

We continue to be thankful for the efforts of all of our staff across the whole trust and what you have achieved over the last year. As we look to the future, we will ensure that we are back, better and bolder.

## Central Team Changes

As a trust, we have evolved over time. As we emerge from the Covid crisis, we are seeking to ensure that all our schools thrive and we are positioned to articulate what our collective offer is to all schools, it has been essential to strengthen our central team. We are currently recruiting for a Head of Finance and Procurement who will support Jennifer Jewitt with the running of the trust and central finance functions allowing Jennifer to concentrate on the strategic elements of her role.

We are pleased to welcome Sue Heptinstall to the trust in the role of Trust Head of HR, Sue will support Lisa Pipes, Director of HR and Governance with the day to day of the central HR functions, supporting schools with any complex HR requirements.

Francesca Roper has moved into a new role of Director of Trust Development and Compliance continuing the work she already undertakes with an enlarged portfolio for the development of the trust and compliance across the trust.

## Update from Yorkshire Wolds Teacher Training

Alison and her team continue their outstanding training provision, and are extremely grateful to all the staff in our 30 partner schools for their ongoing support of our trainees. We are very proud of our 2020/21 cohort who, despite training in the most unusual of circumstances, have made excellent progress under the guidance of their mentors, host teachers and the YWTT team. Our trainees are developing their skills in the five core areas of the ITT Core Content Framework, many thanks to our mentors for familiarising themselves with the content of this new document and using it so effectively to support our trainees' development. The ITT Core Content Framework is a precursor to the Early Career Framework, and establishes a national entitlement to a three year structured package of support for future generations of teachers.

We are delighted that over 60% of the current cohort have already secured a teaching post for September 2021 and Alison and her team continue to support trainees with their applications for Early Career posts.

Recruitment for the 2021-22 cohort has been extremely strong and we are currently expecting 48 trainees to start their journey into the teaching profession with YWTT in September and that figure is growing weekly until all places are filled or when the recruitment window closes in July. Feedback from trainees both past and present reflects the bespoke nature of the programme on offer and how the responsive Alison and her team are in reacting to the changing requirements of the programme and our partnership schools.

We are delighted to have entered into a formal School Direct partnership agreement with Riding Forward and Tidal Teaching Schools from September 2021. The programme for both partners will mirror our YWTT Primary programme with trainees from both of our partners based in their schools Monday to Thursday and joining us for our professional studies sessions on a Friday.



## Hunsley Primary

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Hunsley Primary have received their allocations for their reception class of September 2021. This will now mean that from September, the school will be full after first opening in September 2015. We can't believe that those tiny children who started their first day in the old Youth Centre building at SHS will be in Year 6!

## North Cave CE Primary School

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This month we say Goodbye to Nancy Smart, the School Business Manager at North Cave as she heads off to enjoy her retirement. Nancy joined the school 26 years ago as a Teaching Assistant before moving into her office role and is the lynchpin of the school.

Nancy plans on enjoying her time travelling and enjoying walking once Covid restrictions have been lifted. We wish her a very happy retirement and she will be very dearly missed.

## The Snaith School

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Following a number of months of hard work and determination, the internet at The Snaith School has been upgraded so that they now have on site filtering and 1gb internet, which has increased the speed x10. This now means that the school has the fastest internet of any school in the trust.

Construction work on the 3G pitch has started and plans are underway for the official opening on 24th July. This is a very exciting development that will be a great resource for the PE department but also the local community. One of the partners is Leeds United who have committed to running summer camps for local children and our local youth teams are also looking forward to holding tournaments, fixtures and training on the new facility.

## Driffield School & Sixth Form

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The end of last term saw Vicky Loftus, Deputy Headteacher, return from maternity leave. Vicky had left strict instructions for John Loftus regarding what to do in her absence. We understand that, although he was no real substitute, he did a pretty good job holding the fort!

Congratulations to Debbie Dalton and Faye Warren who have been designated as Specialist Leaders of Education for Behaviour and Special Educational Needs.

Driffield have engaged positively with the Mind Whole School Approach (WSA), with many staff using the lockdowns as an opportunity to engage in training: 73 members of staff have completed 'how to have a conversation about mental health' training; 30 staff have completed 'returning to school post-covid' training and 10 staff have completed the train the trainer course on mindfulness. 30 staff have also completed the Youth Mental Health First Aid award. These staff are now the proud owners of the green Driffield School lanyard; identifying them as trained mental health first aiders.



## Malet Lambert

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Malet Lambert will increase its Published Admission Number for the incoming Year 7. As part of an exercise by Hull City Council to meet the shortage of school places in Hull, the school will permanently increase its capacity from 1600 places to 1750 from September 2021.

As part of the expansion, Hull City Council will provide the school with an additional purpose built building which will include extra dining facilities and further computer suites.

# School News

## South Hunsley School & Sixth Form

Through the challenges of the last year, students and staff at South Hunsley considered how they continue to contribute to local community. Alongside our support of NHS and keyworkers in the area, they worked with local care homes, helping spread positive messages by making Christmas and Easter cards. In December they shared a video of students' musical performances and messages of festive cheer with care homes and other organisations. They continue this work supporting care homes, by adopting some as House charities and through fundraising events during the summer term.

Although they weren't able to hold the usual Autumn Celebration awards for 2019-20 Year 11 students, they wanted to recognise the achievements of the Class of 2020. 'Stars' were awarded to a number of former year 11 students for their hard work and successes during their time at South Hunsley School, acknowledging excellent attendance, top house point achievements amongst others. Heads of Houses also presented students with House Star awards. The Marie France-Payre award, which recognises triumph over adversity, was awarded to Ryan B and The Keith Chisholm Cup for outstanding all round performance went to Muizz A. A celebratory newsletter detailing all the award winners will be soon available to view on the South Hunsley website.



## Evidence Informed Practice

Subject focused Evidence Informed Practice development enables departments to collectively work towards a common goal, running from January 2021 through to Oct 2021. Three of our Subject Development Time sessions have been allocated to this, allowing time for teachers to further develop their understanding of this to share and reflect upon their progress.

## Timetable

John Loftus, Vice Principal for Timetabling and Achievement will be working closely with the timetabling teams in each school this half term to begin the construction of the 2021-22 timetable. At this moment, we are planning to revert back to a 5 period day in our secondary schools.



## Curriculum

Over the last 2 years Subject Leaders and Directors have been working hard to align subject curricula to help share best practice, planning, and sequencing; reducing the duplication of effort across schools. From September 2021, we will formally align the allocated time each subject gets. We have already had great feedback from subject leaders and teachers who are able to share curriculum resources and great practice as well and support standardisation and moderation. Further resources on curriculum design and development can be accessed when required.

# Sharing Great Practice Across the Trust

## Teaching and Learning Library

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We continue to add to the Teaching and Learning Library. Most recently we have added Teaching Walkthrus by Tom Sherrington and Oliver Caviglioli. If you don't have access to the online library, please contact [Jessica.lawson@theeducationalliance.org.uk](mailto:Jessica.lawson@theeducationalliance.org.uk).

## Retrieval Practice

### Jonny Irwin, South Hunsley School and Sixth Form

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I first came across retrieval practice through reading Making Every Lesson Count. Twitter was also very helpful as it gave me practical tips on how to use retrieval practice in the classroom. One of the main things I took from Twitter was retrieval grids. Students use these to answer questions that covers content from previous lessons and topics.

Retrieval practice has changed my practice as most GCSE classes now begin with some form of retrieval practice e.g. the retrieval grids where students have to recall prior knowledge. Through Evidence Informed Practice I also looked at developing my practice. For example, I now explicitly make sure that the questions asked are relevant to the topic being learnt that day. Most homework I now set is aimed at reviewing content already studied and it can be differentiated to cover top level skills and knowledge. Students self-assess their work and it's low stakes as their marks aren't recorded.

## Whole Class Feedback

### Katie Corkett, Driffield School and Sixth Form

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We focused on whole class feedback as our Area of Focus. Through this I have adapted and developed methods for whole class feedback. I've experimented with randomly choosing different students books (but always look at over 50% of them) against being more selective with whose books I have chosen. Both systems work well obviously depending on the context on which the marking was based. With Year 11, alongside my own comments I used the exam board mark scheme to enhance the students' understanding of how to improve. This meant that I was able to target more specific groups and give a more focused approach to improvements.

I've found that that whole class feedback (WCF) allows the students to self-regulate their own improvements. They are able to acknowledge their own successes and improvements from the feedback. It makes them more aware of how to self mark their own work as they complete tasks having recognised where their strengths and weaknesses lie. I found WCF to be less time consuming when focusing on the whole class as one group.

## Developing Independent Practice

### Laura Jones, The Snaith School

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During previous test feedback lessons with students I felt that I was taking away students independence to review their own work and analyse their strengths and areas of improvement. I had recently been reading Limitless Mind and The Elephant in the Classroom which gave me some practical tips on how to adapt my current format of feedback to increase students own accountability. I created an overview grid that allows students to go through their assessments and pick out their own areas of strength and areas for improvement. Further to this students had the opportunity to work on individualised questions that linked into their areas of improvement. Students were encouraged to look for answers in their books, help sheets, revision guides or their peers before the class teacher. Following this adapted assessment feedback structure students could articulate their areas of improvement and could see progress by self assessing their work with model answers.

## Careers Education

The TEAL Careers Network has been established to allow careers leads in school to communicate and share good practice. Subject Careers Champions have been identified within schools to embed careers education into curriculum areas and have supported large events such as National Apprenticeship Week and National Careers Week. Both events have been delivered virtually this year. Lesson resources are now available, linking curriculum areas to job roles, apprenticeships, and university courses. A new CPD resource is now available demonstrating the importance of a teacher's role in embedding careers into the curriculum.

### Spotlight on Matt Wadsworth TEAL Director of IT

Growing up I always wanted to become an architect or a cartoon illustrator, creating a vision on paper and bringing it to life really appealed to me, but not having a natural talent for drawing I decided those routes were not for me.

I then always thought I would fall into a trade as my family is full of joiners, plumbers, electricians, builders and plasterers. After doing a year of AS levels studying business, psychology and IT, I decided I wanted to focus solely on IT and computing so I went on to study a level 3 National Diploma in IT where I achieved distinction, distinction, merit.

I then had an option of continuing to study at degree level or start my career, Driffild School were advertising for a trainee IT technician and I thought the role was perfect for me.

After the 12 month trainee position ended, I was offered a full time IT technician role, which was a great opportunity to further my knowledge and enhance what I'd taken from the first year, shortly after this the school invested in frog VLE, where I was offered the position to be IT technician and lead VLE officer, during this time I was asked to lead supporting year 11 gain their ECDL qualification where I had to independently lead 30 students who successfully passed their course.

Once Driffild School joined the Education Alliance, I was asked to design and create marketing materials such as the prospectus and flyers for events and I am really proud that the templates I created are still being used today.

In 2017 an opportunity arose to apply for a 3 month secondment at South Hunsley to be the Network Manager, which was then extended to 6 months, during this time, the IT manager left and I was offered the opportunity to become the IT Manager for South Hunsley permanently, which was both daunting and exciting to lead the team and develop a network in my own vision, creating relationships with external vendors and getting to know the staff on site.

In 2019 I began the role of Trust IT Manager supporting other sites one day a week, which then lead to two days a week supporting and assisting sites within the trust, then in September 2020 I began the full time role of Trust IT Director, where I now oversee the provision and strategic direction of IT across the trust, assisting the on-site IT support teams, standardising approaches and merging contracts where possible.

Working in the IT support services profession is extremely unique because you are there to support users technical issues, whilst trying to pre-empt and prevent them, no two days are ever the same, but resolving an issue that's not been straightforward is the most rewarding feeling.

When I'm not working I lead a busy home life with a young family, having a 5 and a 1 year old, there is rarely a dull moment. My main hobbies are playing cards and chess, I love the psychological aspect of both games and playing cards has taken me all over the country from London's grand Connaught rooms, Nottingham's DTD room which is the largest in Europe and more recently Coventry's Ricoh arena where I got to compete in a tournament against David Haye and Audley Harrison the boxers and also James Maddison the footballer for Leicester City. I also cannot wait to get back to playing 5-a-side football with staff on a Friday evening.



## Wolds Associate Research School

The landscape of school improvement and professional development has been changing over the last year, and the focus of Wolds Associate Research School has been very much on supporting teachers in accessing evidence-informed methods of developing their practice.

We are working with schools and teachers in the region on a range of projects including:

- ▶ Helping middle leaders on the North Yorkshire coast to build their leadership capacity through good implementation practice
- ▶ Developing bespoke primary metacognition training and follow-on support
- ▶ Creating training resources to support staff with on demand professional development
- ▶ Supporting teachers and departments across TEAL with the Evidence-Informed Practice programme
- ▶ Planning and running a series of twilight sessions over the Spring and Summer terms
- ▶ Working with the East Riding to create an offer for all schools on the EEF programmes

As we move forward, we've appreciated the benefit of being able to work remotely to people's work-life balance and are planning to keep a blend of remote delivery as well as face to face in our future programmes.

Metacognition has proven to be a really useful tool for teachers over the last year as we have all tried to teach in unfamiliar ways that have at times been challenging for us all.

A big change on emphasis over the last 18 months has been on the importance of follow-on support. That means that we have recognised that once the training programme is complete that the support doesn't stop. The biggest chance of really helping teachers and schools to improve their practice is to continue to offer advice and resources once training is over.

If you are interested and might find it useful, the remaining sessions that we are offering this year are:

- ▶ 19th May - Introduction to Implementation with Jo Jukes and Katie Mallender
- ▶ 9th June - Curriculum and Recovery with Sandy Loynd and Ollie Brady
- ▶ 23rd June - Building Independent Learners with Angie Harrison and Julie Kettlewell

To book a place, please contact Jessie Lawson via [info@woldsteachingalliance.org.uk](mailto:info@woldsteachingalliance.org.uk)



## Let's Get Social



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