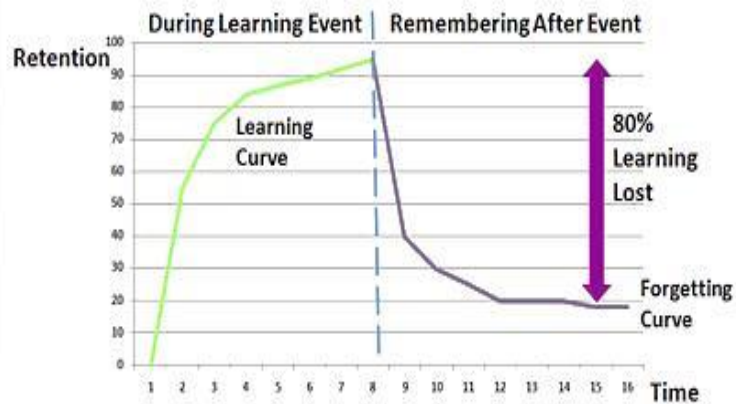




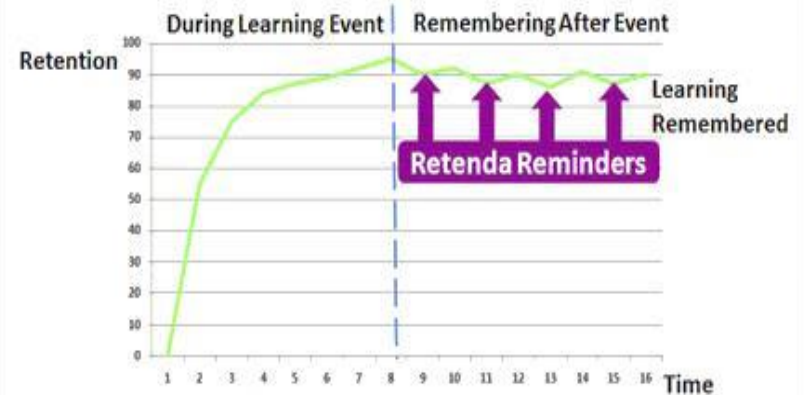
# learners need sufficient time to consolidate knowledge and understanding of patterns in words

## Recall

### Typical Learning and Forgetting Curves



### Spaced Learning Reminders Improve Retention





LEARN TO STUDY USING...

# Spaced Practice

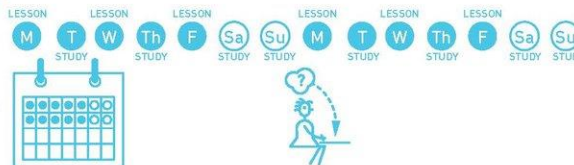
SPACE OUT YOUR STUDYING OVER TIME

LEARNINGSOCIETISTS.ORG

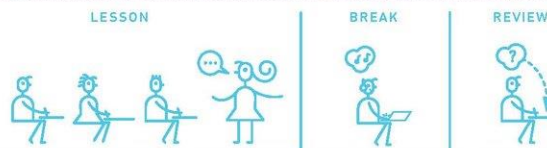


## HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.



Review information from each class, but not immediately after class.



After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.



## HOLD ON!

TESTING 1, SPACING 2, SKETCHING 3



When you sit down to study, make sure you are using effective study strategies rather than just re-reading your class notes.



This may seem difficult and you may forget some information from day to day, but this is actually a good thing! This forces you to retrieve information from memory (see Retrieval Practice poster).



Create small spaces (a few days) and do a little bit over time, so that it adds up!

## RESEARCH

Read more about spaced practice as a study strategy

Benjamin, A. S., & Tullis, J. [2010]. What makes distributed practice effective? *Cognitive Psychology*, 61, 228-247.



# The bedrock of spelling

Y2 spelling programme of study seems to form the bedrock of spelling in KS2

- It is wise to allow time to revisit it as much as possible.



# Low Stakes Testing

When the teacher shares the correct spellings, the children should not mark these right or wrong, instead they should be marked letter by letter.

For example, if the word is 'possible', if it is marked by word and the child spells it 'possable', it is 100% incorrect.

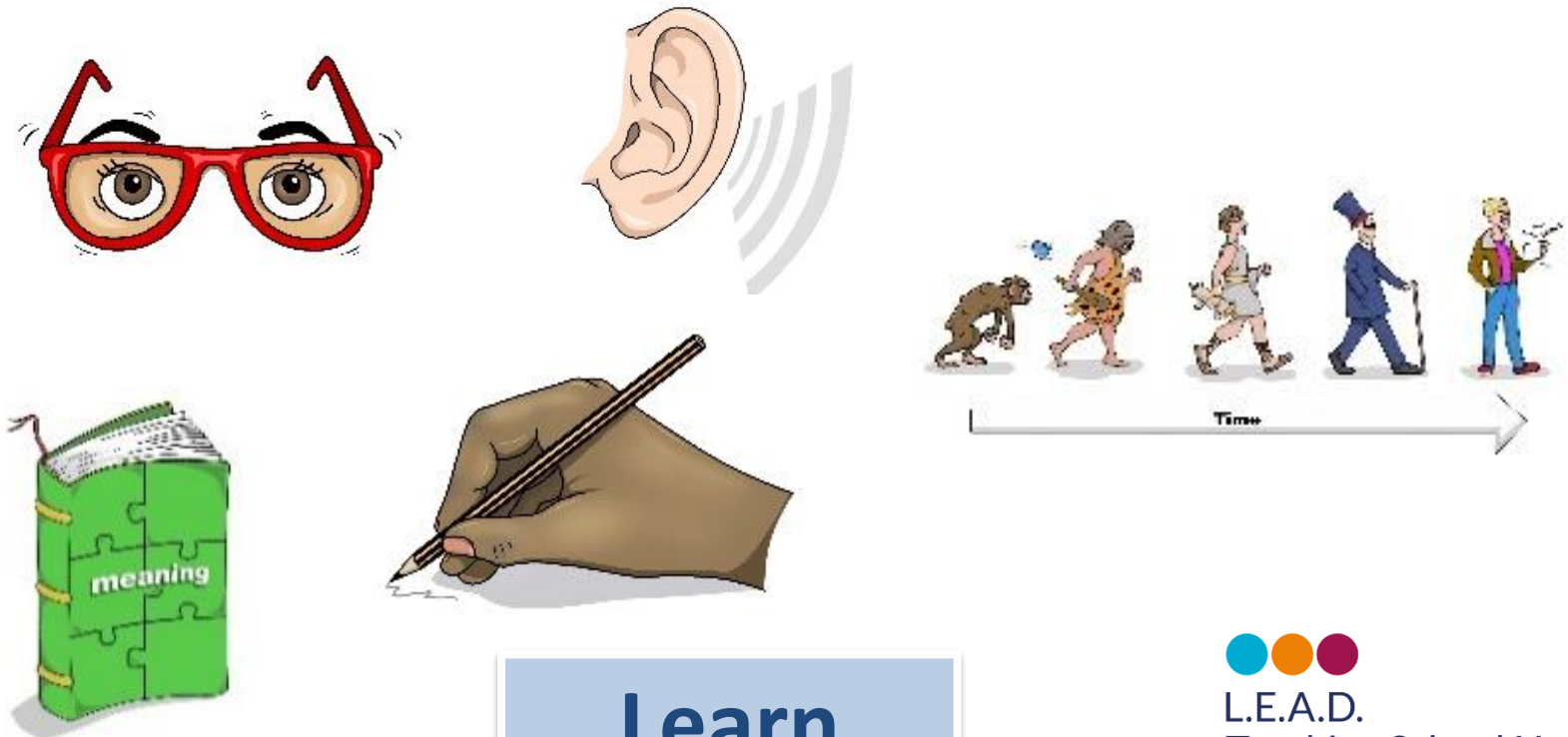
possable x

However, if the children are encouraged to mark letter by letter, they have 7/8 of the letters correct and therefore they are 88% correct.

✓ ✓ ✓ ✓ ✗ ✓ ✓  
possable

# Building children's linguistic knowledge by learning words and learning about words

Children need time to look at, hear, say, and think about words. They need explicit teaching to help them to recognise patterns and create connections.



**Learn**

# The teacher's role in Active Spelling

O'Sullivan and Thomas's study of spellers (2007) shows that through **well designed teaching and learning experiences, children can, and do, acquire interest and competence in the spelling of words, steadily growing a bank of securely known words** and developing understanding that enables them to **tackle less familiar words with confidence and skill.**



# *The importance of talk!*

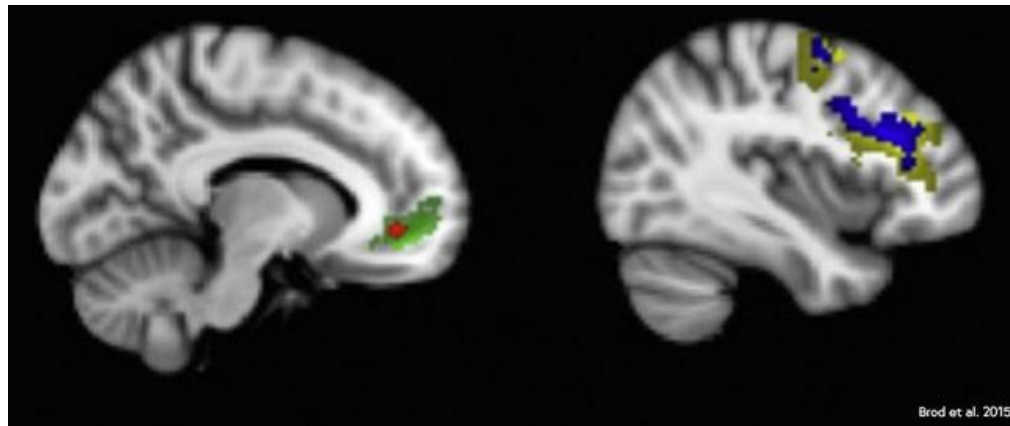


- Spelling is a **linguistic skill** that develops through, and for, interactions with others. Therefore, classroom provision should **allow time for children to explore together** ways in which different words can be learned.  
(Whole class or in pairs/groups)
- Offer rich opportunities for cumulative and exploratory talk in which children listen to and build on each other's ideas, engaging constructively but critically.

## Check

## Apply

The image below shows two key regions in the brain for building knowledge. **These regions in the pre-frontal cortex help detect the fit of incoming knowledge with what's already known and retrieving this prior knowledge.** Other areas of the pre-frontal cortex are involved in processes of connecting new incoming knowledge with this prior knowledge (Brod et al., 2013).





# Impact

SPELLING	Average month increase after 4M	% above chronological age at end of year	% achieving more than 9 months progress	Average increase for the class (9 month)
Year 2	18m	79%	90%	20m
Year 3	21m	90%	70%	21m
Year 4	3m	43%	35%	6m
Year 5	13m	63%	77%	16m
Year 6	8m	56%	73%	17m

Active Spelling has had a huge impact on all our pupils, both in their attitude to spelling, their progress and their ability to apply strategies in their independent work across the curriculum. It has also had a very positive impact on the confidence and knowledge of our staff when teaching spelling. Staff were quick to talk about how much they enjoy seeing the responses of their class and how much their teaching has developed.

In the spring and summer term y2-6 completed the same test. In Y4, due to long term staffing issues, this cohort were unable to access Active Spelling in the same way and so their data was able to be used as a control group for the programme.

# Impact

## Spelling

- The children were ordering the objects from smallest to largest. ~~ordring~~ 1
- Do not show disrespect to anyone. 1
- I was given a special award. ~~spesial~~ special 1
- We spent a couple of hours at the shops. ~~measur~~ ~~measure~~ ~~mesur~~ 1
- You should measure your fabric carefully. ~~coffh~~ 1
- The dust in the air made me cough. ~~cough~~ 1
- Rosie used a sewing machine to make her dress. ~~machin~~ ~~machin~~ 1
- The spy used invisible ink to write his message. ~~band~~ ~~baned~~ 1
- Chewing gum is banned in school. ~~televsion~~ 1
- We watched a film on television last night. 1

- Lola was the lead character in her school play. ~~characty~~ ~~character~~ 1
- Cross the busy road with caution. ~~caution~~ 1
- Maple syrup is sometimes poured on pancakes. ~~syrup~~ ~~syrup~~ 1
- My sister reluctantly gave me her favourite book. ~~syrup~~ ~~syrup~~ 1
- Amy borrowed a reference book from the library. ~~syrup~~ ~~syrup~~ 1
- The comedian was dressed in a ridiculous costume. ~~sy~~ ~~ridiculous~~ 1
- We paused to look at the scenic view. ~~scenic~~ ~~scenic~~ 1
- She based her research on the results of the survey. ~~transfere~~ 1
- The football player was transferred to a different club. ~~receipt~~ 0
- The till printed the receipt. ~~receipt~~ ~~receipt~~ ~~receipt~~ ~~receipt~~ 1

END OF TEST

# Impact

“I would recommend any school looking for a fresh approach in their maths, English or Spelling to visit one of the open days and see it in practice.”

Andrew Cook - Head Teacher

“A case study outlining the impact of Active Spelling at our school. It is amazing to see how much this approach is helping ALL students to develop their knowledge AND apply it into their independent writing. Highly recommend.”

Sarah Bell - Deputy Head Teacher

“We would also recommend these programmes to any school. Our SPAG results and writing improved significantly with progress for writing from KS1 to KS2 being 2.1 (National was 0.0)”

Sarah Woolley – Head Teacher

# Questions



## Contact Details



- Twitter: @LEADTSHub

L.E.A.D. Teaching School Hub



- FaceBook: L.E.A.D. Teaching School Hub



- Phone Number: 01522 214459

Contact details:

[sophiehurst@leadtshub.co.uk](mailto:sophiehurst@leadtshub.co.uk)

[admin@leadtshub.co.uk](mailto:admin@leadtshub.co.uk)

# Links

Support for childcare providers - Inclusion - Lincolnshire County Council:  
[Support for childcare providers – Inclusion - Lincolnshire County Council](#)

NPQ Sign up:

<https://www.leadshublinks.co.uk/page/?title=Sign+up+for+an+NPQ&pid=47>

Natalie Wexler - Cognitive Load Theory in Writing:

<https://researched.org.uk/2019/06/24/writing-and-cognitive-load-theory/>

Active Spelling Open Mornings:

<https://event.bookitbee.com/44437/active-spelling-open-morning-021023>