

FACILITATING COLLABORATION AND CONTINUALLY IMPROVING EDUCATIONAL STANDARDS.



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Plymouth Teaching School Alliance



Plymouth Teaching School



@PlymouthTSA

Welcome back and a Happy New Year! We hope you have all had a great Christmas break and managed to find some time to relax with family and friends and are excited for the year ahead.

Schools Wellbeing Activity Programme

Supporting young people to improve their overall wellbeing

swap



Why is the Schools Wellbeing Activity Programme important?

Current statistics published by the [Association for Young People's Health](#) highlight the worrying health issues facing young people in the UK:

- 1 in 5 school pupils aged 11-15 are obese
- 1 in 4 young females show symptoms of anxiety or depression
- 1 in 4 secondary school children say they don't get enough sleep
- Teenagers consume on average 8 times the recommended daily sugar allowance
- 9 in 10 young females and 8 in 10 young males don't meet the government guidelines for physical activity.



Nuffield Health are excited to be providing **free** wellbeing events that focus on schools and young people. These 'SWAP' (Schools Wellbeing Activity Programme) sessions will raise awareness and help to educate young people, in key areas of wellbeing based on the latest research. These sessions will focus on 4 key areas: movement, nutrition, sleep and emotional wellbeing, whilst looking at techniques and activities to help learn good habits to promote healthy wellbeing.

Schools can access a 12 session programme with a specialist wellbeing personal trainer, which are all free of charge. The expert would visit the school for 12 one-hour sessions and provide access to a range of Nuffield Health wellbeing resources created for teachers. **This opportunity is available to all schools for KS2 to KS5 and is totally free of charge.** In additional, Nuffield Health are able to offer school sessions for Parent/Carers to attend.

For more information and to register your interest please email Ryan.Hateley@nuffieldhealth.com or www.nuffieldhealth.com/swap

For more information, please contact the PTSA team by e-mail teachingschool@plpcic.co.uk or phone 01752 785891. Or alternatively visit our website at www.plymouthteachingschool.co.uk

Key Ofsted Updates

In December 2018, just before the Christmas break, Ofsted released their latest curriculum research, 'An investigation into how to assess the quality of education through curriculum assessing intent, implementation and impact'.

For the full report, please visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/763293/How_to_assess_intent_and_implementation_of_curriculum_11121.pdf





A brief overview of information in the report includes:



Ofsted has found schools in the most deprived communities outscored their more affluent counterparts in its new study on the quality of curriculum – suggesting the watchdog's new focus could turn the tables on inspections unfairly grading schools in poor areas.

The inspectorate has published the findings of its third phase of curriculum research this morning, in which it visited 64 schools and scored them on the strength of their curriculum based on a new method involving a score from 1 to 5, in which 5 is the top score.

As part of the design, inspectors engaged with four specific groups:








-  senior leaders (intent)
-  subject leads/teachers (implementation)
-  pupils (implementation and impact)
-  governors (intent and impact)

Because a refocus on the curriculum – the substance of what is taught in schools – has been at the heart of our recent proposals for the new education inspection framework (EIF), the evidence from this study will play a prominent part in how inspectors will inspect the quality of education in the future.

It found that many schools were prioritising test and exam results and teaching a curriculum that was narrowly focused on those tests and exams instead of thinking about the substance of education – knowledge, skills and progression.

Although we went to schools with very different approaches to the curriculum, we did find some common factors that appear related to curriculum quality.

These included:

-  the importance of mapping subjects as individual disciplines
-  using the curriculum to address disadvantage and provide equality of opportunity
-  regular curriculum review
-  using the curriculum as the progression model
-  intelligent use of assessment to inform curriculum design
-  revisiting and recalling previously learned knowledge 'baked into' the curriculum planning
-  distributed curriculum leadership.

Some schools with high progress or attainment scores were assessed by inspectors as having a weak curriculum offer. Even more importantly, some schools with below-average data were deemed to have a strong curriculum design in place. This suggests that by looking at the curriculum we can move beyond performance data and identify evidence on what is being taught to complement the performance data.

We also wanted to know whether the research model was equally applicable across variable school contexts. This is encouraging because it suggests that having a deprived intake is not a barrier to offering a rich and broad curriculum to pupils, even if this is not reflected as clearly in attainment and progress data.

Furthermore, this suggests that a move away from using performance data as a large part of the basis for judgement and towards focusing on curriculum quality will allow us to reward schools in challenging circumstances much more equitably.

Curriculum research: assessing intent, implementation and impact

This research sets out what we have done in phase 3 of our research into the quality of curriculum in schools.

Published 11 December 2018
From: Ofsted

Applies to: England

Documents



An investigation into how to assess the quality of education through curriculum intent, implementation and impact

PDF, 1.73MB, 53 pages

What did the evidence tell us about the curriculum in schools?

Curriculum leadership:

The evidence showed that senior leaders in the schools that were assessed as 4 or 5 for curriculum quality ensured that the planned curriculum was implemented across a wide range of subjects. Typically, this meant devolving curriculum decisions to others with curriculum and subject expertise, but holding subject leadership to account for checking the coverage and the depth of knowledge that pupils learn.

Key stage 2 narrowing:

As shown by the descriptive statistics on page 13, too many primary schools in our sample had an imbalanced curriculum offer. In these schools, the curriculums were not as challenging as that set out in the national curriculum 2014. In particular, the foundation subjects were less well implemented than core subjects, although in some cases the curriculum intent of leaders was also largely absent.

Key stage 3 narrowing:

Around half of the secondary schools visited were continuing to deliver a three-year key stage 3 model. The reasons for this included ensuring that pupils experience a wide curriculum in order to prepare well for key stage 4 and pupils' increased maturity and knowledge to make well-reasoned decisions about their future studies. The leaders of the schools that operated a two-year key stage 3 model or a 'mixed' model (where some subjects begin teaching key stage 4 requirements in Year 9) cited 'minimising the wasted years' or the need to lengthen key stage 4 to meet the demands of the new exam-board specifications as rationales. This is despite the new GCSEs being designed to have content lasting two years.

Subject knowledge:



The evidence bases for both primary and secondary schools showed that strong teacher subject knowledge is essential to high-quality curriculum planning. Subject knowledge ensured both the depth of coverage and an understanding of content sequencing that related to the subject discipline. Strong subject knowledge often resulted in a higher overall curriculum quality score, because its impact on curriculum design and pupils' knowledge, skills and understanding was particularly noticeable by inspectors.

Next steps:

The evidence points towards a structure and process that works in different school contexts and does not favour one curriculum approach over another. Importantly, the intent and implementation design seems to allow inspectors to distinguish between effective and ineffective curriculum practice, contributing to an accurate picture of the quality of education being provided for pupils. The evidence also provides details of the main predictors of curriculum quality that may benefit a more refined model for assessing the quality of education in the future. Overall, the findings provide a degree of confidence that our plans to look beyond data and assess the broader quality of education are achievable and necessary.

Upcoming Opportunities and Events:

International Schools Hub:

PTSA INTERNATIONAL OPPORTUNITY
WITH SELINA WELL @ INTERNATIONAL LINKS

All HTs, SLT and International Co-ordinators who are interested in receiving project funding are invited:

Venue: Douglass House, PL3 6NP
Date: Wednesday 9th January 2019
Time: 10.00am – 12.30pm

International Links is a not for profit social enterprise. They are working with PTSA and Plymouth schools to apply for Erasmus+ Key Actions 1 and 2 funding.

International Links apply for the projects on behalf of schools and organisations and also manage the projects, allowing for schools and organisations to complete the project work and visits without having to wrestle with the large amount of documentation required.

International Links work closely with Erasmus+ funding to manage projects, whereby staff can attend courses or the whole school can become involved in a partnership. They use Key Action 1 and 2 funding to ensure schools and organisations can take part (FREE OF CHARGE) in a number of topical and relevant CPD opportunities around Europe and the wider world.

To book your place on this free information event, please visit:
www.plymouthteachingschool.co.uk/events/ptsa-international-opportunity/

(Please note: there is a small initial cost commitment to work with International Links on writing a specific bid.)



Connecting Classrooms through Global Learning works with schools around the world to help young people develop the knowledge, skills and attitudes needed to thrive.

https://connecting-classrooms.britishcouncil.org/?_ga=2.179033645.861154069.1545121355-1353419072.1542275830

Clusters of schools can apply for grants of up to £35,000 to support global learning through reciprocal visits to international partner schools, CPD, supply cover and pupil projects. **The next application deadline is 21st January 2019.**

Please contact PTSA if you would like support with an application.

A message from the British Council:

We would like to highlight two new international teaching resources which have very recently gone live on British Council Schools Online, both quite different in content but both very useful and inclusive so do please share and highlight them widely across your networks and classrooms.

1. <https://schoolsonline.britishcouncil.org/classroom-resources/list/elephant-parade-education-resource-teachers-about-asian-elephants>

Elephants are the earth's largest land animals, but these amazing creatures are an endangered species. There are currently at least ten African elephants for every one Asian elephant in the wild. The main reason that Asian elephant numbers have dropped by 50 per cent in the last 100 years is a massive loss of habitat, and they are disappearing from areas where they once thrived. In Vietnam the number of wild elephants declined from approximately 1,000 in 1990, to fewer than 100 in 2002.

The focus of this resource is on Asian elephants. It includes background information, discussion points and activities to inspire learning across the curriculum and a call to action to help protect this endangered species. The activities can be used as starting points in individual lessons or as part of a joint cross-curricular project to develop knowledge, transferable skills and reflections in your classrooms or with a partner school in your country or overseas.

2. <https://schoolsonline.britishcouncil.org/classroom-resources/list/year-pig-education-pack>

According to the Chinese Lunar Calendar we enter the Year of the Pig on 5th February 2019. This education pack contains a rich and creative range of information and activities to help teachers and pupils learn about this important Spring Festival and explore Chinese Language and Culture.

We hope you find both of these resources to be very useful and interesting and support wider understanding in the classroom and beyond of these important issues.

John Rolfe
British Council

Funded by



Department
for Education



women leading in education
SOUTH WEST NETWORK

Women Leading in Education Spring 2018 Event

Working with Structural Dynamics - A Theory of
Face to Face communication

Wednesday January 23rd 4.30-6.30pm
Uffculme School, Devon

A fantastic **FREE** opportunity to develop your professional skills in coaching and leadership. Open to all educational leaders, aspiring leaders & coaches across the South West.

- Gain the knowledge & tools to lead teams, optimise communications & coach others effectively using the theory of structural dynamics.
- An opportunity to network with leaders from across the region.

Book now on EVENTBRITE

<https://wliesw.eventbrite.co.uk>



Led by Margaret Williamson & Catherine Thomson.
Margaret is an experienced consultant, coach and dialogue facilitator internationally. She has been Director of Boardroom Development Limited for the past 24 years.

Catherine is founder of the Houston Exchange, a company specialising in the coaching and development of senior leaders and their teams.

Teaching Awards @TeachingAwards

The 2019 Teaching Awards are open! We know that ALL teachers do an incredible job, and we want to celebrate the fantastic work being done in schools every day. Give YOUR school and your amazing colleagues a chance to win a prestigious national award, visit bit.ly/2FZyOj7



<https://www.teachingawards.com/2019-awards/>

The deadline for entry submissions is midnight on Sunday 10th March 2019.



Women Leading in Education SW Network
knowlesj@uffculmeschool.net
[@WomenLeadEdSW](https://twitter.com/WomenLeadEdSW)



Primary PE Hub Update:

We are pleased to share that Matt Taylor, our joint PTSA Primary PE Hub leader, has been nominated for Sports Teacher of the Year. We wish Matt good luck for 28th January.

Sports Awards shortlist honours 57 sporting heroes in Devon and Cornwall

From Premier League footballers, to Olympic, Commonwealth and Invictus Games athletes, to teachers who have made a real difference, the Devon and Cornwall Sports Awards are a celebration of achievement and dedication.

On January 28, there will be a huge celebration at the Plymouth Pavilions as people are recognised for their success in 2018.

Unlike previous years, the awards have been extended from **Plymouth** to the whole of the **Devon** and **Cornwall** region meaning the competition was tighter than ever before.

There are 14 different categories at the awards ceremony, each filled with worthy nominees and winners.

Sports Teacher of the Year

- Luke Hennessey (HMP Channing Wood)
- Matt Byrne (Plymouth College)
- Matt Taylor (Salisbury Road)
- Tamsin Hosking (Camborne Science and International Academy)

Primary Deputy/ Assistant Headteacher Hub:

We would like to invite you to attend an Open Deputies meeting, as follows:

Date: Monday 14th January 2019
Time: 1.30-3.00pm
Facilitators: Rebecca Radford and Emma Foster
Phase: Primary Deputy Headteachers and Assistant Headteachers
Booking: www.plymouthteachingschool.co.uk/events/open-deputies-meeting/
Venue: Shakespeare Primary School

This meeting aims to bring updates, share information, recent Ofsted experiences and network within the group.

The focus of this meeting will be 'Disadvantaged Pupils: Narrowing the Gap' as this is an area of focus for Plymouth schools.

Primary EYFS Hub Update:

A huge thank you to all 68 delegates who attended the re-launch of the EYFS hub in December 2018. We are currently working on exciting plans and hope to provide updates at our next open hub meeting.



High View School @HighViewPI... · 11h ✓
Such an inspirational speaker - a really thought provoking evening.

David Sammels @DavidSammels
"It's not the number of words a child hears - it's the type of words they hear." Dr Val Brooks @PsychologyA at @Mayflower_MCA @Nursery_MCA as part of @ptsa_eyfshub open hub CPD event. Fabulous to have nearly 80 colleagues from across the city coming together to study.



Joanne Laws @JoanneLawsMCA · 12h ✓
Such an inspiring professional discussion tonight. Thank you @ptsa_eyfshub for opening it to all. Discovering the importance of developing theory of mind and mentalisation to improve language in our children @PsychologyA @Mayflower_MCA



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amy parsons @amyparsonsMCA · 10h ✓
Still buzzing from such a thought-provoking evening with Dr Val Brooks #SALT is certainly about more than words! What an important role we have in our community @ptsa_eyfshub @PlymouthTSA @Mayflower_MCA @Nursery_MCA @DavidSammels @helenjMCA @carlyannroseMCA @pennypetersMCA



Primary/ Secondary Music Hub Update:**Plymouth Music education Hub: Repertoire Across Plymouth**

As the countdown continues to Mayflower 400, Plymouth Music Education Hub encourages schools to engage with its Repertoire Across Plymouth. The RAP provides Music Co coordinators and choir leaders with carefully chosen songs that represent the core values of Mayflower 400. Our repertoire is chosen to be both accessible and challenging, suitable for all ages and abilities. There are several opportunities to perform the songs across the year. The list will grow each year in collaboration with music colleagues in Plymouth, Massachusetts.

Current Songs include; Singing Together by Craig McLeish, Let Love Shine through by Emily Barden and Sing To Bring Us Together by Jim Papoulis.

For more details, please contact Jessica Rowe, Singing Strategy Lead for Plymouth Music Education Hub and PTSA Music Hub Lead jessrowe@mpsplymouth.net

Primary Maths Hub Update:




Free introductory event

Book your place: www.numicon-plymouth19.eventbrite.co.uk

Discover how you can:

- Make confident judgements about the progress of your children
- Save hours in planning, assessment and curriculum design

Discover how you can:

- Show how the Numicon programme fits together and can be used as a whole-school programme, or support your existing resource in teaching
 - Whole classes aged 4-5
 - Catch-up groups
 - SEND and intervention sessions
- Demonstrate the online support available from Numicon
- Introduce the pedagogy behind the Numicon programme, including the c-p-a approach



"Numicon has transformed the way I teach maths"

Mary Jalland, Teacher,
Westquarter Primary School

Venue

Ford Primary School
Cambridge Road
Ford
Plymouth
PL2 1PU

Date & time

23rd January 2019

15 30 - 17 30
Registration from 15 15

Further details

Designed for Senior leaders and Maths Coordinators

Tea and Coffee provided free of charge

What is Numicon?

Based on the proven concrete-pictorial-abstract approach, Numicon encourages children to explore maths using structured imagery and apparatus in order to understand and explain mathematical concepts

[Book your place: www.numicon-plymouth19.eventbrite.co.uk](http://www.numicon-plymouth19.eventbrite.co.uk)



Upcoming PTSA CPD Opportunities:

Course	Date/Time	Venue
PTSA International Opportunity Information Event	Wednesday 9th January 2019 10.00-12.30pm	Douglass House
NQT/RQT Offer - Understanding Disadvantage in Education	Monday 14th January 2019 4.30-6.30pm	Plymouth Marjon University
Head First Session 4: Build Successful Teams/ Capability	Tuesday 15 th January 8.30-11.00am	Douglass House
New to Phonics	Tuesday 15th January 2019 4.00-5.15pm	YFPS
TA Passport to Success	Wednesday 16 th January 4 session course	High View School
Reviewing the Effective Use of Your Pupil Premium (Senior Leadership Team)	Thursday 17th January 2019 1.00-3.45pm	High View School
Voice 21 Oracy CPD Day (Secondary Teachers)	Thursday 17th January 2019 9.30-4.00pm	Marjon University
Developing Phonics (Primary)	Tuesday 22nd January 2019 4.00-5.30pm	Mayflower Community Academy
Drama Open Hub Meeting (Secondary) - Spring Term	24th January 2019 3.30-4.30pm	Hele's School
Grammar for TAs (Primary)	Thursday 24th January 2019 1.00-3.00pm	Mayflower Community Academy
Finance: Planning and Managing a School Budget (Primary Deputy/ Assistant Headteachers)	Monday 28 th January 2019 1.00-3.00pm	Douglass House
MFL Open Hub Meeting (Primary) - Spring Term	Tuesday 29th January 2019 4.00-5.30pm	Compton C of E Primary School
Primary Teachers - Maths Subject Knowledge Enhancement	Wednesday 30th January 2019 9.00-12.00pm	High View School
Geography Open Hub Meeting (Secondary) - Spring Term 2019	Friday 1st February 2019 1.45-3.15pm	DHSB
Head First Session 5 - How to Read School Data-sets and Analysing School Performance	Tuesday 5 th February 2019 8.30-11.00am	Douglass House
Creative Arts Open Hub Meeting (Primary)	Tuesday 5th February 2019 4.00-5.30pm	PSCA

PE Open Hub Meeting (Secondary) - Spring Term	Thursday 7 th February 2019 1.45-3.15pm	St Boniface Catholic College
PE Open Hub Meeting (Primary)	Thursday 7th February 2019 3.45-5.00pm	TBC
English Open Hub Meeting (Primary) - Spring Term 2019	Tuesday 12th February 2019 4.00-5.00pm	High View School
English Open Hub Meeting (Secondary) - Spring Term	Tuesday 12th February 2019 1.45-3.15pm	TBC