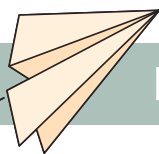


TERM TIMES

BIG
NEWS
IN A
SMALL
BOOK

HFL Education

ISSUE: 001 | APRIL 2024



ELEVATING EDUCATION FOR EVERY CHILD

HFL Education

THE THINGS KEEPING YOU AWAKE AT NIGHT KEEP US AWAKE TOO...

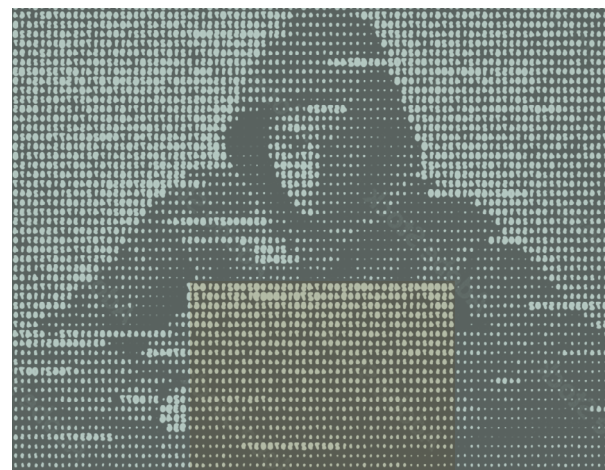
ARGUABLY, THINGS HAVE NEVER BEEN TOUGHER FOR SCHOOL LEADERS AND EDUCATORS BUT WE ARE HERE TO HELP...

The challenge of doing more with less and less and less, weighs heavily, and ensuring that all children receive the education they deserve gets tougher.

The full extent of the effects of the Covid pandemic are probably not yet clear. We can see the consequences academically and teaching staff are working desperately hard to get their students back on track, but we are seeing other effects in areas like attendance and wellbeing too.

We don't have all the answers but want you to know that we stand with you and because children are at the heart of everything we do, we want to help whether that's just by listening, being a sounding board or offering our advice, products, training or events. We are here when you need us, sometimes even in the middle of the night, when your problems keep us awake too!

This issue of Term Times has information and stories on real issues affecting schools and education settings plus a carefully curated selection of training and events which might fit your needs but if you have any other requirements, we are here to listen.



WORRIED ABOUT CYBER CRIME AND WANT ADVICE?

It is clear that cyber-attacks are becoming increasingly sophisticated and that schools are being targeted more often. One of our member schools in Hertfordshire was the victim of such a crime recently, resulting in the theft of a significant amount of money.

Richard Martin, our Head of Schools Technology recently ran a seminar about cyber security and his parting words were,

"If you can only do one thing, tell your business leaders that you will never just send them an email asking for money. Such requests would always be followed up in person or by telephone before payment is made".

If you would like to discuss your cyber security arrangements or simply ask for advice please don't hesitate to contact our Tech in Schools team on: **01438 544 466** or email us at: technology@hfleducation.org

SMALL TALK PAGE 6

I have found 'wearing several hats' interesting but I will admit, it will be a relief to leave some of those responsibilities behind.



AI IN EDUCATION PAGE 24

Teachers will become even more crucial in guiding, mentoring, and preparing students for an increasingly complex world.





**BIG
NEWS
IN A
SMALL
BOOK**

HFL Education

A VERY WARM WELCOME TO THOSE OF YOU WHO I HAVE MET AND THOSE I HAVEN'T YET.

I've been CEO at HFL Education (formerly Herts for Learning) for almost a year now and what a year it has been! Having worked at HFL previously and then led a Multi Academy Trust, I have a holistic view of the challenges in education. I have a passion to work with you to improve outcomes for young people, and I know from personal experience that partnership and collaboration are key to driving continuous improvement. Central to the development of Term Times is this sharing of great ideas, keeping the 'fizz' in our educational world.

I've met many of you, and am always happy to make new acquaintances, and can honestly say that my excitement about my role here at HFL and the difference we can make to children's lives together grows daily.

I hope you like our new publication, we are trying something new based on your feedback and how you'd like us to communicate with you but I'm keen to hear your views on everything, what we do well, what we could improve and what would make things better. Better for you and better for the children you work with. Please don't hesitate to reach out, I'd be delighted to talk to you.

Carole Bennett

Carole Bennett CEO
Email: carole.bennett@hfleducation.org



SCAN OR
CLICK TO
EMAIL CAROLE

MEET GARY EDWARD Our Head of Business Support

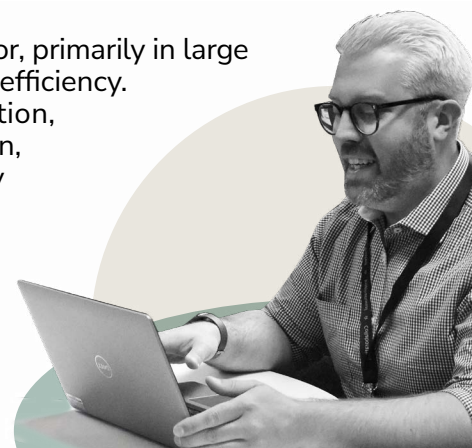
Gary joined HFL Education in March 2023 as the Customer Service Ops Manager and swiftly advanced to become the Head of Business Support. In this key role, he oversees the Business Support Administration and Customer & Contracts Support teams. It is highly likely you have interacted with Gary or his amazing team during your general inquiries or while renewing your annual contract with HFL Education, but who is the man behind the unflappable and affable exterior?

Before joining HFL, Gary carved out a successful career in the commercial sector, primarily in large retail companies where he mastered the art of management and operational efficiency. Despite his academic success and the opportunity to pursue higher education, Gary chose a different path. Torn between studying English or Product Design, he ultimately decided to leap into the world of entrepreneurship, successfully running his own retail store.

If you need anything from Gary or one of his team, please get in touch.
By phone on: **01438 544 464**
By email at: info@hfleducation.org



SCAN OR
CLICK TO
EMAIL GARY



01. Exclusions – Getting It Right

Did you know the number of Governor Discipline Committees (GDCs) taking place has nearly doubled over the last year and the number of those going to Independent Review Panel (IRP) has more than doubled?

56% of cases referred to an IRP have been quashed in Herts this academic year, mainly due to avoidable procedural impropriety. This compares to 26% of cases nationally in 2022.

Due to this increase, we are pleased to be able to offer a full day course - Exclusions Training – Law and Process; getting it right - to further support headteachers through the exclusion process.

The session will take place on Monday 24th June from 9.30am – 4.30pm at Hertfordshire Development Centre, Stevenage and will be delivered by Polly Kerr, Legal Director, Tees Law.



SCAN OR
CLICK TO
FIND
OUT MORE

<https://hfl.mobi/TTdigestExc>



02. Love our Reading Fluency Project? Refer a friend!

If your school is a current or past participant and you'd like to recommend the project to another school we'd love to hear from you. **There's 10% off for the new school and a *free place for you on our refresher training day if they join.**

Email reading.fluency@hfleducation.org for more details. Terms and conditions apply.

*Free place applies to KS3 only and is at the 'Project Launch Day'.



SCAN OR
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03. Early Years

Our teams in early years are resilient, hardworking and offer the very best experiences to prepare children for their future education. However, it can feel, at times, that our teams need a little more support.

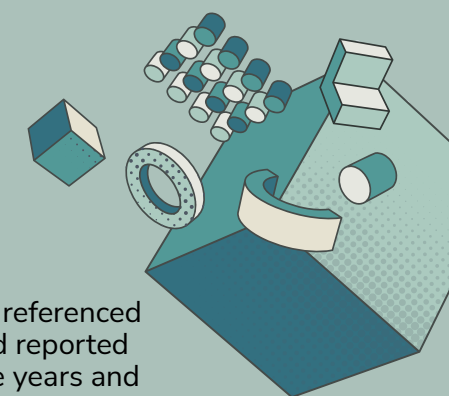
Many things can impact team morale, but change is one of the biggest factors. The introduction of the childcare expansion, recent changes to the EYFS Statutory Framework as well as the recruitment and retention crisis we face, mean that it is important to stay ahead of the changes to pre-empt any worries or concerns your staff team may be facing.

We've recently introduced our HFL Spotlights, these 30-45 minute interactive training sessions are focussed on key topics that you and your team can take away and put into practice easily. Plus, our new EYFS e-learning induction programme provides 4 modules of self-paced e-learning and is ideal for those returning to work or new to early years.



SCAN OR
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EXPLORE OUR
EARLY YEARS
TRAINING

<https://hfl.mobi/TTdigestey>



04. New Complaints Service

A recent National Association of Headteachers study referenced in the TES found that 94% of school leaders surveyed reported an increase in parental complaints over the past three years and 83% had seen a rise in vexatious complaints. Effective complaint management can be very time consuming, particularly in an environment where time constraints are increasing.

HFL has introduced a new complaints service. Led by Paul Davies, an experienced complaints professional, the service has been designed to fit around the needs of schools and settings.

For an informal discussion or to find out more about what is on offer, you can contact paul.davies@hfleducation.org.




SCAN OR
CLICK TO
EMAIL PAUL

ATTENDANCE MATTERS:


COLLABORATIVE STRATEGIES FOR BRIDGING THE ATTENDANCE GAP IN SCHOOLS

Imagine a school where every seat is filled, every voice is heard, and every potential is realised. This ideal is far from our current reality, where empty desks are not just spaces, but missed opportunities, both for the student and the school community.

In our quest for educational excellence, one vital element often remains overlooked – the simple, yet profound act of pupils showing up. But there lies a challenge we can't ignore. In the academic year 2022/23, 21.2% of pupils were persistently absent, missing more than 10% of their classes according to a national statistics report.



Pupil absence in England report. Gov.UK



SCAN OR CLICK TO ACCESS THE FULL REPORT

Even more worryingly, the attendance gap continues to widen, with children from disadvantaged backgrounds being twice as likely to be persistently absent than their more advantaged peers. While the attendance gap for disadvantaged pupils is particularly concerning, it is part of a wider attendance issue that schools across the country are grappling with.

Attendance, the silent indicator of a school's health, deserves our immediate attention and innovative thinking.

Poor attendance in schools is not a standalone issue; it's an iceberg with only its tip visible. Beneath the surface lie layers of different factors – cost of living crises, mental health issues and Emotional Based School Avoidance (EBSA), special educational needs, family circumstances, and more. The pandemic has added to this complexity, bringing forth new dimensions like the digital divide and increased anxiety among students. Moreover, punitive measures against non-attendance often overlook these underlying causes, further alienating students and families in need of support.

Improved attendance is not just about ensuring students are present in classrooms; it's about fostering an environment where they are engaged, supported, and motivated. This not just opens doors for their academic development, but also enhanced life chances. A recent publication in The Lancet Public Health journal reveals that each additional year of full-time education improves life expectancy and quality of life. The study found that an adult's risk of mortality decreases by 2% for every year spent in full-time education. Schools, therefore, are more than just educational institutions; they are pivotal in shaping healthy and successful futures for their students.



Addressing attendance issues is most effective when a number of different approaches are adopted and involves teachers, support staff, parents, local authorities, and the students themselves.

- **Creating a supportive school environment:** Schools must be safe, inclusive, and accommodating to diverse needs. This includes addressing bullying, fostering a culture of mental wellbeing, and providing robust pastoral and SEND support.

- **Engaging with families and communities:** Building strong, trusting relationships with families, and involving them in the educational journey is crucial. Regular communication, home-school agreements, newsletters, parent's evening, and community involvement can bridge gaps between school and home life.

- **Fostering a culture of recognition and rewards:** Positive reinforcement through reward systems can motivate students. When a student returns from an absence, a warm welcome and personalised support can make a world of difference, helping them catch up and feel included. Visual reminders, like display boards in the school's reception area, highlighting attendance achievements is another way to encourage students to improve attendance.

- **Rethinking the approach of punishing parents:** Resorting to fines as a method to address poor school attendance is increasingly seen as an unpopular approach. This method often fails to influence parental behaviour in a positive way and risks damaging the essential relationship between families and schools.

Improving school attendance is a collective responsibility that extends beyond the school gates. It requires an empathetic understanding of the challenges faced by students and a commitment to create an environment that not only encourages attendance but also nurtures the overall wellbeing of each child. As educators, parents, policymakers, and community members, we must unite in this endeavour, recognising that the path to improved attendance is paved with compassion, innovation, and most importantly collaboration.



DON'T MISS, THE ATTENDANCE SERIES, AVAILABLE ON CATCH-UP



SMALL TALK:

THE BLESSINGS AND CHALLENGES OF LEADING A SMALL SCHOOL.

Dorothy Marlow was headteacher of Ponsbourne St. Mary's C of E Primary School, a setting with just over 100 pupils, for nine and a half years. Mrs Marlow left the school at the end of December 2023 to develop her career by taking up a new post at St Catherine's C of E (VC) Primary School, Hoddesdon, a much larger school but not before we asked for some words of wisdom about running a small school.



I can honestly say that I have loved my time at Ponsbourne. The school, which opened in 1847, is at the heart of the community. The staff team are wonderful and have made coming to work an absolute pleasure. There is a unique, family atmosphere where parents are also encouraged to become fully involved in their children's education, supporting the school in a variety of ways from listening to children read, computing, art, cooking and sewing, to accompanying children on school trips.

There are huge benefits to small schools; I know every child by name and have strong relationships with their families which means I usually know when there is a need for us to offer additional support and I wonder if this might get missed in a larger setting. I also believe our school offers the opportunity for our children to make good progress within a nurturing and caring environment. The school's values, including love, forgiveness, respect and hope, thread through every aspect of school life and our pupils understand that demonstrating these values will help them to 'let their light shine'.

The school is close-knit and friendly and we are proud that when hurtful behaviour does happen, any incidents are addressed and rectified quickly.

We have 4 classes at our school and our teacher to pupil ratios are higher than the national average with 15.3 pupils per teacher which, I believe, means that our students are better supported.

That said, because of the financial constraints on small schools, balancing our budget is a juggling act and we have to be very creative about how we offer additional support in the classroom.

I do feel very grateful to the school community who volunteer where possible. Things would be quite different without this support.

The teaching of reading is a priority.

Starting in the Reception class, and throughout Key Stage 1, our pupils develop their phonics skills through structured activities that build their confidence and understanding, using the Little Wandle phonics scheme. Well-trained staff, and equally well-trained volunteers, encourage pupils to persist when tackling unfamiliar words. Consequently, pupils make good progress with their reading. Most pupils become fluent readers by the end of Key Stage 2.

It is no secret that funding for schools and small schools in particular is stretched. We have struggled with soaring fuel costs because our buildings are old and not insulated quite as well as more modern schools but we have found innovative ways to ensure we can still offer the best possible learning foundations for our pupils.

We are lucky to have a lot of outside space and our FTS (Friends of the School) committee raised funds to restore our forest school area for our young learners which allows them to leave the classroom and develop different skills and an appreciation of the natural world around them.

This is something, bigger, suburban schools often have to pay for and travel off-site to benefit from. We also have Ruby, our trained school dog who supports our students wellbeing.

Last year our FTS also raised over £6,500, with money put towards the purchase of a new school piano and PA system, new music equipment, PE & Art supplies, contributions towards school trips and Year 6 leavers tops and a class trip to Chessington World of Adventures. The school would be much worse off without the hard work and dedication of this group of parents and friends and the annual May Fayre is a real community event.

We are fortunate that we have a fairly consistent number of children on our roll but just one year with a shortfall of intake numbers would have a catastrophic effect on our finances and our ability to cover our staffing costs and I know that half of all small schools worry about their survival too. This has been a constant topic of conversation for our dedicated team of governors.

Retaining good staff can be a worry too as we cannot offer the same pay progression opportunities as other, larger schools. We rely on the wonderful loyalty of our staff who enjoy the variety that working in a small school brings and are keen to take on many responsibilities but, because most of us have dual roles in the school, it can leave huge holes to fill if someone leaves.

Being the head of a small school can also feel isolating sometimes as you don't have the same number of people on the senior leadership team to talk to about issues and problems.

I have forged strong relationships with other local schools and we support each other both practically and pastorally and I would encourage a new head of any small school to do the same.

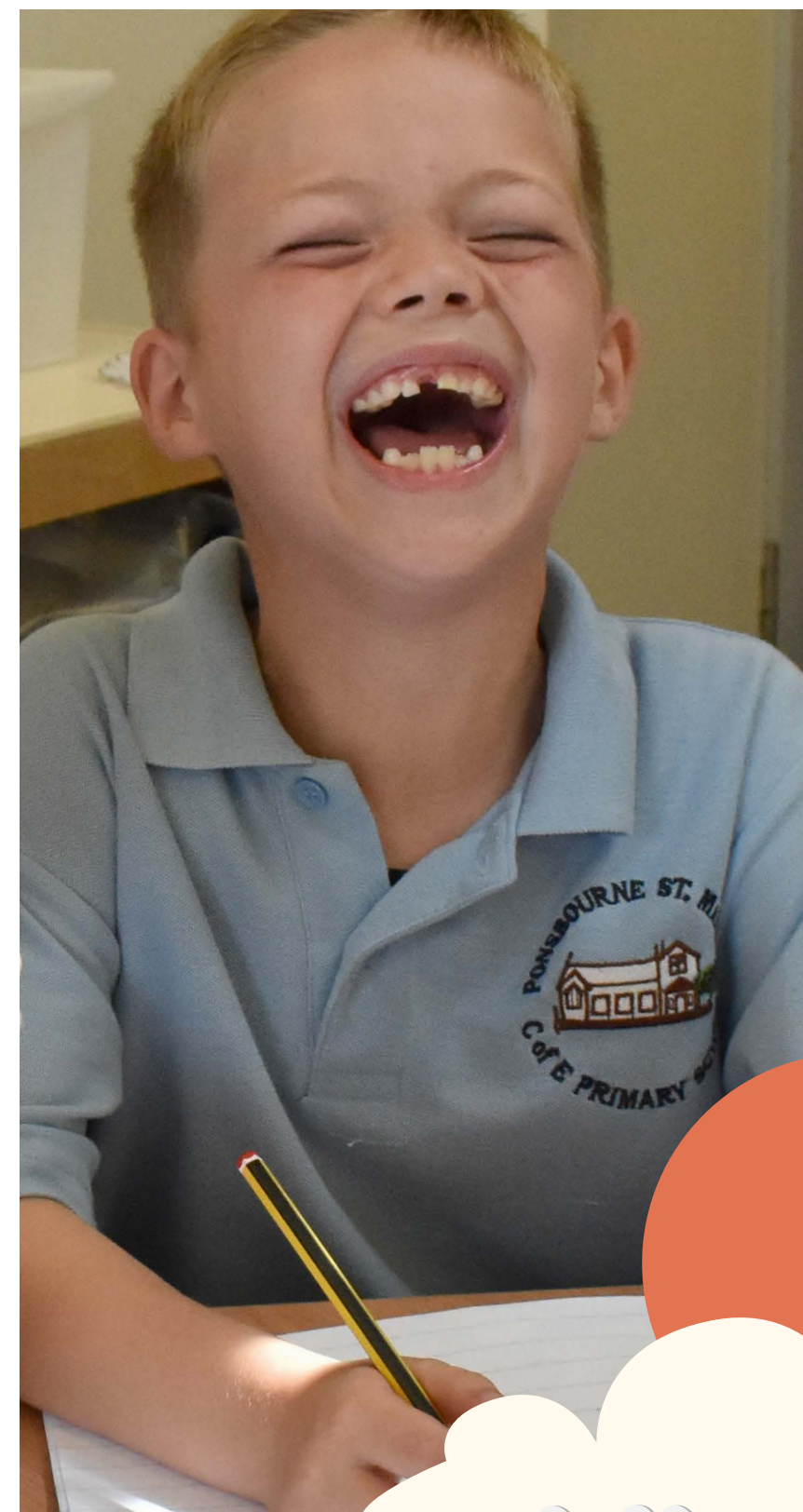
These relationships have allowed us to pool resources or come together for activities which may otherwise have been financially prohibitive. I am also lucky to have Reverend Theresa, who is in charge of the local five parishes and is a regular visitor to the school and a huge support to me.

I have found the opportunities and challenges of 'wearing several hats' interesting. As a headteacher of a small school, I have responsibility for all the usual things, but I am also the caretaker, fire warden, designated teacher and help in lessons. I have learned so much, but I will admit, it will be a relief to leave some of those responsibilities behind and have a bigger team to support the school.

I believe that if you can work in a small school, you can succeed in any school. The teachers all teach mixed-age classes which can be difficult, but my team make it look easy! And they cope amazingly well with the lack of physical space – we have no hall or dining room – and yet the day runs smoothly.

There are benefits to mixed-age classes too. Younger children have the challenge and support of working with older pupils; older children learn from supporting others but can also benefit from revisiting topics without losing self-confidence or moving classrooms.

I am now embarking on my next role as headteacher of a school almost three times the size of Ponsbourne St Mary's which I'm sure will come with its own challenges! My new team have been warm and welcoming and I am excited about this new venture and Ponsbourne will always have a special place in my heart. I am handing over to a fantastic headteacher who I know will continue to grow and strengthen the school.



SCAN OR CLICK TO FIND OUT MORE ABOUT OUR SMALL SCHOOLS PROGRAMME — SPECIFICALLY FOR LEADERS OF SMALL SCHOOLS



FREE ASSISTIVE TOOLS FOR SEND

Technology plays a crucial role in fostering inclusive classrooms, particularly for students with special educational needs and disabilities (SEND).

As educators increasingly rely on platforms from leading tech companies like Microsoft and Google, it becomes essential to understand how technology can improve learning for everyone. Beyond their well-known offerings, these companies provide a range of lesser-known but highly accessible tools specifically designed to meet the diverse needs of students with SEND.



SCAN OR CLICK TO EMAIL US WITH ANY QUESTIONS

SUPPORT@HFLEDUCATION.ORG

In alignment with this ethos, our objective in this article is to illustrate how the integration of these easily accessible tools into teaching practices can significantly improve the accessibility of learning for all students. Our mission is to ensure that every student, regardless of their unique needs, enjoys equal opportunities to excel in their daily educational tasks.

Following this mission, we will delve into the practical applications and advantages of three free tools for inclusive education: Microsoft Immersive Reader, Microsoft Lens app and Google Chrome Reading Mode.



adj. MICRO-SOFT im.mersive reader n.



Microsoft's Immersive Reader, a powerful feature seamlessly integrated into Microsoft Office, not only helps educators but also significantly enhances accessibility for SEND students. This versatile tool is readily available in applications like Word and other Microsoft Office apps, as well as supported web pages through the Microsoft Edge browser.

With Immersive Reader, users can adjust the way text is presented which makes text more accessible in a variety of ways. Also, text can be read aloud and translated by the computer, with the option to focus on one line at a time and even split words into syllables for improved comprehension.

The most powerful version of Immersive Reader is found in the web-based version of Office. This version introduces features such as a picture dictionary and translation, as well as a tool that identifies different parts of speech.

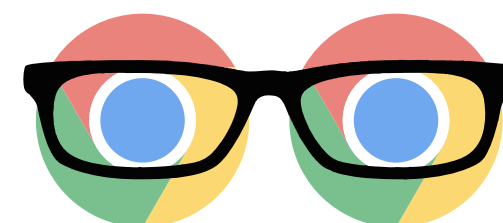
MICROSOFT LENS APP

Another free tool from the Microsoft family is Microsoft Lens app. The app enables users to scan documents, whiteboards, and other printed materials using a mobile device's camera. This feature is particularly helpful for students with visual impairments who may need printed text converted into digital format for easier access.

As it has an Immersive Reader built into its functionality, students can scan printed text and have content read aloud to them, which makes it more accessible for those with reading difficulties or visual impairments.

The Microsoft Lens app provides SEND students with the convenience of easy pocket access to classroom materials and ensures that essential learning materials are readily available wherever they go.

GOOGLE CHROME READING MODE



Google Reading Mode, integrated within the Google Chrome browser, represents a significant advancement in making digital content more accessible, particularly for students with SEND.

The digital environment is often cluttered with graphics and animations that can distract and detract from the reading experience. This tool addresses these challenges by allowing users to simplify the presentation of text on websites.

It offers customisable features such as font style selection, text size adjustment, and background colour changes to enhance readability. Additionally, users can modify line and letter spacing to ensure the text is easier to follow and understand. These adjustments are crucial for creating a more inclusive online learning environment, enabling students with diverse needs to engage with digital content more effectively. Google Reading Mode can be easily activated by clicking the side-panel button located in the top-right corner of the Chrome browser, where users can then select the 'Reading Mode' option from the drop-down menu. This accessibility feature is a valuable resource for educators, parents, and students alike, promoting a more adaptable and user-friendly approach to reading and learning online.

MEET CHRIS CARTER

Our HFL EdTech Lead Consultant



Chris Carter has been an EdTech driving force at HFL for over 17 years, highlighting a journey that began as an eDevelopments Adviser. His long tenure at HFL is a testament to his passion and love for his role.

Chris's career is a vibrant tapestry, marked by diverse experiences and a profound passion for technology and education. This enthusiasm is traced back to his days as the Assistant Director of Studies at a language school in North London, where his journey with EdTech began.

With a Diploma in TESOL from Trinity College London, Chris initially taught English to overseas students. His role was pivotal in integrating EdTech into the curriculum, laying the groundwork for his future endeavours. His journey into technology deepened in Hertfordshire, working in special schools. In these roles, Chris was not just supporting IT; he was a pioneer, exploring the early potential of EdTech in special education – a venture that earned accolades and set new standards.

At HFL, Chris's role as an Adviser has been a culmination of these rich experiences. He has witnessed and contributed to the evolution of technology in education, from bulky video-conferencing equipment to today's streamlined digital tools. His expertise has been recognised with prestigious accolades, including being named an Apple Distinguished Educator and a certified trainer for both Google for Education and Microsoft.

When not working, Chris indulges in his passion for music. He plays trumpet and guitar, writes songs, and performs in several gigging bands. A lesser-known fact is that in the 90s, Chris was somewhat of a rock star, being part of an underground thrash metal project that gained a fanbase around the world. Oh, and he speaks Danish as well.

COMPLIANCE AND EXCELLENCE:

CAN MULTI-ACADEMY TRUSTS HAVE IT ALL?

Multi-academy trusts (MATs) operate within a structured and highly regulated framework, striving to meet all the different requirements set out in the Academy Trust Handbook. Health and safety, GDPR, financial regulation, internal audits, complaint management, cyber security – the list of compliance topics is extensive, and these are non-negotiable. And then there's Ofsted requirements to satisfy in addition.

But does ticking all these compliance boxes lay the groundwork for excellence in education? Can it help MATs to develop a reputation for the quality of the education it provides to children and young people?

The answer is complex, but at HFL we believe that compliance can correlate to educational excellence and better outcomes for children. Robust policies, practices and accountability coupled with great leadership, create the conditions and the space needed to work on excellence.

So, what does HFL offer to multi-academy trusts to help deliver that compliance and excellence?

We've been working with trusts since our inception. While we were initially set up to service maintained schools, under the guidance of our chief executive, Carole Bennett – who joined us from a multi academy trust – we are now expanding our knowledge and expertise, offering everything you need, in one place.

In fact, we've brought in lots of new colleagues with MAT experience to boost our offer. We've learned there's no one-size-fits-all approach for trusts, and we are committed to working in partnership with each Trust to deliver the unique package of support they need to flourish.

The journey starts with a meeting with one of our experienced leaders, who will take the time to understand the complexities and challenges of your MAT and support you to identify strategic priority

areas where you can make improvements – this could be wide-ranging from financial management and academy budget modelling, to creating and implementing a trust-wide digital strategy, to reviewing current trust-wide approaches to ensuring high quality curriculum design and implementation.

We'll then introduce you to subject and education business experts from around HFL who can help you deliver the solid foundations of compliance while growing educational excellence to ensure each and every child has a great education.



"HFL continues to deliver a highly professional and customer focussed service to our school".
Chair of Governors, Simon Balle Academy Trust.

SCAN OR CLICK TO FIND OUT MORE ABOUT OUR SERVICES



IF YOU'D LIKE TO TALK TO US
CALL 01438 544 464
OR EMAIL

ACADEMYTRUSTS@HFLEDCATION.ORG



ESSENTIAL MATHS:

SHOWING IT'S WORKING!

AS ADULTS, WE NO LONGER REALISE HOW INTEGRAL MATHS IS TO OUR LIVES, IT'S JUST SOMETHING WE TAKE FOR GRANTED, BUT THE NECESSITY FOR A DEEP UNDERSTANDING OF MATHEMATICAL CONCEPTS IS ESSENTIAL FOR A YOUNG PERSON'S LIFE CHANCES.

Household budgeting, catching a train, watching the TV or learning to drive all require an understanding of maths. The foundations laid at primary school can set children up for success or failure.

The Youth Jobs Gap: The impact of English and maths report in 2020 revealed the extent to which a maths GCSE grade 4 or above leads to better outcomes for young people. It showed that young people without it are less likely to go to university and more likely to face chronic unemployment.

If our mathematical understanding at primary school is superficial, we might be able to get the right answers but not really understand the how and why, and the long-term effects of that can be devastating. Our maths team at HFL believe that ensuring children gain a deep understanding is key.

We also believe in giving teachers the tools to support them in the classroom rather than a passive plug-in and play approach which some maths schemes might lead to.

This passion was the driving force for the development of our successful ESSENTIALMATHS resource which is now undergoing development to make it even better. Version 2.0 will be available to purchase from June 2024



MEET CHARLIE HARBER Lead Teaching and Learning Adviser – Maths

Charlie brings considerable experience working across the primary age range as a teacher, subject leader, assistant headteacher and 13 years as a maths consultant at HFL. She is also an education doctorate candidate exploring primary teachers' relationship with maths. And she has a shoe collection to die for!

Passionate about ALL pupils having access to a great and rich maths education. Charlie's daily life focuses on school improvement alongside teachers to make the classroom a more effective, exciting, and stimulating place to be. She is also deeply involved in classroom research – what really does make the difference?

Charlie is currently undertaking her Doctor of Education studies, with a doctorate thesis, working title 'To explore the impact of mathematics-based face-to-face professional development on primary school teachers' motivation and emotions'. This study will result in the ability to produce motivational profiles of individual teachers, which may be essential in identifying crucial aspects of making professional development more impactful.

Please do get in touch with the team by emailing primarymaths@hfleducation.org if you would like any maths support, advice or if you are interested in finding out more about:

ESSENTIALMATHS V2.0



SCAN OR CLICK TO EMAIL US



IS YOUR WRITING CURRICULUM READY FOR TODAY'S LEARNERS?

THE WORLD HAS CHANGED DRAMATICALLY IN RECENT YEARS, RESHAPED BY GLOBAL EVENTS SUCH AS THE COVID-19 PANDEMIC, WHICH HAS PROFOUNDLY AFFECTED SCHOOLS, PUPILS, AND SOCIETY AT LARGE. BUT IN THE WAKE OF THESE SEISMIC SHIFTS, WE MUST ASK OURSELVES: HAS OUR WRITING CURRICULUM KEPT PACE?

The landscape of education has drastically changed, with schools facing unprecedented challenges and pupils grappling with new emotional and cognitive demands. Notably, schools have reported significant gaps in literacy and language skills, including writing stamina, spelling, vocabulary, punctuation, handwriting, and crucially, writing enjoyment. Recent findings from the National Literacy Trust offer a further sombre insight into our pupil's relationship with writing: only 34.6% of children and young people aged between 8-18 enjoy writing in their free time. Furthermore, the percentage of children reaching the expected standards in writing by the end of Key Stage 2 has decreased to 71% from a previous 78% in 2019. These figures not only point to a decline in writing enjoyment, but also mean that, last year one in every three 11-year-olds left primary school unable to write at the expected level.

In order to support pupils to regain skills, knowledge and motivation in these areas, schools may benefit from taking a step back and looking at their curriculum offer with fresh eyes, asking themselves if it truly meets the needs of their pupils in this new post-Covid era, or if weaknesses in curriculum design (ref Ofsted report) may in fact be exacerbating the problems they cite. Indeed, schools may find it empowering to explore whether the challenges they have attributed to disrupted teaching over the last few years, such as 'resilience' and 'writing stamina' can be addressed by revisiting their curriculum offer and acknowledging that what once constituted best-practice may no longer align with what pupils (and teachers) want and need.

IS YOUR WRITING CURRICULUM MEETING THE NEEDS OF TODAY'S LEARNERS?

Equipped with insights from recent publications, including Ofsted's Telling the story: the English education subject report and the National Literacy Trust's (NLT) 'Children and young people's writing in 2023' report, schools can build an understanding of the attributes of a fit-for-purpose writing curriculum and use this to reflect on the suitability and relevance of their current offer.



SCAN OR CLICK TO FIND OUT MORE ABOUT OUR PRIMARY ENGLISH ADVISORY SERVICES
HFL EDUCATION.ORG/
SCHOOL-IMPROVEMENT/
PRIMARY/ENGLISH



DOES YOUR CURRICULUM: • BREAK DOWN THE COMPLEX TASK OF WRITING FOR BOTH PUPILS AND TEACHERS BY:

✓ Offering step-by-step guidance on how to build from quality reading to quality writing?

Ask yourself: are teachers clear about how quality reading leads to quality writing? Are they confident in making this process explicit to the pupils?

✓ Allowing sufficient time for pupils to build knowledge and practice skills?

Ask yourself: does your curriculum focus on the systematic development of key skills, or does it risk introducing 'complex tasks too early, before many pupils are equipped with the necessary knowledge and skills that underpin these?' (Ofsted quote). Furthermore, in light of the knowledge/skills gaps noted by teachers, does your curriculum incorporate time to revisit foundational skills underpinning year group expectations, or does your curriculum assume prior learning is already in place?

✓ Offering structures and support leading towards increasing independence?

The NLT report notes that pupils showed an appreciation of 'prescriptive structures and support provided by teachers in school' resulting in more pupils indicating a preference for writing at school, compared to writing at home and in their free time.

Ask yourself: are pupils given the right supports and structures at the right time to bring about success, or is too great an expectation placed on children getting better at writing simply by being given more opportunities to write?

• PRIORITISE MOTIVATION AND ENGAGEMENT BY:

✓ Ensuring pupils encounter a wide range of carefully curated books that help them deepen their understanding of themselves, the world around them and advance their knowledge of English language and understanding of literature

Ask yourself: are core texts selected for their literary merit, or are 'texts to study in English lessons based on their link to other curriculum areas?' (Ofsted quote). Most importantly, does text choice reflect diversity, allowing every child to see positive depictions of themselves and peers in the books they encounter?

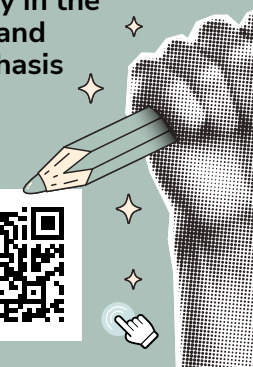
✓ Allowing pupil choice and agency

The NLT report notes that 'children and young people who enjoyed writing more in their free time highlighted... prescribed topics, and the lack of freedom in choosing a writing style as the reasons why they didn't find writing in school enjoyable'.

Ask yourself: does your curriculum allow for freedom within a framework, whereby pupils are given the opportunity to apply their knowledge and skills of writing to self-chosen styles and topics?

THE HFL ESSENTIAL WRITING CURRICULUM

HFL Education's Essential Writing curriculum is tailored to meet the needs of today's learners, offering a sequenced writing curriculum that centres on rich literature and builds children's agency in the writing process. Carefully constructed models, scaffolds and opportunities for oral rehearsal aim to underpin the emphasis on composition with a rigorous approach to foundational skills. By recognising writing as a crucial tool for personal expression and communication, our curriculum aims to foster confident, motivated, and self-reliant writers who find joy and value in the writing process. If you'd like to know more about Essential Writing, scan or click to book onto our free webinar on Wednesday 1st May.



MENTAL HEALTH AND WELLBEING

Our schools and settings face a myriad of challenges day-to-day and mental health seems to be something we've taken for granted, but the shifts in financial circumstances and the remnants of the Covid outbreak, are forcing us to pause and reflect. The threads of good mental health are under significant strain and in danger of snapping. Most worryingly, this is visible in both adults and children.

Mental health can become frayed in a variety of ways. Those delicate threads start to shed becoming more fragile and threadbare as we move through each stage of life and begin to grapple with the demands of adulthood.

Our challenge is to understand what good mental health looks like in all those around us; to peel back the layers of self-protection and attempts to bind ourselves into the protective cocoons of determination, resilience and stereotypes about strength.

Real strength lies in the ability to ask for help and accept support before we are overwhelmed. We must teach ourselves and our children to do this.

Behaviour is another issue you are telling us about which can have a profound effect on staff mental health and the running of a school for all involved. The reason a child might display challenging behaviour can't always be easily identified but mental health, SEND and disadvantage are regularly linked to behaviour.

Behaviour management within your school or setting and improving staff confidence in how they respond to unproductive behaviours and enabling them to intervene in the right way at the right time can be transformative.

Creating behaviour management support that's strategic and inclusive, enables schools to adopt and embed approaches to best suit the needs of staff, pupils and their wider communities.

Encouraging a growth mindset, self-efficacy, and self-regulation and resilience through wellbeing approaches to support effective learning and achieve the right outcome through a class coaching process has been seen to have a positive outcome.

If you're interested in exploring behaviour management, therapeutic approaches, mental health and strategies for dealing with racial incidents please email us at:

wellbeing@hfleducation.org

MEET SARAH-JANE FERGUSON Our HFL Behaviour Adviser

Sarah-Jane joined us in September 2021, following a 20-year teaching career, including headship. She is now dedicated to supporting schools in strategically improving their behaviour strategies and approaches. Sarah-Jane's passion lies in fostering a supportive and inclusive environment for all students, while also aiding school leaders in establishing and maintaining high expectations through robust procedures, policies, and systems. Her approach involves collaborative efforts with all stakeholders to achieve these goals.

If you'd like to discuss behaviour, please get in touch.
By phone on: **01438 644 464**
By email at: wellbeing@hfleducation.org



SCAN OR
CLICK TO EMAIL





THE COST-OF-LIVING CHALLENGE AND OPTIONS FOR STUDENTS

The cost-of-living crisis has thrown a wrench into the traditional path of higher education in the UK. For many students, the financial burden of university fees and living expenses now sits alongside a resurgent apprenticeship system, creating a more complex decision.

University fees and living expenses are a significant hurdle. A recent National Union of Students (NUS) survey found that 96% of university students reported cutting back due to rising costs, with many struggling to afford essentials. Similarly, Apprentices do not agree that their wage currently covers the cost of living comfortably or their bills or is likely to do so in the future.

The decision isn't just financial. Universities provide a broad academic grounding and open doors to a wider range of careers. Apprenticeships offer a focused, job-specific skillset and valuable work experience. Both paths can be rewarding, but they suit different goals.

HELPING STUDENTS CHOOSE:

- Encourage students to reflect on their strengths and interests. Does a specific degree ignite their passion? Or do they thrive in a hands-on learning environment?
- Help students research career options in their chosen field. For some professions, a degree remains essential. Apprenticeships exist in a growing number of industries, offering a clear path to qualified employment.
- Work with students and parents/carers to understand the financial implications of both options. Explore student finance options in the UK (government loans, scholarships etc.) and highlight the potential salary and career progression of apprenticeships.
- Encourage students to attend university open days, careers insights days and apprenticeship fairs. This allows them to compare the learning environment, course content and career prospects.

THE RISE OF DEGREE APPRENTICESHIPS:

A new hybrid option is emerging: degree apprenticeships. These combine work-based learning with university study, leading to a full degree without the upfront cost. Promoting these programmes to students who value both academic grounding and practical experience can be very helpful.

APPLICATION PROCESSES

The routes for applying to university and apprenticeships, however, are very different: While the sequence of events leading to a successful degree application via the UCAS portal is deeply embedded in the sixth form calendar and well understood by the majority of teachers, the application process for apprenticeships is frequently less so.

Fortunately, our Post-16 team have recently been commissioned by The Careers and Enterprise Company to create a toolkit to help promote the apprenticeship route as a viable career option for students. This new resource is free to anyone working in careers or education:

The toolkit addresses the challenges raised by teachers in the Hertfordshire Careers Hub's 2023 apprenticeship survey, regarding their lack of confidence in giving advice on apprenticeships and other technical pathways compared to university.

Suki Gill, 16-19 Curriculum and Funding Adviser at HFL Education, who led the development of the toolkit, said:

"We're delighted to have been able to create this toolkit which we hope will be a real game changer in demystifying the apprenticeship pathway moving forward."



THE TOOLKIT IS
FREE TO DOWNLOAD

SCAN OR CLICK TO DOWNLOAD



HOW TO GAIN RELEVANT WORKPLACE EXPERIENCE...

AS A STUDENT, FINDING WORK EXPERIENCE CAN BE A HUGE CHALLENGE EVEN WITH THE HELP OF SCHOOL AND FAMILY NETWORKS.

For disadvantaged students, this challenge can be even greater due to a lack of contacts in their personal networks, a lesser understanding of their career options or a perhaps lower career aspirations.

Whilst some students are able to find their own placements, we know many schools work tirelessly to forge links with companies, inspirational speakers and careers organisations, to set up work experience for their students.

The impact of Covid and changes to working practices such as home working, have created additional barriers for employers who would previously have offered placements, and left students feeling disappointed.

Some students are undeterred, Ethan Gillson-Hill, 17 from Birchwood High School in Bishop's Stortford found companies offering apprenticeships in his chosen career and wrote to them all to ask for help.

For those who are not so driven or don't have the same opportunities, all is not lost, here at HFL we work with the Hertfordshire Careers Hub, the Hertfordshire Local Enterprise Partnership and major local employers to help students to explore a wide variety of careers and industries. To find out more about our work in this area and forthcoming careers initiatives, please subscribe to our Post 16 Digest.

"If you don't find work experience at my school you end up working on-site with the facilities team and that wouldn't help me to gain my dream job in cyber security, so I was determined to find something else. I will have to travel to Bristol and stay with family for a week, but I think it's worth it".

ETHAN GILLSON-HILL

TO FIND OUT MORE
ABOUT OUR WORK IN
THIS AREA SUBSCRIBE
TO OUR POST 16 DIGEST



SCAN OR
CLICK TO
SUBSCRIBE



TRAINING AND EVENTS

We are a trusted partner to education and learning professionals across the country and we work with over 3,100 schools, trusts and settings. More than 300,000 delegates have benefited from our training courses, events and conferences.

Conference and events programme

Our annual conference and events programme includes high profile national online events for teachers, leaders and practitioners in all educational phases and attracts nationally and internationally renowned education experts.

JOIN OUR MAILING LIST TO BE SENT DETAILS OF FUTURE NATIONAL CONFERENCES AND EVENTS.



High quality training and CPD to meet your needs.

Explore our range of high quality continuing professional development opportunities including in-person, online webinar and self-paced elearning, programmes offered throughout the year.

Our courses, delivered by experienced subject specialists, span a broad range of education subject areas, delivering dynamic and engaging content to teachers and leaders but also include training for ECTs and teaching assistants and those working in Early Years PVI settings.

In addition, we cater for the training needs of business management and office support staff, as well as governors and leaders of all types of education settings.

OUR UPCOMING CONFERENCES

01.

POST-16 SUMMER CONFERENCE

£227 +VAT

SCAN OR CLICK TO FIND OUT MORE

FRIDAY 7TH JUNE

IN-PERSON

DOUBLETREE BY HILTON LONDON ELSTREE

To provide current and aspiring post-16 leaders with the opportunity to develop their leadership skills, knowledge, and approaches to implementing effective teaching and learning strategies for all sixth form learners.

<https://hfl.mobi/TTPost16>

02.

PRIMARY SCIENCE CONFERENCE

£190 +VAT

SCAN OR CLICK TO FIND OUT MORE

TUESDAY 25TH JUNE

IN-PERSON

HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE

This one-day event will provide primary science teachers and leaders with the opportunity to hear from inspirational experts from the world of primary science teaching.

<https://hfl.mobi/TTPriSci>

03.

PRIMARY INSET STRONGER IN KNOWLEDGE TOGETHER

£99 +VAT

SCAN OR CLICK TO FIND OUT MORE

MONDAY 2ND SEPTEMBER

IN-PERSON

HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE

A cost effective full-day face-to-face cross-curricular INSET day for primary teaching staff

<https://hfl.mobi/TTPrInset>

04.

EDTECH IMPACT: EVIDENCE, EQUITY AND EFFICIENT FUNDING

Free Book now

SCAN OR CLICK TO FIND OUT MORE

TUESDAY 9TH JULY

IN-PERSON

WYBOSTON CONFERENCE CENTRE, BEDFORDSHIRE

Secure your free place at our face to face Tech in Schools conference. An exciting day of exploration into the latest innovation, research, evidence, and practical implications in the world of education technology.

<https://hfl.mobi/TTTisconf>

NEED MORE INFORMATION?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.mobi/TThublink>

TERM TIMES 18

EARLY YEARS

EARLY YEARS CURRICULUM - WHY THIS? WHY NOW?
Sequencing learning to support progression.

MONDAY 29TH APRIL WEBINAR

£59+VAT

<https://hfl.mobi/TTEY1>

EFFECTIVE SKILLS-BASED TEACHING THROUGH SAND AND WATER PLAY
Join the dots between play and maximised learning through your sand and water provision.

TUESDAY 14TH MAY WEBINAR

FOSTERING IMAGINATION AND CREATIVITY
The power of loose parts.

WEDNESDAY 15TH MAY IN-PERSON HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE

£59+VAT

<https://hfl.mobi/TTEY2>

MEETING THE NEEDS OF CHILDREN WITH EAL
Tools and strategies to support the needs of children learning English as an additional language.

THURSDAY 16TH MAY WEBINAR

USING SEQUENCING OF CORE BOOKS, RHYMES AND SONGS TO REVIEW YOUR EY CURRICULUM INTENT
Giving practitioners a breadth of understanding of the power of stories, songs and rhymes in young children's learning and development.

TUESDAY 21ST MAY IN-PERSON HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE

£103+VAT

<https://hfl.mobi/TTEY4>

MAKING MATHS COUNT
Embedding mathematical opportunities and challenge throughout the Early Years provision.

THURSDAY 23RD MAY IN-PERSON HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE

AN INTRODUCTION TO SUPERVISIONS IN RECEPTION AND NURSERY CLASSES
Meeting statutory requirements.

TUESDAY 4TH JUNE WEBINAR

£103+VAT

<https://hfl.mobi/TTEY6>

USE OF VISUAL SUPPORT AND ROUTINES
For all children, but especially for those with SEND.

MONDAY 17TH JUNE IN-PERSON HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE

EFFECTIVE TRANSITION INTO YEAR 1
Plan the delivery of an effective transitional programme by applying the principles of EYFS pedagogy.

THURSDAY 20TH JUNE WEBINAR

£80+VAT

<https://hfl.mobi/TTEY10>

ENABLING ENVIRONMENTS ON A BUDGET
Exploring the enabling environment, and how to provide this on little to no budget.

WEDNESDAY 26TH JUNE WEBINAR

NEED MORE INFORMATION ABOUT EARLY YEARS?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

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HFL

<https://hfl.mobi/TTEYcat>

ENGLISH TRAINING AND EVENTS



READING FLUENCY ACROSS THE PRIMARY CURRICULUM
Transform your wider curriculum to seamlessly integrate reading fluency across all subjects.

MONDAY 29TH APRIL *WEBINAR*

£160+VAT
<https://hfl.mobi/TTENG1>



HFL READING FLUENCY PROJECT
A synopsis for KS1 & 2 – Summer 2024.

WEDNESDAY 3RD JULY *WEBINAR*

£160+VAT
<https://hfl.mobi/TTENG2>



SPEAKING, LISTENING AND VOCABULARY
The Golden Thread.

MONDAY 24TH JUNE *IN-PERSON SUMMERSWOOD PRIMARY SCHOOL, BOREHAMWOOD*

£103+VAT
<https://hfl.mobi/TTENG12>



ESSENTIAL WRITING IN YEAR 1
An introduction for Year 1 teachers.

MONDAY 8TH JULY *WEBINAR*

£59+VAT
<https://hfl.mobi/TTENG4>



ESSENTIAL WRITING IN YEAR 2
An introduction for Year 2 teachers.

TUESDAY 9TH JULY *WEBINAR*

£59+VAT
<https://hfl.mobi/TTENG5>



ESSENTIAL WRITING IN YEAR 3
An introduction for Year 3 teachers.

MONDAY 8TH JULY *WEBINAR*

£59+VAT
<https://hfl.mobi/TTENG6>

ESSENTIAL WRITING IN YEAR 4
An introduction for Year 4 teachers.

TUESDAY 9TH JULY *WEBINAR*

£59+VAT
<https://hfl.mobi/TTENG7>

ESSENTIAL WRITING IN YEAR 5
An introduction for Year 5 teachers.

THURSDAY 11TH JULY *WEBINAR*

£59+VAT
<https://hfl.mobi/TTENG8>

ESSENTIAL WRITING IN YEAR 6
An introduction for Year 6 teachers.

THURSDAY 11TH JULY *WEBINAR*

£59+VAT
<https://hfl.mobi/TTENG9>

SECURING FULL STOPS AT KS1
Focuses on the basic sentence structure and punctuation skills and methods of teaching those aspects.

WEDNESDAY 5TH JUNE *WEBINAR*

£135+VAT
<https://hfl.mobi/TTENG10>

FIXING FULL STOPS ACROSS KEY STAGE 2
Giving you the skills to support children starting KS2 with weak subject knowledge of sentence structure and punctuation.

SESSION 1 MONDAY 20TH MAY *RECORDED*
SESSION 2 MONDAY 8TH JULY *WEBINAR*

£185+VAT
<https://hfl.mobi/TTENG11>

THE READING FLUENCY PROJECT:

Our evidence-informed reading intervention, supporting pupils to make accelerated progress in reading comprehension whilst encouraging them to rediscover a love of reading.

Our Reading Fluency Project works to significantly improve outcomes for pupils and is designed to help equip teachers to improve fluency and comprehension in a short space of time, across primary and secondary phases of education. The suite of key stage specific projects are based on a combination of well-evidenced strategies including:

- modelled expert prosody
- repeated reading
- echo reading
- text marking
- performance reading
- modelled comprehension

We have extensive experience in working with schools across the country, multi-academy trusts and English Hubs in implementing and embedding HFL's Reading Fluency Project. Depending on your individual requirements, we have several ways in which you canjoin, including; one-day courses, an 8-week programme, bespoke offerings and follow up support.

Please visit our hub to book or If you'd like more information about our highly successful project, do call 07775028239 or email us at: reading.fluency@hfleducation.org



SCAN OR CLICK TO EMAIL

MEET MICHELLE NICHOLSON

Our Lead Teaching and Learning Adviser, Primary English



Michelle will be holding a Primary English drop-in surgery via Teams on 27th June, please scan the QR code to book your slot.

Please ensure you give a brief summary of what you hope to discuss in the notes section and use a school email address to book.



CLICK OR SCAN TO BOOK

Michelle has over thirty years of primary teaching experience across a mixture of settings: as a class teacher, leading teacher, senior leader, and education consultant. She is dedicated to ensuring all children can enjoy success in reading and writing no matter what their circumstance. To this end, Michelle has previously worked on 'Every Child a Writer' and the Herts Traveller Education Project as well as for the national charity, Achievement for All. During her master's degree research, Michelle examined the psychology of learners and strategies to close the gap for our most vulnerable children. In January, Michelle was awarded Fellowship status in the Chartered College of Teaching, in recognition of expertise and contribution to the profession.

Michelle currently works as the Lead Primary English Adviser for HFL Education, supporting schools around the county (and beyond) to improve learning outcomes for all its children. Her team is committed to designing and delivering innovative impactful products and services to support teachers and leaders of primary English. She is thrilled that the team's flagship offer, The Reading Fluency Project is currently involved in an efficacy trial with the EEF.

She is proud to be a trustee of a local foodbank, especially as it was recently granted the Kings Award for Voluntary Service. She believes in the power of a good book and when she is not reading, she spends her down time with her family and other animals.

You can contact our English team
By phone: 01438 644 464
By email: primaryenglish@hfleducation.org



NEED MORE INFORMATION ABOUT ENGLISH TRAINING AND EVENTS?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.mobi/TTENGcat>

TERM TIMES 20

NEED MORE INFORMATION ABOUT READING FLUENCY?
VISIT THE HFL WEBSITE

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<https://hfl.mobi/TTRFed>

MATHS TRAINING AND EVENTS



THE HFL EDUCATION MATHS CHALLENGES FOR YEARS 3, 4, & 6
Friendly, online, inter-school maths competitions.

VARIOUS DATES *WEBINAR*

<https://hfl.mobi/TTMATHS01>



£35+VAT

<https://hfl.mobi/TTMATHS01>



YEAR 8 MATHEMATICS CHALLENGE HEATS 2024
Each school is encouraged to submit teams of four Year 8 students for this friendly inter-school competition.

VARIOUS DATES *WEBINAR*

<https://hfl.mobi/TTMATHS2>



2 DELEGATES
£300+VAT

<https://hfl.mobi/TTMATHS3>



MENTAL MATHS FLUENCY INTERVENTION
Providing all the tools and resources to enable you to run the Mental Maths Fluency Intervention.

THURSDAY 14TH NOVEMBER *IN-PERSON* **HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE**

<https://hfl.mobi/TTMATHS4>



MAKING FLUENT AND FLEXIBLE CALCULATORS – AUTUMN 2024
An eight week research project.

TUESDAY 15TH OCTOBER *WEBINAR*
MONDAY 11TH NOVEMBER *IN-PERSON*



DEVELOPING EFFECTIVE MATHEMATICS SUBJECT LEADERSHIP (DEMSL) 2024-25
Spend four course days throughout the year learning to evaluate teaching and learning to identify, target and prioritise actions.

STARTING THURSDAY 7TH NOVEMBER
IN-PERSON **HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE**

<https://hfl.mobi/TTMATHS5>



£599+VAT

<https://hfl.mobi/TTMATHS5>



LEADING PRIMARY MATHS IN CURRENT TIMES - 2024/25
A series of six webinars, with additional resources across the academic year 2024-2025.

STARTING THURSDAY 10TH OCTOBER *WEBINAR*

<https://hfl.mobi/TTMATHS6>



£192+VAT

<https://hfl.mobi/TTMATHS6>



RECEPTION ESSENTIALMATHS COLLABORATIVE PLANNING WORKSHOPS – 2024/25
A series of three half-day, face to face workshops.

STARTING TUESDAY 17TH SEPTEMBER *VARIOUS LOCATIONS*

<https://hfl.mobi/TTMATHS7>



£295+VAT

<https://hfl.mobi/TTMATHS7>



YEAR 1-6 ESSENTIALMATHS COLLABORATIVE PLANNING WORKSHOPS 2024/25
Join the authors of ESSENTIALmaths for 3 half-day sessions (one per term).

STARTING TUESDAY 17TH SEPTEMBER *IN-PERSON* *VARIOUS LOCATIONS*

<https://hfl.mobi/TTMATHS8>



£295+VAT

<https://hfl.mobi/TTMATHS8>



TEACHING ASSISTANTS: SUBJECT KNOWLEDGE IN PRIMARY MATHS WEBINARS 2024/25
A cost-effective way to provide training for your Teaching Assistants.

STARTING WEDNESDAY 18TH SEPTEMBER *WEBINAR*

<https://hfl.mobi/TTMATHS9>



FROM
£45+VAT

<https://hfl.mobi/TTMATHS9>



ENABLING PARENTS TO SUPPORT PRIMARY MATHEMATICS AT HOME
Supporting you to make choices about the best way to engage and support parents.

SELF-PACED *ELEARNING*



<https://hfl.mobi/TTMATHS10>



£135+VAT

<https://hfl.mobi/TTMATHS10>



PRIMARY FOUNDATION SUBJECTS



LEADING PRIMARY DESIGN AND TECHNOLOGY ACROSS YOUR SCHOOL
A 2-hour webinar focusing on leading D&T across a primary school.



TUESDAY 4TH JUNE *WEBINAR*

<https://hfl.mobi/TTBTC1>



£59+VAT



<https://hfl.mobi/TTBTC1>



LEADING PRIMARY RE ACROSS YOUR SCHOOL
A 2-hour webinar supporting RE subject leaders to ensure that their curriculum is well-sequenced and meets the needs of the school's context.



MONDAY 1ST JULY *WEBINAR*

<https://hfl.mobi/TTBTC2>



£59+VAT



<https://hfl.mobi/TTBTC2>



MUSIC LEADERS' AND MUSIC TEACHERS' DEVELOPMENT DAY (WITH HERTFORDSHIRE MUSIC SERVICE)
Bringing together colleagues who maybe newer and/or less experienced with experts, to create a community and shared musical experience.



WEDNESDAY 3RD JULY *IN-PERSON* **HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE**

<https://hfl.mobi/TTBTC3>



£40+VAT



<https://hfl.mobi/TTBTC3>



THE BIG STAFF MEETING SERIES - LANGUAGES
Six sessions. High frequency, highly transferable language.



TUESDAY 21ST MAY *WEBINAR*

<https://hfl.mobi/TTBTC4>



£125+VAT



<https://hfl.mobi/TTBTC4>



THE BIG STAFF MEETING SERIES - GEOGRAPHY
Maps and fieldwork; purposeful opportunities.



TUESDAY 11TH JUNE *WEBINAR*

<https://hfl.mobi/TTBTC5>



£125+VAT



<https://hfl.mobi/TTBTC5>



TEACHING KS2 HISTORY: EARLY ISLAMIC CIVILISATION
The perfect introduction for teachers and subject leaders wanting to teach early Islamic civilisation in KS2.



SELF-PACED *ELEARNING*

<https://hfl.mobi/TTMATHS6>



£59+VAT



<https://hfl.mobi/TTMATHS6>



TEACHING KS2 HISTORY: BENIN
For teachers and subject leaders wanting to teach Benin, a West African Kingdom, in KS2 with confidence.

SELF-PACED *ELEARNING*

<https://hfl.mobi/TTBTC7>



£59+VAT

<https://hfl.mobi/TTBTC7>

UNLOCKING THE POTENTIAL IN YOUR SCHOOL

THERE'S AN AI IN EDUCATION

As 'Artificial Intelligence' secures its place as Collins Dictionary's Word of the Year 2023, the buzz around AI is undeniable. With its rapidly accelerating integration into our work, life, and classrooms, educators are prompted to rethink how these significant changes might impact the education landscape.

While the discussion often highlights the time-saving benefits of AI, these technologies often require an initial investment of time for effective use, prior to realising their full benefits. This learning curve can lead to frustration among educators who do not immediately see the promised time savings and opportunities of using AI.

However, focusing solely on the time-saving aspect of AI in education misses the broader potential benefits of these technologies. The true value of AI lies in its ability to enhance the quality of learning experiences and foster creativity among students. By automating routine tasks, AI allows teachers to dedicate more time to interactive and student-centric activities, such as one-to-one coaching, advising, and supporting the development of social, emotional, and behavioural skills.

VISIT THE HFL HUB FOR INFORMATION ABOUT OUR COURSE, AI IN EDUCATION:
UNLOCKING THE POTENTIAL IN YOUR SCHOOL

This year's course is aimed at Hertfordshire schools. If you are not a leader in a Hertfordshire school but are keen to find out more please email training@hfleducation.org and we will notify you about the next programme.

Another misconception about AI is that it will lead to teachers losing their jobs, but McKinsey's research suggests the opposite. As technology takes over more administrative and routine tasks, the role of the teacher will evolve rather than diminish.

Teachers will become even more crucial in guiding, mentoring, and preparing students for an increasingly complex world.

"Educators' lives are going to change in significant ways, not because their roles are likely to be automated away but because they will need to teach a different curriculum and probably teach in a different way."

Professor Rose Luckin, University College London, esteemed educational researcher and AI expert.



TECH IN SCHOOLS

PRIMARY COMPUTING SUBJECT LEADERS UPDATE

The HFL Education computing advisers will bring delegates up to date with the latest news and resources from the computing and EdTech worlds.

TUESDAY 11TH JUNE WEBINAR



<https://hfl.mobi/TTTIS1>

CREATING AND DELIVERING AN IT STRATEGY FOR SCHOOLS AND TRUSTS

The content is strategic and not technical, specifically targeted for school and trust senior leaders who are either looking to create a strategy or are wanting to see how their existing strategy compares with others.

WEDNESDAY 22ND MAY IN-PERSON ROBERTSON HOUSE, STEVENAGE

A BEGINNER'S GUIDE TO GENERATIVE AI IN EDUCATION - ELEARNING

For teachers and other school/setting staff wondering what it is all about, this non-technical, short course will introduce Artificial Intelligence with a focus on 'Generative AI'

SELF-PACED ELEARNING



NEED MORE INFORMATION ABOUT TECH IN SCHOOLS?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.mobi/TTTIScat>

DATA MANAGEMENT SERVICES

ARBOR NEW YEAR SETUP FOR PRIMARY SCHOOLS

How to carry out the new school year setup in Arbor in order for a smooth transition into the next academic year.

TUESDAY 4TH JUNE WEBINAR



£135+VAT

<https://hfl.mobi/TTDMS2>

Support with the new school year setup processes in Arbor to enable a smooth transition into the next academic year.

ARBOR NEW YEAR SETUP WORKSHOP

THURSDAY 13TH JUNE & WEDNESDAY 19TH JUNE IN-PERSON
HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE

NEED MORE INFORMATION ABOUT DATA MANAGEMENT SERVICES?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

BUSINESS MANAGEMENT SERVICES

SINGLE CENTRAL RECORD TRAINING

This half-day webinar will remind delegates of the importance of meeting the statutory requirements for SCR.

WEDNESDAY 22ND MAY WEBINAR



£100+VAT

<https://hfl.mobi/TTBMS4>

These sessions are aimed at Finance, HR and Operational professionals working in maintained or academy trusts.

BUSINESS MANAGEMENT/ACADEMY BRIEFINGS

STARTING THURSDAY 25TH APRIL WEBINAR

NEED MORE INFORMATION ABOUT BUSINESS MANAGEMENT?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

HR SERVICES

HFL HR CONFERENCE – MAXIMISING IMPACT

Our annual HR conference, tailored to school/setting leaders, senior managers, business managers, governors, and office managers, always aims to support you with your most pertinent issues and challenges.

THURSDAY 13TH JUNE IN-PERSON WYBOSTON CONFERENCE CENTRE, BEDFORDSHIRE



£59+VAT

<https://hfl.mobi/TTHR1>

A 2-hour session exploring the most common HR issues school leaders will encounter.

INTRODUCTION TO HR FOR SCHOOL LEADERS

WEDNESDAY 1ST MAY WEBINAR

MANAGING SCHOOL STAFF ABSENCE WITH CONFIDENCE

An overview of the different types of staff absence, including the relationship between absence and disability discrimination.

WEDNESDAY 15TH MAY WEBINAR



£59+VAT

<https://hfl.mobi/TTHR3>

An overview of the appraisal process and understanding the difference between capability and conduct issues.

APPRAISAL AND CAPABILITY WORKSHOP

TUESDAY 4TH JUNE WEBINAR

NEED MORE INFORMATION ABOUT HR SERVICES?
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25





<https://hfl.mobi/TTHRcat>

TERM TIMES 24

SEND



SEND BRIEFING
This session will ensure SENCOs are made aware of local and national developments for special educational needs and disabilities.
MONDAY 1ST JULY WEBINAR



£57+VAT
<https://hfl.mobi/TTSEND1>



£427+VAT
<https://hfl.mobi/TTSEND2>

INDUCTION FOR NEW SENCOS 2024
A five-part course providing new or aspiring SENCOs / INCOs with support and direction for their first steps in the role.
STARTING THURSDAY 25TH APRIL
WEBINAR, E-LEARNING AND IN-PERSON HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE



£190+VAT
<https://hfl.mobi/TTSEND3>



£190+VAT
<https://hfl.mobi/TTSEND4>

SEND... READY FOR OFSTED?
A full day course is relevant for SENCOs and senior leaders with responsibility for special educational needs and disabilities (SEND).
TUESDAY 11TH JUNE IN-PERSON HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE



£190+VAT
<https://hfl.mobi/TTSEND3>

SUPPORTING PUPILS WITH SEND IN THE MATHS CLASSROOM
Using the five-a-day framework from the EEF guidance report, "Special Educational Needs in Mainstream Schools", we will explore ways to use these 'best bets' (all evidence-based) in the maths classroom.
THURSDAY 2ND MAY IN-PERSON HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE





£190+VAT
<https://hfl.mobi/TTSEND3>



NEED MORE INFORMATION ABOUT SEND?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING



WELLBEING



ARE YOU OFSTED READY FOR RSHE?
Effective monitoring of your RSHE provision is vital and a statutory requirement in ensuring your PSHE curriculum is fit for purpose and appropriate for your school and its students.
TUESDAY 11TH JUNE IN-PERSON HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE



£190+VAT
<https://hfl.mobi/TTWell1>



£59+VAT
<https://hfl.mobi/TTWell2>

TACKLING SEXUALISED BEHAVIOURS
This course will support PSHE and Pastoral/Behaviour leads to utilise the curriculum and guidance to challenge hidden and overt sexualised behaviour, on and offline.
THURSDAY 4TH JULY WEBINAR



£38.50+VAT
<https://hfl.mobi/TTWell3>



LANGUAGE MATTERS
To support professionals working with young people to feel more confident about their use of racialised language.
SELF-PACED ELEARNING





£38.50+VAT
<https://hfl.mobi/TTWell3>

 NEED MORE INFORMATION ABOUT WELLBEING?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

FINANCIAL SERVICES



FINANCIAL SERVICES ARBOR FINANCE NEW USERS
The CFR module introduces delegates to this reporting structure, which maintained schools must use to account for income and expenditure.
STARTING WEDNESDAY 8TH MAY WEBINAR



£285+VAT
<https://hfl.mobi/TTFS1>



£144+VAT
<https://hfl.mobi/TTFS2>

FINANCIAL SERVICES ARBOR FINANCE LOAD THE BUDGET
Learn how to successfully load the budget to Arbor Finance.
THURSDAY 23RD MAY WEBINAR



£59+VAT
<https://hfl.mobi/TTFS3>



£80+VAT
<https://hfl.mobi/TTFS4>

FINANCIAL SERVICES USING AND UNDERSTANDING THE MONTHLY BUDGET MONITOR
The course will focus on the purpose and understanding of the monthly budget monitor report and will include the key areas to be aware of.
THURSDAY 20TH JUNE WEBINAR



£59+VAT
<https://hfl.mobi/TTFS3>



£80+VAT
<https://hfl.mobi/TTFS4>

FINANCIAL SERVICES: HOW TO PRODUCE THE MONTHLY BUDGET MONITOR REPORT
The course will cover the purpose and reporting requirements of the monthly budget monitor report.
THURSDAY 20TH JUNE WEBINAR



£59+VAT
<https://hfl.mobi/TTFS3>

NEED MORE INFORMATION ABOUT FINANCIAL SERVICES?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING



HFL Education's team of trusted advisers offers a wealth of training and support for schools and academies, from budgeting, financial planning and recovery advice to compliance and internal audits. 100% of the team's financial professionals and business managers were previously employed within the senior leadership team of a school or trust, so they provide considered advice and tools which focus on educational outcomes as well as financial ones.



SCAN OR CLICK TO FIND OUTMORE

NEED HELP WITH YOUR BUDGET?
YOU CAN FIND MORE INFORMATION ABOUT OUR FINANCIAL SERVICES OFFER ON OUR WEBSITE – HFLEducation.org/BUSINESS-SERVICES/FINANCIAL-SERVICES

JACKIE KEEGAN
Resource Adviser at HFL Education
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BIG NEWS IN A SMALL BOOK

HFL Education

HFL Education (formerly Herts for Learning) is a not-for-profit organisation providing all the services, training and resources needed to deliver a great education to every child, to help them flourish and reach their full potential.

With hundreds of advisers and subject experts in-house, HFL Education is a trusted partner to education and learning professionals across the country, providing a unique and comprehensive offer to every school and setting – all in one place.

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