

NE London SLEs Newsletter

December 2018



Welcome

Welcome to our first SLE newsletter for the region. We're using this newsletter to showcase the range of ways the SLEs in our region can be deployed to really make a difference to learning for children and young people. We have a huge number of SLEs in our region (over 150+) and they have specialisms across all areas of the curriculum and school organisation.

The SLEs in our region have organised themselves into thematic groups and draw on the experience and strength across their groups to support across schools. The expertise we hold in our region is amazing and can be deployed for either small or large commissions. Our SLEs have experience supporting in the classroom, developing policy and practice, holding workshops, training, network meetings as well as advising on current research, designing research pilots and leading whole school initiatives. If you're interested in discussing how an SLE can support the work you're doing – please contact either Mitch and Jane, or one of the SLE leads outlined below.



SLE Activity in our region

September—November 2018

A real strength of our SLEs is that they work together in cross borough groups. If you would like to know more about the work a group is doing, get involved as an SLE with that group, or indeed discuss an SLE working with your school please get in touch. The following pages summarise their activities since the launch meeting in September.

Noticeboard

The North East London SLEs meet together 4 times a year to network and share good practice. Please email Rachel Partridge to be added to the mailing list for these events.

Meeting Dates for 2019:

- Friday 15th March 2019
- Thursday 23rd May 2019
- Tuesday 16th July 2019

SLE Groups in need

We are in the process of setting up a new group of humanities SLEs to work together and share good practice. There are currently just two SLEs within this group. If you know a humanities SLE who would like to join this dedicated group, please contact Rachel Partridge to register your interest.

Contacts

Jane Robinson—TSC Regional Rep and Local Lead: NE London (East)
Email: director@wickfordtsa.co.uk

Mitch Karunaratne—TSC Regional Rep and Local Lead: NE London (West)
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Rachel Partridge—Admin Support
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Arts

Group Lead: Rhiannon Mapleston, RMapleston@queensbridge.hackney.sch.uk

The Art SLEs have shared emails and have scheduled visits to each school in order to share best practice, projects and ways that they have supported other schools. SLEs have shared CPD events and arts organisations that the other SLEs might be interested in via the email forum. Information about a Bridge organisation (A.N.D) has been shared which offers free CPD to art specialists. Two colleagues have enrolled for the training 2018-19, which will give another opportunity to share practice and ideas. Ideas have been shared for developing the practice of teaching Art and how best to support members of staff that are low in confidence.



Behaviour and Well-Being

Group Lead: Rachel Franklin, rachel.franklin@greenleaf.waltham.sch.uk

Since our initial meeting where our Pastoral, Wellbeing and Behavioural specialist network was established we have committed to meeting up at one of our schools. During this initial meeting we were able to informally meet the whole team. It was a pleasure to get to know each other's backgrounds and skills in more detail. We have identified a longer term plan that we hope to carry us until the Summer term.

At present, we hope to continue visits to each of our schools once per half term; these will be followed up by the host member of each visit sharing a piece of research or an article which is inspirational or relevant to our area of specialism. Long term, we have considered manageable ways of promoting and supporting our educational colleagues across our combined boroughs. Our current plan, which is open to adaptation, is marketing a bank of skills that we as individuals feel we could offer to support schools as a network. We could use email systems to communicate this service and schools can contact the relevant specialist dependant on the support they may require. However, the project itself may adapt as we progress through our follow up meetings.

Data and Assessment

Group Lead: Rachel Targett-Adams, rachel.targett-adams@highlandsprimary.net

The Data and Assessment SLE team will be launching a peer-to-peer assessment forum with the first meeting set to take place in the upcoming weeks. We are anticipating the attendance of approximately 20 colleagues from across the boroughs of Newham, Hackney and Redbridge who have signed up to the launch event. The forum will provide school Assessment leaders the opportunity to meet together at regular points in the year to share good practice, discuss strategies to drive pupil progress and share practical ideas for leaders to take back to their schools around upcoming national assessment updates in policy. Subsequent sessions will be planned bespoke according to the need of the delegates in attendance.



English

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

Our SLE group has been busy sharing, facilitating and supporting schools in our local areas by delivering training courses, hosting meetings, running workshops, and collaborating with secondary schools in subjects as diverse as 'Performance Poetry', 'Short Burst' writing, Growth Mindset, Dialogic Talk, Story-telling and Reading For Pleasure. We have shared details and resources on the above with each other, as well as pictures and documents showing examples of how to put some of it into place. We are excited to learn more from each other by exemplifying what we do well the next time we meet.

Literacy/English

Group Leads: Sarah Beath, sarah.beath@missiongrove.org.uk and Anneka Hartley, annekahartley@cardinalpole.co.uk

Our SLE network group consists of primary and secondary teachers, therefore we have a shared interest in primary-to-secondary transition, as well as sharing literacy resources. We have shared resources and strategies around vocabulary, transition, reading and writing strategies. In addition, we have kept each other informed of events and training we have taken part in, ready to feedback to each other on December 3rd. We have begun to organise visits to each others' schools to share good practice, with one visit to a primary school by a secondary teacher having already taken place. Having the network of contacts that the group provides has also enabled an SLE deployment to take place (secondary-to-secondary English support).

Mastery

Group Leads: Erica O'Driscoll, eodriscoll3.317@lgflmail.org and Seet Ying Fan, sfan1.317@lgflmail.org

The Mastery SLEs have made plans to visit each others schools to define our roles, discuss the state of mastery within our own schools, compare current practices within our own schools and discuss experiences in the role of an SLE

As SLEs, we believe that our role is to facilitate the improvement of teaching and leading Mathematics.

Our aim is to increase attainment and ultimately empower schools to create a sustainable process

which they can continue to analyse and build upon.



Mentoring

Group Lead: Alex Dias, adidas7.317@lgflmail.org

The mentoring group have shared the diverse range of experiences that we have and plan to visit one another's schools by the end of the Autumn Term to gain an even better understanding of each other's strengths. As a group, we have worked across a variety of London Boroughs, and have previously helped mentor in a range of circumstances, including supporting students in their placements and running NQT and RQT networks, as well as helping subject leaders to establish themselves in their role.



Therefore, we have decided that we would like to offer support to teachers that would benefit from some assistance with an area of their practise, regardless of levels of experience. We feel that in order to be effective mentors, we will take a flexible approach and are happy to observe, team teach, help with planning and offer guidance and advice in order for teachers to develop professionally. This can be specific, for example, offering strategies for behaviour management, planning or differentiation or more general support.

MFL

Group Lead: Angela Hillan, a.hillan@stbons.org

In the MFL hub we have been focusing on improving independence in learning vocab, reading and listening skills in KS3 and KS4 pupils. We have been trialling a vocab learning website, memrise.com, to see if it improves student engagement with learning vocab (both set vocab lists and independent vocab learning), and using online forms to monitor student completion of reading and listening tasks for homework. In addition I have had a meeting with our school literacy coordinator regarding the types of tasks that appear in MFL reading exams to get ideas about the strategies that are used in the English department when pupils approach similar tasks, and how we can use and adapt these strategies to enable student to apply the skills they have across the two subjects.

Phonics

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

The SLE Phonics team have arranged to visit Gainsborough Primary School to observe Fischer Family Trust in action, as we were keen to investigate alternative interventions for those children who have struggled to meet KS1 expectations using phonics.

Science

Group Lead: Ben Darling, Ben.Darling@missiongrove.org.uk

We have been contacting schools across Waltham Forest and in Hackney to see who would like support with planning, teaching and assessment in Science, beginning in Spring 1. We have advised schools that there will be a focus on developing children's enquiry skills, and applying their scientific knowledge to learning outside the classroom. To help develop this, we have advised schools that we will be using the outside learning environment at Mission Grove Primary School as a model, using the school's farm area, pond and Bio Dome. We will model how to use these environments and resources as a hook for learning, as well as a teaching tool, then assess the children's learning that comes from it.