

NE London SLEs Newsletter

Issue 4 — December 2019

North East
London SLEs

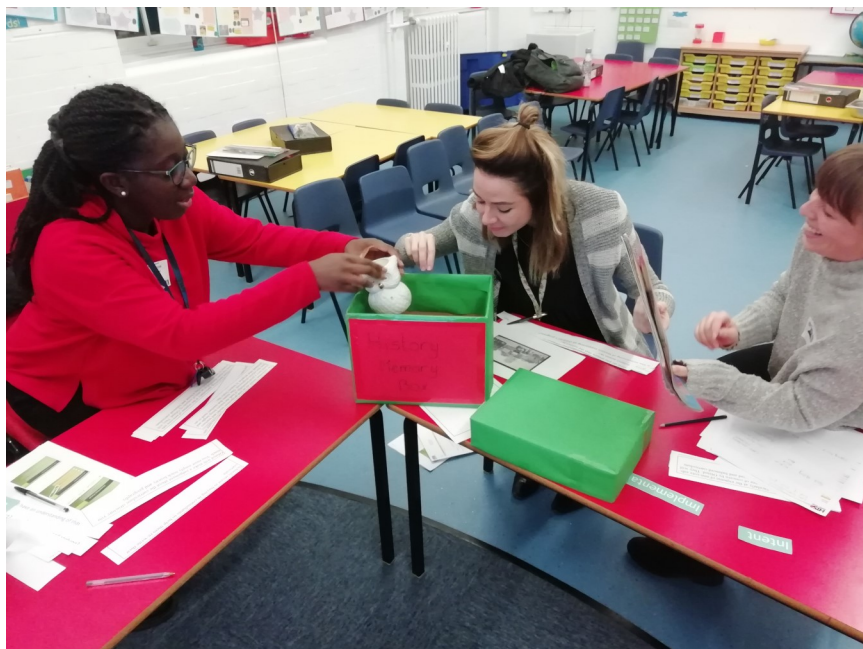


Welcome

Welcome to the second year of our Specialist Leader of Education (SLE) newsletter. The SLEs across North East London are a very committed and active set of professionals who hold a vast amount of knowledge and expertise. They continue to find ways to connect with teachers and leaders across the region to offer support and share the passion they have for their subject. If you are a **Head Teacher** and would like some specialist curriculum support in your school - please get in touch.

All the SLEs are available for deployment also through the DFE School Improvement Offer 2019/20 - so if you are a **Head Teacher** or **National Leader of Education** supporting a school or group of schools where some additional subject specialist expertise would be helpful - please contact us to put you in touch with the SLEs.

If you are an **SLE** but not connected to a group - and want to be supported by your peers to work across a small group of schools - please get in contact with Rachel.



Noticeboard

- Next SLE Group Leads Meeting: Wednesday 22nd January 2020
- Take a look at the [TSC East & North East London website](#) for up-to-date news and information and to see previous versions of this newsletter

Useful Links

- [London Mayor's Schools for Success Programme](#)

Contacts

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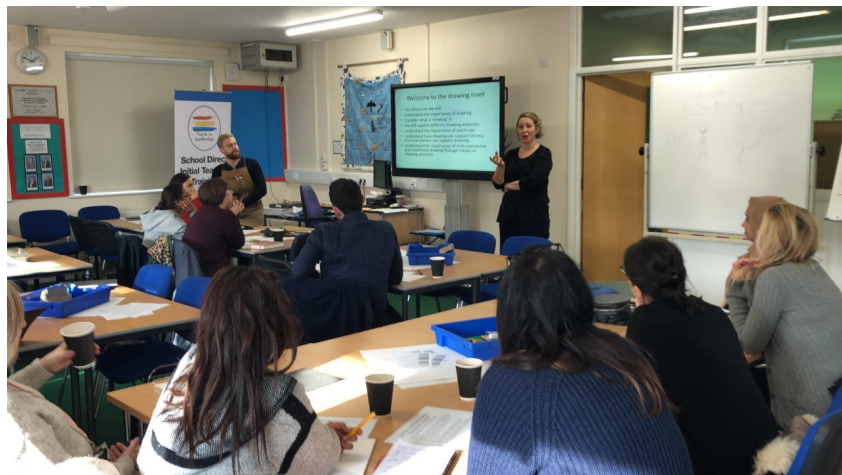
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Creative and Performing Arts & Design

Group Lead: Christopher Rountree, christopherrountree@hotmail.com

Chris Rountree has relaunched the art & design SLE group as Creative and Performing Arts & Design (CPA&D). The group now includes some newly appointed SLEs and others who weren't affiliated with a group. We aim to create a network of Art, Music, Drama and DT SLEs, aspiring SLEs and anyone else



interested in sharing ideas and developing creative practice in the classroom.

This term Chris has been working with primary Art SLE, Rosalind Sawyer, on a project funded by Redbridge council, to develop the role of Art leads in primary schools across the borough. The emphasis on development of foundation subjects in the new Ofsted framework makes this an exciting time to be an Art lead. We are working on a series of practical workshops exploring possibilities for creating engaging lessons, up-skilling staff and developing an Art curriculum.

English

Group Lead: Dom Miller, dmiller@boundsgreen.haringey.sch.uk

Afolabi Josph has been leading CPD sessions on challenge. The high-quality sessions have included using examiner reports; knowledge and mastery; what makes good assessment; teaching to the top and challenging pupils to think harder. He also helped to organise a successful Teach Meet across schools in Haringey.

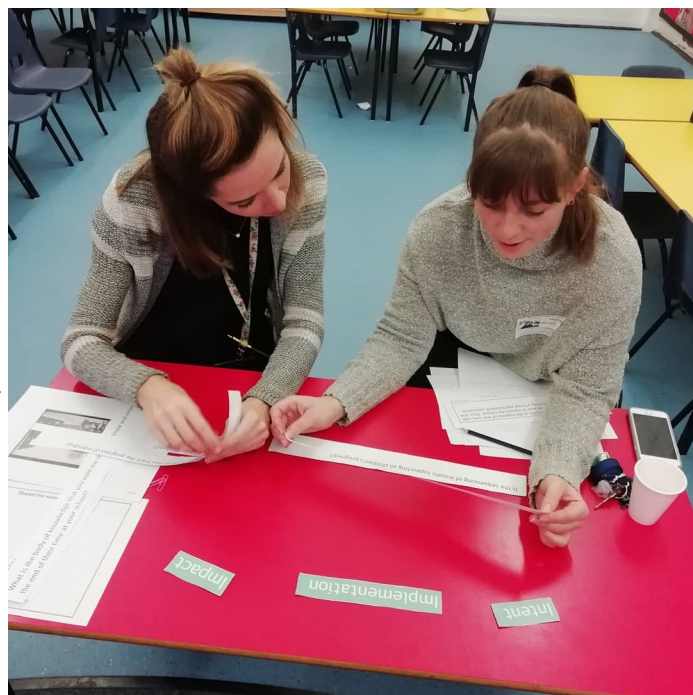
Soofia Amin has been busy honing her CPD package for EAL for both children new to English as well as children needing to keep up with English. She is in the process of discussing some work with Bounds Green Primary School in Haringey and is working with another school local to hers. Her training courses (delivered this term) were designed to give support and guidance for those staff involved in the admission and induction of pupils with English as an Additional Language.

Dominic Miller has completed some Growth Mindset consultancy and INSET for a school in Haringey. He is also meeting with Seet-Ying Fan (Gants Hill Teaching Alliance/ SLE Group Lead for Mastery) and Sarah Beath (Literacy group lead) about the possibility of setting up a forum with expert advice about how to tackle a Deep Dive in English with OFSTED. He is also about to complete day one of his successful two-day course 'When is a 'sentence' not a sentence' for Haringey Education Partnership. The success of which has led to it being repeated now for a fourth time in 2 years in Haringey.

Humanities & MFL

Group Lead: Andy Lewis, a.lewis@stbons.org

The Humanities & MFL group have been virtually networking and have grown from 2 to 9! We now have a shared document of where we are, what we are currently doing, and what we want to do. We will be sharing events with one another and looking for opportunities to meet in person. Many of the SLEs in this group are newly recruited and are very enthusiastic about the possibilities. SLEs have been working on curriculum in other schools, and leading forums within their own. The Geography SLEs seem to have been 'out and about' the most - but perhaps that is no surprise given the nature of their subject!



Mastery

Group Lead: Seet Ying Fan, sfan1.317@lgflmail.org

Maths SLE School Improvement Support Programme (Maths Hub)

This project aims to support mathematic Specialist Leaders of Education (SLEs) in developing their approaches to maths school improvement work, including drawing on the expertise of, and aligning more with approaches used in, the Maths Hubs Programme. It will provide a regional support programme for participants through three workshops and an online community.



The first session in London focused on the why we include the effective strategies of mathematical teaching and learning into our maths curriculum. We then identified potential challenges and barriers when offering school to school support. The session ended with the opportunity to reflect on our own individual practice and how we could improve our strategies when offering school to school support.

Maths Forum

For the Gants Hill Partnership Teaching Alliance (GHPTA), SLEs were asked to support a Maths Forum at Gearies Primary School. The main aim was to share good practice and to showcase the range of resources and support available to help mathematical learning. There were opportunities for Maths leads to reflect on key features of effective mathematical teaching and why they were included in their curriculum. This helped them to think about their intent. The next stage was to discuss how they would implement their intent.

The following organisations presented their resources/support available on knowledge tables and helped to answer any questions relating to implementation for the Maths Leads:

- ⇒ Maths Hub
- ⇒ SLEs (Specialist Leaders of Education)
- ⇒ STEM
- ⇒ London Grid For Learning
- ⇒ Power Maths
- ⇒ Oxford University Press
- ⇒ Nikki Martin (Maths consultant)



The conversations that occurred were extremely interesting and allowed the Maths leads to evaluate the effectiveness of their leadership. This event was extremely positive and will enable SLEs to continue to forge links with Maths Hub as well as all the maths leads who attended. Watch this space for follow up sessions.

Phonics

Group Lead: Annette Clark, annette.clark@gainsborough.newham.sch.uk

It has been a very busy term for the Phonics SLE team as a number of us are involved in the New Vision and New Wave English Hubs. The Hubs have been established to deliver tailored 1-to-1 phonics support to schools across North East London and the East of England. Each school involved is entitled to 6 days of support from a Hub based Literacy Specialist.

The role of Literacy Specialists not only involves working with the schools to offer support to raise the reading attainment of their lowest 20% of children, but also initially completing 10 days of national training (hence our very busy term!)

Many schools who qualified for support have now had at least their first day of tailored input, and all 6 days will have been completed by June. This is in preparation for the Phonic Screening Check with the aim of at least a 10% gain in the number of children achieving expected PSC standards. Although the role is demanding, seeing the impact we are already having in our school is certainly rewarding!

As well as hub based work, other SLE work is also taking place to promote phonics and reading. This involves Schools Direct training and ongoing involvement in a Cambridgeshire and Peterborough project to raise achievement in early reading.



Teaching & Learning

Group Lead: Dan Jenkins, dtjenkins@st-thomasmore.southend.sch.uk

This term the group have all been involved in various projects at their schools, setting in motion a range of initiatives.



For example, Izzazz Rahman reports that at Little Ilford School they've recently signed up to the EEF as a research school for Literacy and are currently baselining the impact of the following initiatives that we have embedded into the school system (mainly focusing on oracy):

- ⇒ Talk for learning strategies
- ⇒ LiLac strategies
- ⇒ Guided learning
- ⇒ Reciprocal reading
- ⇒ Use of editing code

Chris Rountree is co leading a CPD group on Metacognition this year. They'll be looking at self-regulation strategies in the next couple of months. It's a cross department group, the aim is that they will develop department specific lists of strategies in a sufficiently user friendly way as to be rolled out as whole school policy next year.



Dan Jenkins at St Thomas More is leading a team looking into explicit use of research in the classroom. A group of eight teachers are applying Rosenshine Principles of Instruction, creating a case study, logging findings and reporting back in a seminar setting to help inform future school wide teaching practice.

Other NE London SLE Activities

Contact: Seet Ying Fan, sfan1.317@lgflmail.org

REP CPD Courses for Geography, Art and PSHE

In light of the new Ofsted framework, the Redbridge Educational Partnership (REP) enlisted the help of SLEs to design a CPD course to help increase the subject knowledge of middle leaders. All subjects have had their first session.



The first Art session, led by Rosie Sawyer (SLE) and Chris Rountree (SLE), focused on the progression of skills and knowledge from EYFS to Year 6 through drawing. They used a wide range of mediums to create their own drawing. As the Art leads created their own piece of work, they were able to discuss strategies used and how to adapt the skills and knowledge for different abilities within their own school.

The first Geography session, led by Mike Boxall (SLE), focused on EYFS and how to develop the skills and knowledge through play and reading. After looking at the Natural World (ELG), they looked at progression of skills and how the learning in Early Years would be the foundation for Year 1. They had opportunity to discuss the key vocabulary and were also given a selection of books to help develop the Geography skills. They also were given an outline on how to introduce map skills and how they could relate it to the ELGs.

The first PSHE session, led by Alex Dias (SLE), focused on Safety and Risk. This topic was broken down sub categories and the subject leads were able to think about how they would map out progression of skills and knowledge from EYFS to Year 6. They looked at the importance of well being and online safety. They also thought about how they would ensure that the learning was appropriate for each year group. They shared ideas linked to the topic and resources and organisations that could help support the learning.

A very exciting start to the course!