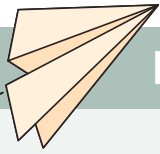


TERM TIMES

BIG NEWS IN A SMALL BOOK

ISSUE: 004 | MARCH 2025



ELEVATING EDUCATION FOR EVERY CHILD

 Education

WE ARE IN GOOD COMPANY!

We were delighted to receive the Teacher Tapp Brand Tracker High Riser Recommendation Award recently and are so grateful to you for your loyalty and recommendations.

There is no better champion for our products and services than another teacher, and the accolade recognises that teachers and leaders believe the work we do is impactful. Thank you from us all at HFL Education! The Teacher Tapp "Brands That Rule The Classroom" report published recently showed all the winners in our category and highlighted to us that we are amongst a stellar lineup. We are incredibly proud to sit alongside such well-respected educational organisations.

The Brand Tracker **High Riser** Recommendation Winners 2024

High Riser awards go to the organisation with the **largest recommendation score increase**. Increases compare a brand's current score to the previous time asked.



Please keep sharing your experiences of working with us. It means that we can support more schools to help more children and improve outcomes.

SCAN HERE TO READ THE FULL REPORT

<https://hfl.mobi/MTT-TTR>



WE'VE BEEN SHORTLISTED FOR A NATIONAL MAT AWARD 2025!

We are delighted to have been shortlisted for Company of The Year at the National MAT Awards 2025. We have a long and proud history of working with maintained schools and Early Years settings, but we have worked hard to build on this with specific, tailored support for SATs and MATs. Whatever the legal status of a school or setting, we can add value and improve outcomes.




SCAN TO FIND OUT HOW WE CAN SUPPORT YOUR MAT

<https://hfl.mobi/MTT-MATS>



A BESPOKE WRITING CURRICULUM FOR EARLY YEARS

 **ESSENTIALWRITING** launched as an ambitious and progressive writing curriculum for Years 1–6, and now we have extended the programme to include Early Years.

It's been developed to ensure that an understanding of child development is at the forefront, with an emphasis on the foundational knowledge needed in communication, and language and physical development.

SCAN TO BE THE FIRST TO KNOW WHEN IT'S RELEASED

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BIG NEWS IN A SMALL BOOK

HFL Education

GET IN TOUCH

We're committed to providing a high-quality service and working in an open and accountable way.

If you have any queries or require support, please call us on **01438 544464** or email info@hfleducation.org



SCAN TO
EMAIL HFL

WELCOME TO THE SPRING EDITION OF TERM TIMES.

YOUR EDUCATION UPDATE FROM HFL EDUCATION

As we step into spring, the days are finally getting longer. This season of growth and renewal is a perfect analogy of the journey we're all on in the education sector. Despite the complexities and challenges we face, we are continually reflecting, learning and growing together.

Right now, we're navigating a landscape where policy is still emerging, and the recent launch of the OFSTED consultation has added another layer of uncertainty. We don't yet know what the outcomes will be, but we do know that change is on the horizon. We also know that the financial pressures on schools, and the continuing changes to our contexts, cohorts and communities, are all in addition to our ongoing reviews of curriculum, learning and teaching. And yet, when all seems to be changing, there are some constants:

- the passion of school leaders, governors and staff to do the best for their pupils
- the community's ability to focus on the key changes that make the difference
- our collective desire to prioritise for the long-term benefit of the children and young people in our care

At HFL Education we understand the pressures and demands our educational community faces. We're here to stand by your side, offering the support and services you need to navigate these turbulent times. Whether it's through professional development, strategic planning, or practical ideas and frameworks to help in classrooms, our teams are dedicated to helping you.

We believe in the power of collaboration and community. By working together, sharing best practices and supporting one another, we can overcome the obstacles in our path and create a brighter future for our students.

Term Times is intended to help you keep up to date with news, views and practice, and to identify key questions that will help you prioritise your local activity in the best interests of your community. We carefully curate each edition to reflect some things that are new; some things that are difficult to navigate; and some classic, timeless areas of development for schools. We hope that this edition will be food for thought in your teams, offices and staffrooms.

Here's to a hopeful and productive spring, and I hope to see you soon!
Warm regards,

Carole Bennett CEO
carole.bennett@hfleducation.org



SCAN TO
EMAIL CAROLE

01. Preparing for staff absence



When a sudden staff absence leaves you needing to find cover at short notice, the last thing you want is to be searching for a reputable and reliable supply agency to fill the gap.

We have established relationships with trusted supply agencies, which means we are ideally placed to put you in touch with experienced organisations who can ensure you get the teaching and support staff you need, exactly when you need them.

We're also partnering with Education Mutual to provide Hertfordshire schools, colleges, nurseries, and education providers with an opportunity to save money on staff absence protection.

As opposed to a traditional insurance policy or local authority scheme, Education Mutual are a non-profit alternative to ensure your school receives an effective cover scheme tailored to your budget.



SCAN TO EXPLORE
THE SUPPLY TEACHER
FRAMEWORK

<https://hfl.mobi/MTT-STF>



SCAN TO
FIND OUT MORE ABOUT
STAFF ABSENCE
PROTECTION

<https://hfl.mobi/MTT-SAI>

02. Reading fluency matters!

Our Reading Fluency Project is an evidence-informed intervention designed to support children to attain the expected standard in reading, from Key Stage 1 through to Key Stage 4.

We received wonderful feedback from Karen Crawley, SENCO and joint head of Curriculum Support at Parmiter's School, who shared the following about the school's involvement in our KS3 Reading Fluency Project (RFP):

The project's emphasis on fluency, accuracy and comprehension aligns with our approach to supporting students experiencing challenges with reading, as well as accelerating progress for identified students... The core principles of HFL's RFP... have become integral to our broader whole-school strategy for literacy.

The positive impact of the RFP was also seen in Parmiter's most recent Ofsted report, which stated that: The school quickly identifies any pupils who do not read as fluently as they should. They put in targeted support that specifically focuses on the precise areas that pupils need to develop. Subsequently, any gaps in pupils' vocabulary knowledge, comprehension or reading speed are quickly and effectively addressed.

If you're interested in hearing more about how the project can support literacy in your setting, email the team on readingfluency@hfleducation.org.



SCAN TO EMAIL THE
READING FLUENCY TEAM

03. Join the Making Fluent and Flexible Calculators EEF trial

We're partnering with the Education Endowment Foundation (EEF) and The Policy Institute, King's College London, to invite secondary schools in England with low prior attaining Year 7 students to take part in an evaluation of our **Making Fluent and Flexible Calculators** intervention (MFFC).

MFFC for KS3 is a whole-class intervention for Year 7 students, designed to run alongside the maths curriculum. The programme focuses on securing foundational learning and explicitly teaching additive calculation strategies and the connectedness between calculations. Find out more on pages 4 and 5.

Limited
spaces, register
your interest
today!



SCAN TO
FIND OUT MORE

<https://hfl.mobi/MTT-KS2rfp>



SUPPORTING LOW-ATTAINING STUDENTS TO EXCEL IN MATHS.



by Paul Jenkins, Head of
Secondary Curriculum Services

Every year on results day there are pictures of successful students leaping in the air with their exam results. But as teachers, governors and leaders, we are well aware that behind this scene stand disappointed children who have failed to get their basic grade in maths and face an endless cycle of retakes. This is a problem that has been embedded from Year 7 and earlier. It's a problem that the HFL maths team have set their minds to address.

The Education Endowment Foundation (EEF), alongside HFL Education, is embarking on an exciting new trial to evaluate the impact of our Making Fluent and Flexible Calculators programme. This initiative targets lower-attaining Year 7 students in secondary schools, offering them a critical early intervention designed to build their confidence and proficiency in maths.

HFL have already run the programme at KS2 for a number of years and more recently launched the programme at KS3. However, this recognition of the potential of the scheme from the EEF provides a fantastic opportunity for HFL to make a tangible difference to the outcomes of some of the most vulnerable learners on a national level.

For many students the transition from primary to secondary school marks a critical turning point in their education. For lower-attaining students in maths, though, this can be a particularly challenging time. Without the right support, these students often fall further behind, creating a gap that becomes increasingly difficult to close as they progress through secondary education. Trustees and governors can often identify these widening gaps through internal data, but they can rarely offer practical suggestions about how to effectively tackle those gaps.

Parents often worry about their low-confidence children being assigned to "bottom sets" and can inadvertently embed that sense of powerlessness and failure by focusing on the setting decision rather than on the teaching and on the successes the children are achieving. The Making Fluent and Flexible Calculators programme seeks to address this issue head-on, targeting students in Year 7 with high-impact interventions that build skill and confidence.



THE "PHONICS OF MATHS"

Following the success of phonics in transforming the reading skills of young people, the focus has been thrown onto the equivalent for maths. Fluency is widely recognised as the counterpart to phonics maths and a critical building block for success.

Rather than students thinking there is just one route to a calculation – which will often be long-winded or even involve finger counting – students who have undergone the programme have developed a range of strategies. They can choose the most appropriate and quickest rather than just the most familiar strategy. This in turn builds confidence in manipulating numbers and develops the students into more agile mathematicians.

DESIGNED FOR FLEXIBILITY

One of the programme's standout features is its flexibility. Recognising the challenges that schools face regarding time, resources, and staffing, the intervention has been designed to fit seamlessly into existing timetables and run alongside the curriculum. The materials are straightforward and



carefully structured, making them accessible even to non-specialist teachers.

This means that schools don't need to rely solely on maths specialists to deliver the programme. Instead, any teacher can lead the intervention, using the step-by-step materials to guide students effectively.

The intervention can be delivered to whole classes in ten-minute segments over several weeks, minimising disruption to the maths curriculum whilst maximising impact. The practicality of implementation makes the programme especially appealing, even to the most hard-pressed of departments.

Embedding strong calculation skills in Year 7 is about more than addressing only immediate gaps. It's about setting students up for long-term success. By equipping lower-attaining students with the tools they need early on, the programme helps to ensure that they can access more challenging material as they progress through Key Stages 3 and 4.

This proactive approach – sometimes described as “swimming upstream” – seeks to prevent the need for last-minute interventions at GCSE level, which can be both stressful for students and resource-intensive for schools. Instead, the Making Fluent and Flexible Calculators programme aims to build a strong foundation from the start, giving students the confidence and skills they need to thrive in maths.



JOIN THE TRIAL

The EEF and HFL Education are currently recruiting schools to take part in this programme's trial. This is an opportunity for state-funded secondary schools with a class of lower-attaining Year 7 students to access an evidence-based intervention that could make a real difference to students' outcomes.

Participation in the trial not only allows your school to benefit from this innovative programme; it also contributes to vital research that will shape future approaches to supporting lower-attaining students in maths.

Trustees, governors and headteachers are rightly concerned about how they can address the needs of a number of vulnerable learners. That might be in supporting students with SEN, delivering results for learners eligible for the pupil premium, or accelerating the progress of those who faced early adversity but have the potential to fly at secondary. It's about making sure that every student has the opportunity to succeed, regardless of their starting point.

The Making Fluent and Flexible Calculators programme is about more than just improving maths skills. It's about giving students the confidence to believe in their own abilities, unlocking their potential, and setting them on a path to success.

If you're interested in being part of this transformative project, don't miss the chance to get involved. Register your interest and watch our free information webinar by scanning the QR code below.

If you have any questions, email fluentandflexible.eef@hfleducation.org



SCAN TO FIND OUT MORE
AND REGISTER YOUR INTEREST
<https://hfl.mobi/MTT-MFFC>



by Carole Bennett, CEO

CELEBRATING THE WORK OF AEPA.

Collaboration and community have never been more important than in the ever-evolving landscape of education. HFL Education (previously Herts for Learning) was founded in 2013 by schools, trusts, education settings and Hertfordshire Local Authority. The aim was to ensure that all schools, whatever their legal status and age range, could focus on working together to create local strength. Our founders and shareholders believed that, by sharing experience, curiosity, passion and evidence-based practice across areas and between key stages, we could create an eco-system that would weather difficulties, build strength and embed aspiration in and between educational communities.

Since 2013, based on the early success of local partnerships, a number of area-based partnerships have been formed, including in Camden, Sheffield, Haringey, Surrey, Hounslow and Birmingham. Whilst all of these bodies work in different ways, they work with but are independent of local authorities, embedding the culture of a “family of schools”, bridging national policy and local practice. Local, area-based organisations step in to support government initiatives but shape them around the local priorities of their regions, filling operational and strategic gaps experienced by their local communities.

As the models of partnership have matured, the local groups working together have been able to share what has worked well and lessons learnt for the benefit of each other – expanding local collaboration to enable national impact.

At HFL, we’re incredibly proud to be a part of AEPA, the Area-based Education Partnerships Association.

Being a member of this dynamic network allows us to contribute to and benefit from a wealth of shared knowledge and experience. It’s a two-way street, where we can both offer our expertise and learn from the innovative practices of our peers. We have been able to work with other partnerships to share projects and learning around attendance, recruitment, economic exclusion, reading, inclusion and a whole range of live issues, and feed these learnings into our support for and work with schools. We are proud to note that areas with a local, area-based partnership have strong histories of high standards, good outcomes and community cohesion in and between schools.

Crucially, the government has now recently signalled its support for localism in education and for working across the maintained and academy sectors to tackle key issues. The development of the new RISE (regional improvement for standards and excellence) teams in the DfE are one manifestation of this status-agnostic localism. The 20 advisers to



the DfE announced in February 2025 are called from trusts, local authorities and fellow AEPA members.

Looking ahead, we're excited about the opportunities that lie in our continued collaboration with AEPA. Together we can tackle the challenges of today and tomorrow, ensuring that every school within our network has the support it needs to thrive.



<https://hfl.mobi/MTT-AEPA>

Scan to find out more about AEPA and their annual conference in 2025, featuring Sir Kevan Collins. Plus other AEPA round table events, sharing stories and learning from across the AEPA regions.

Alternatively follow HFL social media to learn more about our work.

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THE GREAT SCHOOLS FRAMEWORK.



by Jeremy Loukes, Director of Education Services (Primary & Early Years)

We all have a sense of how a great school would look and feel:

- a school we would want our children to attend to achieve the best possible start in life
- a school we would want to work in, where we would be supported to become the best possible versions of ourselves as educators
- a school we would want to be enriching the community we live in.

The framework we use to set our aspirations for, and to judge schools by, is typically that of Ofsted. At the time of writing, we're once again awaiting a new Ofsted framework. We have grown accustomed to frequent changes since the first version was published in 1992. Each iteration brings a slightly different focus on the various aspects of schools' work. There is a danger that we become overly dependent on Ofsted's framework, overlooking aspects that are not currently in vogue. We risk swinging from pillar to post and neglecting the fundamental building blocks that comprise a great school.

The Great School Framework (GSF) – the collective work of colleagues from across HFL Education – was born in 2018.

The GSF is undeniably and unapologetically ambitious, aspirational and visionary. It describes the constituent parts of a utopian school – a goal that all schools are likely to strive towards but which is perhaps ultimately unattainable. We suspect that there is no such thing as a universally “great school”, and that if any school thought it was great in every aspect, it would already be on a downward trajectory of self-delusion and complacency. What a wonderfully exciting journey to embark on, though – to aim to get as near to the summit as possible,



in the knowledge that every step taken towards greatness in each of the GSF's 10 features – its lenses – will improve the quality of education and outcomes for pupils.

The language of the GSF has been chosen carefully. It is significant that the adjective “great” is not in the mainstream Ofsted vocabulary. Our vision of a great school goes well beyond the currently applied Ofsted “outstanding” descriptor. The features of the framework cover aspects of provision that Ofsted does not currently evaluate. We have striven to create a framework that would have been as relevant to schools and settings 20 years ago as it is today, and which will still be relevant in 20 years' time. The aim is that the framework is classic and timeless. The ten lenses are non-sequential and non-hierarchical, but there are links between them.

The ten lenses are:

- Ambitious, inspirational and strategic leadership (including governance)
- Shared, aspirational vision, values and culture
- A community where all are empowered and valued
- An outward-looking, collaborative mindset
- An ongoing commitment to learn with and from others
- Embedded, forensic self-review and reflection
- Designed and resourced for long-term exceptional outcomes
- An inclusive, settled and safe environment for all
- Exceptional teaching, learning and assessment
- A rich, broad, balanced and bespoke curriculum

This article doesn't allow an exploration of each of the ten lenses but does let us delve into a couple. First let's think about the lens titled "**Ambitious inspirational and strategic leadership**". The GSF articulates leadership in great schools as visionary, inspiring, and values-based. It states that leaders in great schools:

- communicate a compelling vision for the future and set high expectations
- are strong planners and organisers
- are committed to high-quality, sustainable education
- pay attention to details and to achieving results
- nurture, motivate, and build relationships
- practise distributed leadership to foster growth and development
- recruit and retain great staff, invest in workforce development, and create an optimistic environment
- collaborate with other schools and external agencies to build networks and relationships

Let's also consider the "**An inclusive, settled safe environment for all**" lens.

At a great school, every staff member is dedicated to:

- upholding positive behaviour for learning policy, ensuring consistency across the board
- ensuring pupils are trusted to and do act responsibly, managing their own behaviour, and that they feel a sense of belonging
- celebrating effort and success and fostering a positive growth mindset
- ensuring high expectations are maintained with fair consequences, and any bullying or prejudice is swiftly addressed
- supporting pupils to lead healthy lifestyles and to manage their mental health, while they learn to handle risks and build relationships
- ensuring classrooms promote independent learning and safe risk-taking
- giving high priority to the needs of learners who are currently disadvantaged or who have SEND
- making sure every pupil's voice is heard and valued

It's all very well setting out our ambition and knowing where we're heading. This is a crucial first step. Travelling towards the destination can be challenging, and the GSF is intended to make the journey easier – it's a tool that can be applied in many situations. It might:

- provide the basis for debate and discussion
- facilitate in-school, school-to-school, peer and external school improvement activity
- support self-evaluation
- promote school improvement planning

Scan the QR code to access the GSF. Explore and think about how the GSF might help with your own school improvement journey. Contact us if you'd like any support.



SCAN TO
FIND OUT MORE

<https://hfl.mobi/MTT-GSF>





THE WRITING JOURNEY – EARLY YEARS AND BEYOND.

Writing is an entirely artificial human construct and a skill so complex that many of us spend a lifetime perfecting it. Our innate desire for self-expression and communication drives us towards mastery; social beings have a strong need to interact with peers and the environment.

Children begin their writing journey long before they enter the education system. From the day they open their eyes and experience the world, hear speech and respond to sounds, they start locking in the language they need to replicate. As they grab objects, use words and build core muscle strength, they develop the vital skills to record that language as writers. As carers and educators, we can shape that journey and guide children along the most effective route.

To develop confident and joyful young writers, adults need to design and provide opportunities to enhance children's communication and language. Daily conversations, compelling storytelling and role-play activities inspire and support children to communicate through speech and print.

Learning to read is also vital. Through sharing rich and varied stories, children internalise the language structures that writers use to engage and entertain. They are introduced to various story shapes, structures, vocabulary and rhythms of literary language. Signs, letters, lists and instructions show children that print is used and valued by others. Seeing children like themselves represented in books assures them that their voice and experiences are equally valid to share.

Expressive language tends to arise verbally. Then comes the joy of realising that ideas can be presented and shared on a surface – whether paper, sand or the playground floor. Early writing begins

with children making dots and swirls that gradually take the form of letters.

This complex process requires support and encouragement from adults. As children grasp how print works in communication and expression, we need to build their confidence by providing a genuine audience. Giving them opportunities to write about what matters to them is a hugely motivating factor.

The physical skills and knowledge that lay the foundations for later writing success must be introduced systematically, modelled frequently and practised continuously.

However, a recent Ofsted report, "Strong foundations in the first years of school", highlighted that "Schools' curriculums for English – and literacy in the early years – beyond the teaching of phonics, are often weak." It reported that schools introduce complex writing tasks too early and do not give children enough time, teaching and practice to become confident in skills



Strong foundations in the
first years of school. Gov.UK

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ACCESS THE
FULL REPORT



such as orally composing sentences and holding a pencil correctly.

For children to mark-make and write, they require physical strength and manual dexterity. The lumbrical muscles in the fingers, still developing in young children, are responsible for holding a writing tool and controlling writing. To employ these fine motor movements, the children also need stability and strength in their body, shoulders, arms, wrists and hands.

Activities such as climbing, ribbon waving and bike riding develop core strength and gross motor skills. Manipulating dough, threading cotton reels and using scissors are vital to developing fine motor skills. Young hands need to work with chunky crayons, big paintbrushes and giant markers to build readiness for managing slender pencils. Immature fingers typically draw a vertical stick line two years before a diagonal line.



Even holding a writing implement correctly is a skill that needs to be mastered. An incorrect or awkward grip strains the wrong muscles and can lead the writer to tire quickly. Correct posture is also crucial. The first handwriting objective in the Year 1 curriculum is that children should “sit correctly at a table, holding a pencil comfortably and correctly”.

As children develop handwriting control, they also study spelling. Encoding (recording) sounds takes longer to master than decoding (reading). As they move through school, children need plenty of opportunities to rehearse spelling and revisit words and patterns taught in Reception. These early spellings represent the highest-frequency words, so mastering them is essential before tackling more complex learning.

Early Years staff lay the cornerstones of all writing knowledge that children take across the curriculum. Even without the legacy of Covid, there will always be gaps in learning, so any strong curriculum should

constantly revisit key learning and make it stronger. This learning is central to everything, and if we don't build strong foundations, we risk heaping new learning on to shaky or non-existent footings.

As children move through school, we need to remember that the skills and knowledge introduced early on are core to learning and may be tricky to embed. Revisiting these means reteaching, not just rehearsing or a cursory glance backward. Good practices should be kept and not abandoned. For example, oral rehearsal of a sentence before writing is effective for all pupils, especially as sentence structures become more complex.

Building and securing foundational knowledge allows children to grow in confidence and see success in writing. A strong curriculum prioritises core skills in oracy, reading and writing. It also introduces meaningful experiences and rich literature, upon which children can develop their writing and see themselves as lifelong writers.

QUESTIONS FOR LEADERS AND GOVERNORS TO CONSIDER:

- How does the curriculum prepare children for writing, building core strength and manual dexterity, developing language experiences and providing rich literary models?
- Does the school's writing curriculum prioritise foundational learning and revisit it regularly?
- Is the curriculum overloaded with activities that distract from key learning, preventing opportunities to prioritise and practice core skills?
- Does the writing curriculum build children's confidence and self-belief as a writer?

Scan to join us for our free
ESSENTIALWRITING for Early Years
webinar on Tuesday 6th May 2025.



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Scan to learn more
about **ESSENTIALWRITING**.

<https://hfl.mobi/MTT-EW>



by Louise Jennings,
Head of Early Years
Services



and Michelle Nicholson,
Lead Teaching and Learning
adviser, Primary English

SMOOTH AND **SUCCESSFUL** TRANSITIONS AT EVERY STEP.

TRANSITIONING TO A NEW SETTING OR SCHOOL CAN BE BOTH EXCITING AND DAUNTING FOR OUR CHILDREN, WHATEVER THEIR AGE. UNDERSTANDING THE UNCERTAINTY AND ANXIETY – FELT BY CHILDREN AND SOMETIMES BY PARENTS/CARERS – IS THE FIRST STEP TO ENSURING SMOOTH AND SUCCESSFUL TRANSITIONS.

STARTING SCHOOL SUCCESSFULLY

by Louise Jennings, Head of Early Years



The transition to school in the early years is an important and significant step for both child and parent/carer. It is a series of firsts – many children will put on a school uniform for the first time, carry a bookbag for the first time and encounter more new faces than ever before.

How can you help them prepare for this?

Valuing preschool experience

Children will come to school with experiences, ideas and knowledge, which they bring from home, a childminder, a preschool or a nursery. Knowing, understanding and valuing that experience is key to ensuring transition is as smooth as possible.

Setting and home visits are an invaluable way to get to know your children and understand their preschool experiences.

Establishing positive relationships and introducing routines

The weeks before the start of school, and the first few weeks in September, are critical to settling children in to their new environment.

Children need time to:

- Get to know staff – Do they get the chance to meet them before they start?
- Adjust to school routines – Could you share the times of lunch and story time for parents to try at home?
- Explore the indoor and outdoor environment – Could you offer “stay and play” sessions or tours for children and parents?

Providing parents with information and giving them opportunities to ask questions will provide them with reassurance that their child will be safe, happy and will learn at school.



GETTING IT RIGHT FOR YEAR 1

by Heidi Otranen, Head of Primary School Leadership



Moving into Year 1 brings another set of challenges. Children move up to a very different learning environment, with new staff, a new routine and a new timetable as they begin to follow the national curriculum.

Even the children who achieved GLD (good level of development) at the end of Reception might struggle with so many changes all at once.

Therefore, it is important to consider these two crucial questions to support children to adapt to Key Stage 1:

- Should there still be an opportunity for continuous provision as part of the Year 1 classroom environment and provision, to help children transition to the new key stage?
- What extra support is in place for those children who left Early Years without reaching GLD, so that they can access the Year 1 curriculum in the best possible way?

Ensuring the child's needs are central to decision making will help ensure that the move to Year 1 is not a "cliff edge" change for children.

GOOD ENDINGS AND STRONG BEGINNINGS, YEAR 6–7 TRANSITION

by Anne Peck, Head of Primary Curriculum, Teaching, Learning and Assessment



Most primary/junior schools and secondary schools have a wide range of systems and processes already in place to support transition from Year 6 to Year 7.

In addition to the countywide "move-up day", these support processes include additional visits for vulnerable pupils, and special events where "single students" (often those moving from smaller primary settings) can meet new friends ahead of their first day in school.

While formal information sharing between teachers is crucial, from both academical and safeguarding perspectives, it is these softer opportunities that can really make a difference.

Leaders are likely to find it helpful to also consider which skills might need reinforcing:

- Can pupils confidently read a timetable, using the format adopted by their new school?

- Have key messages around online safety and establishing privacy settings been revisited?
- Can pupils manage the mental calculations required to ensure they can afford a brektime pasta pot, even on a Friday?

Year 6–7 transition, however, is as much about a good end as it is a strong beginning. There are many ways to celebrate and commemorate the end of Year 6. Each school has its tradition. Embrace it, enjoy it, and then ensure students are excited about the next stage.

PREPARATION FOR POST-16

by Becky Cox, School Effectiveness Adviser



Preparation for life beyond Year 11 should start in KS4, with high-quality advice and guidance available for all students, to help them choose suitable pathways for their career and life aspirations. This could be staying on into the school sixth form, moving to an FE provider, or taking up an apprenticeship.

Gatsby Benchmark 7 states that schools should provide meaningful encounters with a range of providers, and most schools fulfil this through their PHSE programme and post-16 options events. Involve parents in these too, so that they can support their children's decisions about their next steps.

Sixth form leaders should liaise with colleagues who have a pastoral role in Year 11, to ensure they know which students might need additional support once they join the sixth form.

Students from disadvantaged backgrounds might be eligible for the school's bursary funding, so make sure that they and their families are aware.

Students don't only need support around pastoral issues. Remember, Year 12 students are, after all, just Year 11 students in suits! Their approach to study and time management will not have changed significantly over the summer break, and it is vital they are provided with the support and strategies they need to manage the "freedom" of study periods and a common room.

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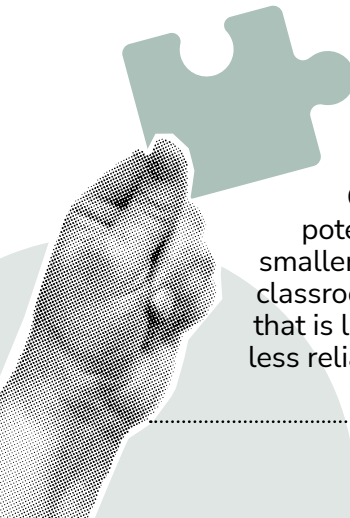
SUSTAINABLE STAFFING IN SCHOOLS: THE BENEFITS OF A SMALLER, HIGHER-LEVEL WORKFORCE.

As schools strive to provide quality education while managing limited resources, every aspect of expenditure and deployment of those resources needs to be as efficient as possible. Leaders have a duty to ensure school finances are robustly managed, and that leaders' efforts contribute to achieving optimal student/pupil outcomes.

One key area of concern is staff absenteeism, which can significantly disrupt lesson delivery and educational outcomes. Some absences are thought to be linked to perceived low pay, highlighting the importance of sustainable workforce planning. In some cases, situations arise where normal absence management approaches have not addressed the overall level of absence amongst a particular group. This can be regardless of turnover and different individuals in post when monitored over time. In this instance we focus on classroom support staff.

A recent example found that out of 16 teaching assistants (TAs) employed in a school, on average only 10 were present on any given day. The shortfall in interventions versus those planned and the cost of those paid but not in work are just two issues amongst many.

It would usually be our advice that absence management procedures should be your initial consideration before looking at your structure. But where this proves unsuccessful, there are alternative strategies to consider.



What if the structure were amended to move to have 10 higher level teaching assistants (HLTAs) instead? Consider, for example, the potential benefits of prioritising a smaller but more skilled and motivated classroom support workforce over one that is larger and potentially less reliable.

The number of posts that can be difficult to recruit to has gradually increased. No longer does this apply only to teachers and to particular subjects, although the market for those can be challenging at best. Often, when discussing support staff salaries, reference is made to competing with pay offered by supermarkets and coffee shop chains, and this is often mentioned when challenging attendance.

QUALITY OVER QUANTITY

One of the primary benefits of a smaller, higher-level workforce is the emphasis on quality over quantity. The role of TAs in education has been widely debated, with studies indicating that while they can support teacher workload reduction (which is thought to aid teacher retention) and improve classroom management, TAs' impact on student learning depends on how TAs are deployed.

Research from the Education Endowment Foundation suggests that pupils receiving the most TA support in core subjects (English, maths and science) sometimes make the least progress. This holds even after accounting for factors such as special educational needs (SEN), and low prior attainment.

More broadly, research consistently shows that the quality of the staff working with pupils/students is one of the most critical factors influencing achievement.

TAs usually work only under the direction of a teacher. HLTAs, however, have more autonomy



in their work and may teach independently. This requires them to have a deeper understanding of the curriculum.

REDUCED ABSENTEEISM AND TURNOVER

A smaller, higher-level workforce could also mitigate absenteeism and turnover rates. Lower-paid workforces often experience higher rates of absenteeism due to numerous factors, including financial stress, job dissatisfaction and sometimes a perceived lack of support.

In contrast, those who feel well compensated and highly valued are more likely to have higher job satisfaction, motivation and commitment to their roles, leading to a more stable learning environment for pupils.

ENHANCED PROFESSIONAL DEVELOPMENT

With fewer staff members to manage, schools, settings and trusts can allocate resources more efficiently, providing personalised training and development programmes that address specific needs and goals.

By investing in continuous growth and development of staff, a culture of lifelong learning and improvement can be achieved.

Lower staff numbers also allow for a more strategic use of financial and human resources. Schools can focus on a smaller, higher-skilled workforce, and with that, the administrative tasks and support services required might reduce too, resulting in more efficiencies and productivity across the school.

THE ROLE OF GOVERNANCE

School governors and trustees play a crucial role in shaping the strategic direction of schools

and ensuring accountability for decisions related to staffing and resource allocation. They must balance financial constraints with the need for high-quality teaching and support staff. They can influence recruitment strategies, professional development initiatives, and policies that promote staff retention and wellbeing. Governors may also monitor absenteeism trends and help to make sure that interventions align with school improvement plans. Governors' strategic oversight ensures that staffing decisions are evidence-based, aligned with budgetary considerations and focused on long-term sustainability.

As schools navigate the challenges of the modern educational landscape, focusing on what is sustainable but also offers the best quality, is worthy of consideration. They should assess their unique needs, the potential benefits of prioritising quality over quantity and make this an approach worthy of consideration.

We understand the complexities and challenges involved in managing school staffing effectively. Our HR services team come with extensive experience of working in schools, MATs and various other sectors, and we are here to support you with restructuring and workforce planning.

If you'd like to speak to us about your school's workforce, email us at hrrservices@hfleducation.org

SCAN TO FIND OUT MORE
ABOUT OUR HR SERVICES
<https://hfl.mobi/MTT-SSIS>



THE SECONDARY SENIOR LEADERS' BRIEFINGS – SCHOOLS SAY THEY ARE A “GAME CHANGER”

We know how challenging it can be to keep up to date with educational policy and change.

Whilst some organisations offer weekly and sometimes even daily emails, this can sometimes only add to the “noise”; and social media, whilst helpful, can often lack nuance and detail.

For busy senior leaders it can be easy to miss key updates and often difficult to identify the details of what is most important.

This is why we introduced a new package of briefings, aimed specifically at secondary senior leaders.

Our half-termly, twilight Secondary Senior Leaders' Briefings are designed to keep secondary senior leaders up to date with national and local change across the academic year. With the briefings offered as a package at school level to allow flexible attendance, according to areas of responsibility, we were keen to support senior leaders in “navigating the noise” as well as offering a few helpful tips along the way.

Two schools offer their perspectives on how they have used the briefings in their own schools.

Beth Honnor, headteacher at Marriotts School reflects:

“At Marriotts we are finding the Senior Leaders Briefings incredibly useful. As head, I access the session live and then share relevant slides, information and recordings with members of the senior leadership team.

This is often followed up in team meetings or line management sessions and is a useful starting point for discussion. I also find it helpful to follow up any key questions afterwards with our SEA.

It is particularly useful to receive summary guidance on current policy, meaning I am reassured that we are ‘au fait’ with recent developments, and the News round-up section is a useful ‘one stop shop’.”



Scan the QR code to read more about the “four kinds of wrong” approach in SecEd by Paul Jenkins, Head of Secondary Curriculum Services.

<https://hfl.mobi/MTT-PJA>



Scan the QR code to sign up to our Secondary Senior Leaders' Briefings.

<https://hfl.mobi/MTT-SSL>

By Liz Shapland,
Director of Education
Services (Secondary,
Special and AP)



Tamara Kirk, deputy headteacher at Ashlyns School, identifies how the briefings have supported her and colleagues, including implementing meaningful change:

"The briefings are incredibly helpful for us as leaders. Having everything clearly distilled into a focused, half-termly update is not only convenient but also incredibly effective in helping us identify key takeaways that we can directly apply to our work.

The insights gained from the briefings have enabled us to ensure that the school stays aligned with the latest developments.

We used the 'four kinds of wrong' mock feedback principle in our training session for staff when looking at all assessments. They loved it! We titled the session 'Precision assessment and feedback'. Once staff had figured out the 'type of wrong' they wanted to work on, they focused on the tasks they would set in class to address this. It's going to be a strand of our Teaching & Learning that we will keep coming back to. So, the ripple effect and influence of that particular briefing has been far-reaching for us.

In short, I think the briefings are just brilliant. In our roles, we are so time-poor, so having something that is direct, informative and specifically relevant to our work is incredibly valuable. I'm also a big fan of the curated News round-up as well. They cut through the noise and reduce the workload involved in researching updated initiatives, by distilling and focusing on what really matters in our local context. They have been a game changer!"



MEET PAUL JENKINS

Head of Secondary Curriculum Services

Paul Jenkins joined HFL Education in September 2023 and has previously dedicated 26 years to comprehensive schools, serving in roles such as head of department, advanced skills teacher, head of sixth form, headteacher, and executive headteacher.

Before joining HFL, Paul was the headteacher of a Hampshire school, taking on a supporting role at a second RI school just before the pandemic. He contributed to various county panels for standards, supported other schools and co-ran the new headteacher training programme. Paul also sat on IRPs for exclusions and built a strong network in Hampshire before moving to Hertfordshire.

Paul holds a drama degree from Hull and a master's degree in playwriting. Initially aspiring to work in theatre, he transitioned to teaching drama, developing his subject specialism with professional work in theatre and TV. He enjoyed his role as head of department at a specialist performing arts school, managing a £100k annual budget for the arts.

As an advanced skills teacher, Paul provided demonstration lessons from Year R to postgraduate levels. He expanded his expertise to include active teaching and learning strategies across various subjects. As head of sixth form, he grew the student body by 66% to 350 students and improved progress from the bottom to the top national quartile.

After a brief stint as deputy headteacher and chair of governors for an alternative provision provider, Paul returned to his first school as headteacher. After nearly nine years in headship roles, he sought a change and joined HFL.

Paul remains involved in the creative arts and is excited about the opportunities his role at HFL offers. Please do get in touch with Paul and the secondary team by emailing secondary@hfleducation.org if you would like any support or advice, or if you are interested in finding out more about secondary effectiveness.



SCAN TO FIND OUT MORE
ABOUT SECONDARY
SCHOOL EFFECTIVENESS
<https://hfl.mobi/DTSS1>

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 benefitted 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. It 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 e-learning 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. They 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 in all types of education settings.

OUR UPCOMING CONFERENCES

01.



SIXTH FORM CONFERENCE 2025

FRIDAY 6TH JUNE

IN-PERSON - FIELDER CENTRE, HATFIELD

Bringing together leading national experts and practitioners in post-16 education to provide updates on a variety of themes, including curriculum design, post-18 progression pathways, wellbeing, and effective teaching and learning strategies.

SCAN TO FIND OUT MORE

£227
+VAT



<https://hfl.mobi/MTTSFC>

02.



SECONDARY HEADS OF ENGLISH CONFERENCE

THURSDAY 26TH JUNE

IN-PERSON - FIELDER CENTRE, HATFIELD

The return of our ever popular event will provide the most up-to-date curriculum news and advice, as well as offering suggestions and strategies to lead and manage the issues and challenges that face English subject leaders.

SCAN TO FIND OUT MORE

£227
+VAT



<https://hfl.mobi/MTTESC>

03.



THE 2025 NATIONAL READING FLUENCY SHOWCASE

WEDNESDAY 12TH NOVEMBER *ONLINE*

We have an exceptional line-up secured for our internationally renowned online reading fluency conference including Professor Tim Rasinski, Christopher Such, Outwood DfE Hub and many more. Further details to follow in the next edition. Scan to express an early interest and save your virtual seat.

SCAN TO EXPRESS YOUR INTEREST



Save the date!



NEED MORE INFORMATION?

VISIT THE HFL HUB TO SEE OUR FULL CONFERENCE OFFERING

LEADERSHIP AND MANAGEMENT

THE OFSTED HANDBOOK AND YOUR NEXT INSPECTION

To familiarise you as a leader with the inspection process and the principles which underpin it.

TUESDAY 29TH APRIL IN-PERSON, HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE

£450 +VAT
THREE DELEGATES



<https://hfl.mobi/MTT-LM1>



FROM £59 +VAT

<https://hfl.mobi/MTT-LM4>

SECONDARY SENIOR LEADERS' BRIEFING

These half termly, twilight webinars will support members of SLT to keep abreast of news and developments across the academic year 2024-2025.

NEXT SESSION TUESDAY 6TH MAY WEBINAR

AI FOR SCHOOL LEADERS AND BUSINESS MANAGERS: A PRACTICAL GUIDE TO SAVING TIME AND REDUCING WORKLOAD

Focusing on how you can leverage these powerful tools to save time, reduce your workload, and work more efficiently.

THURSDAY 8TH MAY WEBINAR

£59 +VAT



<https://hfl.mobi/MTT-LM5>



£72 +VAT IN PERSON
£59 +VAT WEBINAR

<https://hfl.mobi/MTT-LM3>

PRIMARY HEADTEACHERS' SEMINAR

Delivered by a range of specialist advisers from HFL Education, this session will provide updates on current topics in primary education.

TUESDAY 20TH MAY IN-PERSON, HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE
WEDNESDAY 21ST MAY WEBINAR

LEADERSHIP BITES FOR ASPIRING, NEW AND EXPERIENCED ASSISTANT AND DEPUTY HEADTEACHERS

The principles of developing the quality of education and an effective safeguarding culture will be explored within the context of leadership and your role as an aspiring, and/or deputy or assistant headteacher.

NEXT SESSION THURSDAY 22ND MAY FOCUSING ON HR AND GOVERNANCE
IN-PERSON, HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE

FROM £103 +VAT



<https://hfl.mobi/MTT-LM2>



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

<https://hfl.mobi/MTTSF2>

SEND



£190 +VAT

<https://hfl.mobi/MTT-SEND1>

SEND... READY FOR OFSTED?

A full day course relevant for SENCOs and senior leaders with responsibility for special educational needs and disabilities (SEND).

TUESDAY 20TH MAY IN-PERSON, HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE

BIG STAFF MEETING – SEND (2)

Developing staff subject knowledge and understanding of progression (from EYFS to Y6). Exploring Practical EdTech Tools for supporting children with SEND.

NEXT SESSION TUESDAY 10TH JUNE WEBINAR

FROM £129 +VAT



<https://hfl.mobi/MTT-SEND2>



£59 +VAT WEBINAR
£79 +VAT IN PERSON

<https://hfl.mobi/MTT-SEND3>

SEND BRIEFING

This session will ensure SENCOs are made aware of local and national developments for special educational needs and disabilities.

MONDAY 30TH JUNE WEBINAR

WEDNESDAY 9TH JULY IN-PERSON, HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE

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



<https://hfl.mobi/MTTSF4>

WELLBEING AND EDI



FROM £423 +VAT
(HALF PRICE FOR 2ND DELEGATE)

<https://hfl.mobi/MTT-WB1>

ANTI-RACISM TRAINING: HOW TO LEAD WITH CONFIDENCE 2024-2025

This three-part programme (two training days and a 1:1 consultancy session) is underpinned by the HFL Education Antiracism Self-Evaluation Toolkit.

STARTING THURSDAY 1ST MAY WEBINAR

RECRUITING, RETAINING AND SUPPORTING A DIVERSE STAFF

To support you in addressing the lack of racial diversity among your staff and seek inspiration to foster an environment truly representative of ethnic diversity.

THURSDAY 12TH JUNE WEBINAR



£59 +VAT

<https://hfl.mobi/MTT-WB2>



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

<https://hfl.mobi/MTTSF3>

EARLY YEARS

EARLY YEARS 3-5 ESSENTIAL WRITING: A FREE INFORMATION WEBINAR

Focusing on how you can leverage these powerful tools to save time, reduce your workload, and work more efficiently.

TUESDAY 6TH MAY WEBINAR



<https://hfl.mobi/MTT-EY6>



£59 +VAT

<https://hfl.mobi/MTT-EY4>

EYFS CURRICULUM: WHY THIS? WHY NOW?

Find out how to ensure your provision responds to the current needs of your cohort allowing them to build on prior learning to reach end of year goals.

WEDNESDAY 7TH MAY WEBINAR

EYFS PROFILE MODERATION MEETING

Validate your EYFS Profile judgements prior to submission.

THURSDAY 8TH MAY IN-PERSON, HERTFORDSHIRE LOCATION
FRIDAY 9TH MAY WEBINAR

£103 +VAT IN PERSON
£59 +VAT WEBINAR



<https://hfl.mobi/MTT-EY2>



£59 +VAT

<https://hfl.mobi/MTT-EY3>

UNDERSTANDING CHILDREN'S BEHAVIOUR AS A FORM OF COMMUNICATION IN THE EARLY YEARS

Explore how all behaviour is a form of communication and gain a wealth of practical strategies to support children to understand and regulate their behaviour.

THURSDAY 12TH JUNE WEBINAR

EFFECTIVE TRANSITION TO YEAR 1

Support with planning an effective transitional programme by applying the principles of EYFS pedagogy.

WEDNESDAY 18TH JUNE WEBINAR



£59 +VAT

<https://hfl.mobi/MTT-EY1>



£190 +VAT

<https://hfl.mobi/MTT-EY5>

NEW TO EYFS

Explore key aspects of Early Years pedagogy that underpin effective curriculum implementation, practice and provision to improve outcomes for all children.

FRIDAY 4TH JULY IN-PERSON, HERTFORDSHIRE LOCATION



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

<https://hfl.mobi/MTTSF5>

TERM TIMES 20

HR SERVICES

At HFL Education we are not just another HR service provider; we are specialists dedicated exclusively to serving educational institutions. Our team of seasoned HR professionals possess extensive education sector knowledge and experience working within schools, settings and trusts. We understand the challenges and opportunities you face allowing us to provide tailored solutions that align with your specific needs.

Our full-service approach to your HR requirements is offered on both an ad hoc or subscription basis and designed to meet your individual school needs at a fair and transparent price to suit any budget – ensuring we save you time and money that can be invested where it really matters: the delivery of learning.

We offer a comprehensive range of services that cover every aspect of HR, from recruitment and employee onboarding to performance management, compliance, and staff development.

Scan the QR code to find out more or email us at hrrservices@hfleducation.org



SCAN TO FIND OUT MORE
ABOUT HR SERVICES

<https://hfl.mobi/MTT-HRservices>



NEED MORE INFORMATION ABOUT HR TRAINING AND EVENTS?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING
<https://hfl.mobi/MTTSF6>



BUSINESS MANAGEMENT SERVICES

BUSINESS MANAGEMENT/ACADEMY BRIEFINGS

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

STARTING TUESDAY 29TH APRIL WEBINAR



£80 +VAT

<https://hfl.mobi/MTT-BMS2>

SINGLE CENTRAL REGISTER TRAINING

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

MONDAY 19TH MAY WEBINAR



£100 +VAT

<https://hfl.mobi/MTT-BMS1>

HEALTH AND SAFETY FOR SCHOOL BUSINESS MANAGERS

This training provides an introduction to the key health and safety risks in schools in ensuring these are managed effectively and proportionately on site.

THURSDAY 12TH JUNE WEBINAR



£59 +VAT

<https://hfl.mobi/MTT-BMS3>

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



THE HFL EDUCATION COMPLAINTS TOOLKIT FOR SCHOOLS.

Subscribe now to ensure that you are ready for complaints whatever their complexity and feel safe in the knowledge that there is support at the end of the phone/email when you most need it.

An annual Toolkit subscription gives you access to all of the following:

- A Step-By Step Guide to the key actions in dealing with a complaint, who should complete the task and the associated timescales for this.
- A set of Suggested Response Letters for each key step of the complaints process.
- A Summary of the Complaints Process in flowchart format.
- A List of Essential Do's and Don'ts to help avoid potential difficulties when dealing with complaints.
- Access to a termly Webinar on a complaints-related topic.
- The option of submitting feedback on the Toolkit throughout the year for inclusion in the Annual Toolkit Review.
- Complaints Manager-led Helpdesk Support throughout the year by email and phone for all Toolkit and complaints-related enquiries.

"The HFL Complaints Toolkit has been the best purchase of the year!"
Headteacher,
Oakwood Primary School



For more information scan here to visit our website.



or to discuss your specific trusts needs email our Complaints Manager Paul Davies at: paul.davies@hfleducation.org

DATA MANAGEMENT SERVICES

CUSTOM REPORT WRITER IN ARBOR

Learn how to use Arbor's custom report writer module. The webinar will cover downloading and importing a report as a Word template, creating a report mail merge, finding and editing reports, scheduling and duplicating reports, and exploring different report types.

THURSDAY 22ND MAY WEBINAR



£80 +VAT

<https://hfl.mobi/MTT-DMS1>



FROM £59 +VAT

<https://hfl.mobi/MTT-DMS2>

VIRTUAL SIMS USER GROUP

Up-to-date information on developments within the ESS SIMS software and statutory returns, as well as exchanging information on processes and procedures undertaken on a day-to-day basis.

WEDNESDAY 4TH JUNE WEBINAR

VIRTUAL ARBOR USER GROUP

Focusing on how you can leverage these powerful tools to save time, reduce your workload, and work more efficiently.

WEDNESDAY 4TH JUNE WEBINAR



£59 +VAT

<https://hfl.mobi/MTT-DMS3>



£55 +VAT

<https://hfl.mobi/MTT-DMS4>

HOW TO MANAGE THE ARBOR PARENT PORTAL

Covering the initial planning and preparation of the Parent Portal, including activating the portal, viewing what parents can see, dealing with record change requests and troubleshooting tips.

SELF-PACED ON-DEMAND

HR ADMIN IN ARBOR

This digital recording demonstrates how to add and browse staff, create new staff, create new contracts, manage and update pay scales and allowances as well as how to manage business roles, permissions and positions held within the school.

SELF-PACED ON-DEMAND



£57 +VAT

<https://hfl.mobi/MTT-DMS5>



NEED MORE INFORMATION ABOUT DATA MANAGEMENT SERVICES TRAINING AND EVENTS?

VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.mobi/MTTSF9>

TERM TIMES 22

FINANCIAL SERVICES

ARBOR FINANCE INTERMEDIATE USERS: PURCHASE ORDERS

Learn how to raise purchase orders using the Arbor Finance software, receipt goods and make payments.

WEDNESDAY 7TH MAY *WEBINAR*

£80 +VAT



<https://hfl.mobi/MTT-FS1>



£299 +VAT

<https://hfl.mobi/MTT-FS2>

ARBOR FINANCE NEW USER

Understand the general functionality of the Arbor Finance software. Learn how to post more complex transactions, including payroll, setting up and using the duplicate batching facility and correcting errors.

STARTING THURSDAY 8TH MAY *WEBINAR*

NEW TO SCHOOL FINANCE

This two-session course (delivered over two different days) will provide you with the key information that you need to effectively understand and oversee the finances in your school/setting.

STARTING TUESDAY 13TH MAY *WEBINAR*

£118 +VAT



<https://hfl.mobi/MTT-FS3>



£80 +VAT

<https://hfl.mobi/MTT-FS4>

ARBOR FINANCE INTERMEDIATE USERS: ELECTRONIC PAYMENTS

Explore how to make electronic payments using the finance system and understand how to edit/delete electronic payments.

TUESDAY 20TH MAY *WEBINAR*

ARBOR FINANCE LOAD THE BUDGET: INTERMEDIATE

Understand the importance of loading the budget correctly and learn how to profile your budgets.

WEDNESDAY 21ST MAY *WEBINAR*

£80 +VAT



<https://hfl.mobi/MTT-FS5>



£190 +VAT IN PERSON

<https://hfl.mobi/MTT-FS6>

ARBOR FINANCE LOAD THE BUDGET: BEGINNERS

Load your own budget to Arbor Finance in a supported environment with Financial Services colleagues on hand to guide you and answer any questions.

TUESDAY 3RD JUNE *IN-PERSON, HERTFORDSHIRE DEVELOPMENT CENTRE, STEVENAGE*

INTRODUCTION TO SALARY MONITORING

This course will explain what is meant by salary monitoring, the purpose of salary monitoring and how variances in staff pay can have an impact on the school's budget.

TUESDAY 10TH JUNE *WEBINAR*

£59 +VAT



<https://hfl.mobi/MTT-FS7>



£80 +VAT

<https://hfl.mobi/MTT-FS8>

HOW TO PRODUCE THE MONTHLY BUDGET MONITOR

Covering the purpose and reporting requirements of the monthly budget monitor report focussing on uploading financial data from Arbor Finance, adding variances, sense checking and monitoring income, expenditure and staffing.

TUESDAY 17TH JUNE *WEBINAR*

ARBOR FINANCE INTERMEDIATE USERS: SALES INVOICES

Learn how to raise sales invoices, receipt income and make refunds using the Arbor Finance software.

WEDNESDAY 18TH JUNE *WEBINAR*

FROM £80 +VAT



<https://hfl.mobi/MTT-FS9>



£59 +VAT

<https://hfl.mobi/MTT-FS11>

NEW TO UNDERSTANDING THE MONTHLY BUDGET MONITOR

Focussing on the purpose and understanding of the monthly budget monitor report and will include the key areas to be aware of.

THURSDAY 26TH JUNE *WEBINAR*

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



ASSESSMENT



£103 +VAT

<https://hfl.mobi/MTT-Y2SWM>

YEAR 2 WRITING MODERATION CLUSTER

An opportunity to hear key messages surrounding assessment, to explore standards and expectations in writing, and to work together with colleagues, analysing where their pupils are currently attaining and identifying gaps and next steps.

VARIOUS DATES *IN PERSON AT STEVENAGE AND HEMEL HEMPSTEAD LOCATIONS*

YEAR 6 WRITING MODERATION CLUSTER

An opportunity to hear key messages surrounding assessment, to explore standards and expectations in writing, and to work together with colleagues, analysing where their pupils are currently attaining and identifying gaps and next steps.

VARIOUS DATES *IN PERSON AT STEVENAGE AND HEMEL HEMPSTEAD LOCATIONS*



£103 +VAT

<https://hfl.mobi/MTT-Y6SWM>



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

<https://hfl.mobi/MTTSF11>

FOUNDATION SUBJECTS & SCIENCE

BIG STAFF MEETING – MUSIC

Developing staff subject knowledge and understanding of progression (from EYFS to Y6).
Exploring rhythm and musical notation.

TUESDAY 29TH APRIL *WEBINAR*



£129 +VAT

<https://hfl.mobi/MTT-FSS1>



£59 +VAT

<https://hfl.mobi/MTT-FSS2>

PRIMARY HISTORY: PROGRESSION IN DISCIPLINARY LEARNING AND USING EVIDENCE

Exploration of disciplinary learning in primary history and a discussion of recent Ofsted publication recommendations.

TUESDAY 6TH MAY *WEBINAR*

LEARNING IN THE SCHOOL GROUNDS: OPPORTUNITIES IN SCIENCE AND GEOGRAPHY

This course blends practical, outdoor learning with opportunities to consider planning, sequencing and progression in primary science and geography.

WEDNESDAY 4TH JUNE *IN-PERSON, GARDEN FIELDS PRIMARY SCHOOL, ST ALBANS*



£190 +VAT

<https://hfl.mobi/MTT-FSS3>



£59 +VAT

<https://hfl.mobi/MTT-FSS4>

LEADING PRIMARY RE ACROSS YOUR SCHOOL

These two hour webinars will support subject leaders with ensuring that their curriculum is well-sequenced and meets the needs of the school's context.

MONDAY 9TH JUNE *WEBINAR*

EFFECTIVE TRANSITION TO YEAR 1

Support with planning an effective transitional programme by applying the principles of EYFS pedagogy.

WEDNESDAY 18TH JUNE *WEBINAR*



£59 +VAT

<https://hfl.mobi/MTT-FSS5>



£129 +VAT

<https://hfl.mobi/MTT-FSS6>

BIG STAFF MEETING – ART AND DESIGN

Developing staff subject knowledge and understanding of progression (from EYFS to Y6).
Developing the language of art throughout the primary school.

TUESDAY 24TH JUNE *WEBINAR*



NEED MORE INFORMATION ABOUT FOUNDATION SUBJECTS & SCIENCE
TRAINING AND EVENTS?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING

<https://hfl.mobi/MTTSF12>

TERM TIMES 24

MATHS



£35 +VAT
FOR A TEAM OF FOUR

<https://hfl.mobi/MTT-Y4MC>

YEAR 4 MATHS CHALLENGE

Teams of four join for a friendly inter-school competition with mixture of challenge, problem-solving, teamwork and fun. All teams take part in one of the preliminary heats, with the best-performing teams going through to the Final.

STARTING WEDNESDAY 30TH APRIL WEBINAR

YEAR 3 MATHS CHALLENGE

Teams of four join for a friendly inter-school competition with mixture of challenge, problem-solving, teamwork and fun. All teams take part in one of the preliminary heats, with the best-performing teams going through to the Final.

STARTING TUESDAY 10TH JUNE WEBINAR

£35 +VAT
FOR A TEAM OF FOUR



<https://hfl.mobi/MTT-Y3MC>



£59 +VAT

<https://hfl.mobi/MTT-Maths2>

ESSENTIALMATHS: FLUENCY SESSION – REACTIVATION, REHEARSAL AND MAINTAINING LEARNING

Learn how to use fluency sessions to reactivate prior learning, rehearse and secure current learning and to develop pupil oracy.

MONDAY 16TH JUNE WEBINAR

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

<https://hfl.mobi/MTTSF13>



ENGLISH



£198 +VAT

<https://hfl.mobi/MTT-ENG1>

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.

TUESDAY 29TH APRIL BLENDED, ONLINE AND IN-PERSON

SECURING FULL STOPS AT KS1

Focuses on the basic sentence structure and punctuation skills and methods of teaching those aspects.

STARTING WEDNESDAY 7TH MAY WEBINAR

£198 +VAT



<https://hfl.mobi/MTT-ENG2>



£46 +VAT

<https://hfl.mobi/MTT-ENG3>

LEADING PRIMARY ENGLISH IN CURRENT TIMES

Designed to help primary English subject leaders to focus on their leadership role by keeping them up to date with guidance, research and updates.

THURSDAY 8TH MAY WEBINAR, FOCUSING ON EFFECTIVE MONITORING OF YOUR SCHOOL'S SSP SCHEME IMPLEMENTATION.
THURSDAY 12TH JUNE WEBINAR, FOCUSING ON MAKING EFFECTIVE ADAPTATIONS WITHIN WRITING.

BIG STAFF MEETING - ENGLISH

Developing staff subject knowledge and understanding of progression (from EYFS to Y6). Focussing on teaching poetry: read, study, write, perform.

TUESDAY 13TH MAY WEBINAR

£129 +VAT



<https://hfl.mobi/MTT-ENG4>



£59 +VAT

<https://hfl.mobi/MTT-ENG5>

ESSENTIALWRITING: AN INTRODUCTION

Giving you the skills to support children starting KS2 with weak subject knowledge of sentence structure and punctuation.

YEAR 1 & 2 WEDNESDAY 25TH JUNE WEBINAR
YEAR 3 & 4 THURSDAY 26TH JUNE WEBINAR
YEAR 5 & 6 FRIDAY 27TH JUNE WEBINAR

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



READING FLUENCY

YEAR 1 READING FLUENCY PROJECT: FOUNDATIONAL FLUENCY - SUMMER 2025

Designed to help you identify these children early and implement targeted strategies to boost their reading achievement.

LAUNCH DATE WEDNESDAY 23RD APRIL *WEBINAR*

£890 +VAT

<https://hfl.mobi/MTT-Y1RFP>



£950 +VAT

<https://hfl.mobi/MTT-RF1>

KEY STAGE 3 READING FLUENCY PROJECT - SUMMER 2025

Designed to swiftly improve reading fluency and comprehension of those students who are working below the expected standard in reading.

LAUNCH DATE WEDNESDAY 23RD APRIL *WEBINAR*

KEY STAGE 4 READING FLUENCY PROJECT - SUMMER 2025

Designed to swiftly improve reading fluency and comprehension of those students who are working below the expected standard in reading.

LAUNCH DATE WEDNESDAY 23RD APRIL *WEBINAR*

£950 +VAT

<https://hfl.mobi/MTT-RF2>



£890 +VAT

<https://hfl.mobi/MTT-RF3>

KEY STAGE 2 READING FLUENCY PROJECT - SUMMER 2025

Designed to swiftly improve reading fluency and comprehension of those pupils who have entered Year 5 or Year 6 working below the expected standard in reading.

LAUNCH DATE THURSDAY 24TH APRIL *WEBINAR*

KEY STAGE 1 READING FLUENCY PROJECT: YEARS 2 AND 3 - SUMMER 2025

Offering strategies that will have a swift and powerful impact on pupils' reading achievement in a short space of time.

LAUNCH DATE FRIDAY 25TH APRIL *WEBINAR*

£890 +VAT

<https://hfl.mobi/MTT-RF4>



£160 +VAT

<https://hfl.mobi/MTT-RF5>

READING FLUENCY PROJECT: A SYNOPSIS FOR KS1 & 2 - SUMMER 2025

An overview of the transformational teaching strategies skilfully woven throughout the HFL Reading Fluency Project.

THURSDAY 15TH MAY *WEBINAR*

READING FLUENCY PROJECT MAINTENANCE PACKAGE

Aimed at schools who have participated in the Reading Fluency Project before and who are looking to have staff trained across the school to ensure successful implementation. With this package, you will have six places on our synopsis training, as well as a two-hour consultancy visit.

SYNOPSIS THURSDAY 15TH MAY *WEBINAR*

£570 +VAT

<https://hfl.mobi/MTT-RF6>



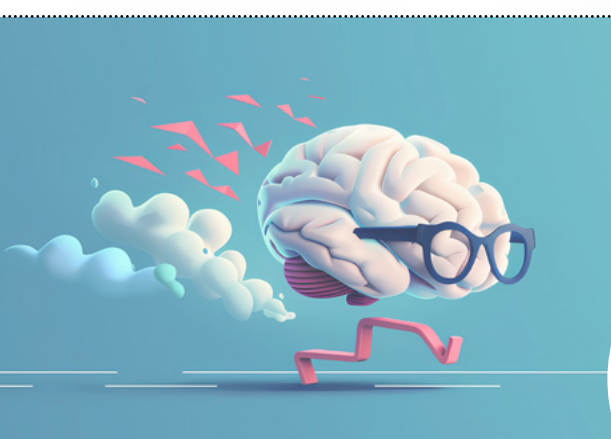
£160 +VAT

<https://hfl.mobi/MTT-RF7>

READING FLUENCY ACROSS THE PRIMARY CURRICULUM

Taking a close look at how reading fluency instruction and development of disciplinary literacy can enhance learning across the curriculum.

THURSDAY 5TH JUNE *WEBINAR*



Exercising the grey matter! HFL TRAINING AND BLOG HIGHLIGHTS.

If you would like to receive monthly updates about our training and events directly to your inbox, visit this link and fill out the form.

<https://hfl.mobi/MTT-CPDform>



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

<https://hfl.mobi/MTTSF19>

TERM TIMES 26

EEF KS3 MAKING FLUENT AND FLEXIBLE CALCULATORS PROGRAMME TRIAL.

If you're interested in being part of this transformative project, don't miss the chance to get involved. Register your interest and watch our free information webinar by scanning the QR code.



<https://hfl.mobi/MTT-MFFC>



Education
Endowment
Foundation

KING'S
College
LONDON

HFL Education

SECONDARY



£35 +VAT
FOR A TEAM OF FOUR

<https://hfl.mobi/MTT-SC1>

YEAR 8 MATHEMATICS CHALLENGE

Teams of four join for a friendly inter-school competition with mixture of challenge, problem-solving, teamwork and fun. All teams take part in one of the preliminary heats, with the best-performing teams going through to the Final.

STARTING MONDAY 28TH APRIL WEBINAR

HEADS OF ENGLISH CONFERENCE

Focussing on the most pertinent issues for English department leaders with a focus on curriculum, assessment and subject leadership.

THURSDAY 26TH JUNE IN-PERSON FIELDER CENTRE, HATFIELD



£227 +VAT

<https://hfl.mobi/MTTESC>



<https://hfl.mobi/MTT-TIS1>

SECONDARY AI FOCUS GROUP

An interactive meeting for Senior Leaders to come together once a term to discuss and share experiences of using AI tools in schools and settings.

WEDNESDAY 4TH JUNE WEBINAR

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

<https://hfl.mobi/MTTSF17>



POST-16

RAISING STANDARDS AND AIMING FOR EXCELLENCE IN YOUR SIXTH FORM

Gain insightful strategies for tracking and monitoring student performance, along with effective assessment and feedback methods.

TUESDAY 29TH APRIL WEBINAR



£59 +VAT

<https://hfl.mobi/MTT-P161>

NEED MORE INFORMATION ABOUT POST-16 TRAINING AND EVENTS?
VISIT THE HFL HUB TO SEE OUR FULL TRAINING AND EVENTS OFFERING



THE HFL EDUCATION SMALL SCHOOLS' PROGRAMME.

Our Small Schools' Programme has won widespread acclaim for its mix of half-termly bitesize briefings, case studies, discussion groups and integrated resources. These are designed to help share best practice among smaller primary schools, including those with mixed-age classes.

JOIN OUR SMALL SCHOOLS' PROGRAMME 2.0!

Our low-cost programme features four webinar sessions, all of which can be rewatched on demand. Each session takes place online from 3:30 to 5:00pm on a Wednesday. The 2025 programme costs £150 per school, which includes all four webinars and access to recordings. The recordings can be shared in staff meetings and with relevant school staff, including governors.

Join us for the next two sessions on:

Wednesday 7th May 2025 – Creative and strategic problem solving and resources for your small school

Wednesday 2nd July 2025 – Considering the new Ofsted framework and your small school

Plus access recordings of the first two sessions:

- Headteacher wellbeing in a small school
- Using AI to support school workload in a small school

SCAN FOR MORE
INFORMATION AND TO
BOOK YOUR PLACE
<https://hfl.mobi/MTT-SS2>



Access our 2024 Small Schools' programme

91 schools took part in our first small schools' programme. You can now explore the full suite of six sessions at £100 +VAT per school, a fraction of the original cost.

SCAN TO FIND OUT MORE
<https://hfl.mobi/MTT-SS1>



Hannah Trickett, headteacher at Maple Cross JMI and Nursery School in Rickmansworth, praised the programme after taking part in 2024.

She said: *"The programme has given us access to a goldmine of information, ideas and best practice on a range of small-school challenges – there's little nuggets in every session."*

"The webinars are well structured and punchy. They don't take too long and I can watch live – which is ideal as you get to participate in the breakout sessions – or on demand at a time to suit me."



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.

NEED MORE INFO ABOUT US? VISIT THE HFL EDUCATION WEBSITE [HFLEDUCATION.ORG](https://www.hfleducation.org)

