

## Head Teachers' Bulletin – 12<sup>th</sup> Jan

### Dates for the diary

- 22nd Jan – School Improvement Capacity Self Categorisation deadline
- 24<sup>th</sup> Jan – Senior Leaders' Meeting – 1.30pm @ Pastoral Centre
- 30th Jan – Heads' Forum – SEND + School Improvement Capacity
- 31<sup>st</sup> Jan – Dyscalculia Work Group Session 1 – 1.30-4pm
- 7th Feb – Subject Leaders' Meetings – 3.45-4.45pm via Teams
- 8th Feb – F2/Y1/Y2 writing moderation 1-4pm
- **20<sup>th</sup> Feb – Additional Heads' meeting (EYFS and Maths support) 9.30-11.30**
- 22nd Feb – Y3/Y4 writing moderation 1-4pm
- 7th Mar – Y5/Y6 writing moderation 1-4pm

### Actions from previous Bulletin

- **Complete the School Improvement Capacity Self-Evaluation Form by 22<sup>nd</sup> Jan** – Thanks to all those who have already completed it
- **Dyscalculia work group** – respond to Anita's email asking for confirmation of staff attending
- **Share dates of the writing moderation events with teachers in school**

### New Updates (since last bulletin)

#### SEND & Inclusion Theory of Change

Thank you to everyone who got their notes from their focus group discussions in by today's deadline (12<sup>th</sup> Jan). At the time of writing, we had some outstanding. If that is you and you have notes ready to share, please get them in to Anita as soon as possible.

Fiona has arranged time to look at the results of the surveys and the follow up focus group discussions with Nick Whittaker in time so that she can present some findings and proposals about the next steps for us to consider at the Heads' Forum on 30<sup>th</sup> January.

Related to this work, you will also have received an email from Fiona with dates for SEND reviews in each school. This will help us to build up our understanding of strengths, practice to share and also the priorities for work together as part of our Trust strategy.

#### Dyscalculia Work Group

Thank you to everyone who committed to sending staff to be part of the Dyscalculia work group proposed by Pete Sides at our Heads' Forum last term. Thanks also to everyone who responded to confirm that they were happy with the proposed dates. We have now set these.

I have added an [outline of the proposed work](#), along with the dates of the work group meetings at the end of this bulletin.

## Head Teachers' Bulletin – 12<sup>th</sup> Jan

Anita will be in touch with you shortly to confirm who will be attending the first session from your school. We will need the names and email addresses of the people who are attending, so that we can send information about the work and any follow up information to them directly.

### Subject Leader Meetings – 7<sup>th</sup> Feb

This is the follow up to the Teams meetings that ran in October, where all subject leaders were able to meet with each other virtually. The date should be in your diary as a common staff meeting for primary schools across the Trust.

We have some proposals about how we can support subject leaders across the Trust, drawn from those discussions that we would like feedback on in this next set of meetings.

The meetings will run as they did in October, with each teacher joining their relevant subject network meeting on Teams. Each subject network will run twice during the evening, so that teachers can join 2 networks if they lead on more than one subject.

We will send out joining instructions to staff and a copy of the format for discussions shortly.

### Writing Moderation

Please note the dates above for this years' writing moderation events. We will be sending out venue details and other practical arrangements soon. We will also be asking for confirmation of who will be attending each event. For now, please let your teachers know the dates relevant to them.

Last year's moderation events were really well received and led to the Early Years and Writing mini-conferences last year, responding to things that came out of the discussions between staff. There is some continued follow up from these conferences being planned and the feedback from staff who attended was really positive. It is really exciting to see collaborative work beginning to grow in direct response to discussions from teachers in these events and so I look forward to staff from schools across the Trust being able to gather at this years' moderation events. Thank you for your support in releasing them.

### Heads' Reports

From John Coats: Thank you to those of you who have already completed, or almost completed, the headteacher reports.

I'm aware that the process probably feels more 'clunky' this time round with no immediate apparent benefit, but remember the reason that we are taking this approach is that it will mean subsequent iterations of the HT report become more straightforward and will come with a significant amount of pre-generated content that will support your evaluative commentary. So, thank you for your patience with any initial teething problems.

## Head Teachers' Bulletin – 12<sup>th</sup> Jan

I am available on Tuesday 16<sup>th</sup> Jan between 9-10 and from 11-2 if anyone would like to hop online with me to trouble shoot anything/ask any questions. Please just drop me an email if this is the case and I will send you a Teams link. [jcoats@notredame-high.co.uk](mailto:jcoats@notredame-high.co.uk)

### School Condition Surveys

This is just to flag up the email that Anita sent to Heads and Business Managers this week regarding dates and arrangements for the School Condition Surveys. I hope that you have seen this. If not, please take a moment to look for it so you know the date that surveys are booked for your school and what arrangements are needed.

These are the surveys I highlighted earlier in the year, that will give us a baseline of the conditions of school buildings across the Trust. This will help us to develop a sensible longer-term strategy for how we use our capital grant money.

You will see in the email that there is a request for copies of school plans and for someone to be available to accompany the surveyors round the site on the day that they come. There are also some notes about helpful preparations including thoughts about any aspects of the site where you would particularly like the surveyors to look. The staff conducting surveys will need access cleared to any areas that they need to look at.

### Authority to recruit form <https://forms.office.com/e/UZ6X2aD8tL>

Just a reminder that if you are planning any recruitment, even if it is a like for like replacement, we need you to complete the form at the link above.

Adnan, Alison and I will meet every Monday morning and review any of these requests that have come in over the previous week in order to authorise them as quickly as possible.

Just to remind you that this is an extra measure that we are putting in this year to make sure that we don't miss any opportunities to address staffing needs in a different way as we develop work across the Trust. This is part of our approach to tackle staff costs which are rising faster than grant income and also to help us to build up a Trust wide picture of recruitment to inform longer term strategy for how we can help.

### Dance

From Fiona : At St Catherine's we have a fantastic dance teacher who spend 1.5 days with us. She has been here 15 years and she is amazing. She works in a number of school and has a wealth of experience. One of her strengths here is liturgical dance for use in liturgies and assemblies. Her name is Louise Wells and she may have some space to take on one or two new schools in September. Her email is [lkdance1@icloud.com](mailto:lkdance1@icloud.com) if you are interested just send her an email.

## Head Teachers' Bulletin – 12<sup>th</sup> Jan

### Items from previous bulletins for reference

#### Additional diary date

Please note in the dates above that I have added an additional Heads' meeting on Tue 20<sup>th</sup> Feb, 9.30-11.30 in the Pastoral Centre (followed by time to stay on for lunch if you can).

There are some developments in work across EYFS, Maths and Writing that we want to be able to share and discuss with you and the time in the January Forum is already fully accounted for.

#### Recruitment in the new year

This is a notice to primary schools in the Trust, that we have signed up to a heavily discounted contract for unlimited advertising in the TES for the next 12 months for all primary schools in the Trust. We will also be able to track the engagement with adverts we place which will help us to make decisions longer term about where we advertise different roles.

If you are recruiting in the new year, please make sure that we post an advert in the TES as it will cost us nothing extra to do so.

## Head Teachers' Bulletin – 12<sup>th</sup> Jan

### **Dyscalculia work group proposal: Broad aims & objectives**

#### Spring Term - Wednesday 31st Jan & Wednesday 20th Mar

1. Develop a better understanding of Dyscalculia in learners.  
Explore the latest available expertise and research.  
Consider the impact of Dyscalculia and Maths Anxiety on learning and learners.
2. Explore practical approaches to identifying learners with Dyscalculic tendencies.  
Reflect on the available recommendations for recognizing Dyscalculia.  
Consider pragmatic steps that may be taken to identify different forms of Dyscalculia tendencies in learners.
3. Ascertain the size of the issue.  
Implement steps to identify the number of learners who exhibit dyscalculia tendencies.  
Reflect on the different categories of these tendencies and their impact.

#### Summer Term - Wednesday 22nd May & Wednesday 26th June

4. Explore and identify strategies to support these learners.  
Consider the different forms of support currently given and reflect of the appropriateness of these in light of a greater understanding of Dyscalculia.  
Consider strategies recommended by evidence-based best practice. Identify a manageable strategy for participants to trial with a group of learners.
5. Implement trials of chosen strategies.  
Participants to engage learners with learning strategies. These may involve engagement with all learners or be more specific to learners identified with specific learning needs of Dyscalculic tendencies. At this stage these are likely to be small pre-trials rather than school-wide changes of policy.
6. Evaluate the success and impact of these strategies.  
Build in an evaluation framework from the beginning and collect appropriate data.  
This can be in the form of a diary and log, not just summative progress data.  
Insufficient time for strategies and impact to fully take effect. However, small pre-trials can act as useful explorations that may feed into a longer-term action plan. Amend as required within the limits set by expertise, time, cost, leadership support etc.
7. Make recommendations for future development.  
Individual schools to consider their next steps in terms of support for learners & wider professional development of staff. Considerations may also include communication & engagement with parents.