

D & AHT Newsletter

(Deputy & Assistant Headteachers)



JUNE 2021

Issue 5

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DATES FOR YOUR DIARY

D & AHT NETWORK MEETING

Network Meeting

3:30 - 4:45 pm REMOTE

Thursday 17th June

*Safeguarding for D & AHT with Ben
Holmes*

If you have already registered for the network meetings you don't need to take any action—a link will be sent to you. If you haven't already registered, please email Hazel.Fryman@Halton.gov.uk

ASPIRING TO HEADSHIP

Aspiring to Headship

4:00 - 5:00 pm REMOTE

Tuesday 29th June

- How can you prepare for your interview for a leadership post?
- What are interviewers looking for?
- Considering some key interview questions

If you are an aspiring Headteacher and are thinking of applying for headship, please register your interest in the Aspiring to Headship group : by emailing Hazel.Fryman@Halton.gov.uk

Find out how the 'Early Career Framework' will affect statutory induction from September.

From **September 2021**, changes will be made to statutory induction.

These changes will ensure that all early career teachers undergoing induction are entitled to a two-year training and support programme which is underpinned by the 'Early Career Framework' (ECF).

Every school and appropriate body providing statutory induction will need to meet these new requirements.

The DfE's statutory guidance on induction, 'Induction for early career teachers (England)' and 'Appropriate bodies guidance: induction and the early career framework', provides more detail on these requirements.



Click on the links to find out more...

Ofsted has introduced a series of research reviews in a range of subjects to identify what contributes to a high quality curriculum, assessment, pedagogy and systems in school.

[Religious Education Research Review](#)

[Science Education Research Review](#)

[Mathematics Education Research Review](#)

[Languages Education Research Review](#)

Ofsted has introduced a series of 'blogs' about teaching learning for geography, history and languages in 'Outstanding' primary schools.

Iain Freeland, HMI – Ofsted Subject Lead for Geography

May 2021

Iain Freeland HMI, Ofsted's subject lead for geography, discusses our geography subject inspections.

Studying geography is so important for children, regardless of their age or stage of learning. Geography helps them to make sense of the world around them and piques their curiosity in places and people. Done well, it engages pupils in their world, often spurring them into action, and is fun!

Between January and March 2020, we carried out 23 geography subject inspections of primary schools. The schools were selected at random from schools that were graded as outstanding at their most recent inspection. These inspections were carried out to:

- develop further our understanding of the primary curriculum

Geography in outstanding primary schools

Iain Freeland HMI, Ofsted's subject lead for geography, 11 May 2021 - Curriculum, geography



History in outstanding primary schools

Tim Jenner HMI, Subject Lead for History, 27 April 2021

History is vital to a rich and broad primary education. It helps pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development.

Between January and March 2020, we inspected the quality of history education in 24 primary schools with an outstanding judgement. We spoke to leaders and teachers about the history curriculum, visited lessons, looked at pupils' work and spoke to pupils.

In all of the schools we visited, pupils enjoyed learning about the past.

It was great to see the breadth of the history curriculum across these schools, with pupils studying a wide range of topics from the history of Britain and the wider world. In almost all of the schools, the national curriculum was used as the basis for what pupils were taught.

Building blocks of progress

We saw some excellent examples of schools that had carefully considered the building blocks of progress in history, identifying knowledge that was essential to pupils' understanding of new material. Several schools paid lots of attention to building up pupils' knowledge of substantive concepts, such as empire, tax, trade and invasion. They are crucial components of pupils' comprehension of new material because they are abstract ideas, and therefore difficult to grasp, but are also used very commonly in history. In a number of schools, we were impressed by the range and security of pupils' knowledge of some of these concepts. Schools secured these by using appropriately challenging vocabulary in lessons, explicitly teaching these concepts, using them regularly in context and, sometimes, by assessing pupils' knowledge of identified concepts.

In some schools, we were also impressed with pupils' chronological knowledge. This is pupils' knowledge of broad developments and historical periods, and their 'mental timeline' of the past. This knowledge supports pupils to place their learning in context both in history and across other subjects. In a number of schools, this knowledge was regularly revisited and assessed, and pupils were securing historical knowledge as coherent narratives. Inspectors were pleased to hear pupils confidently discussing broader developments across the periods they had studied, and drawing on secure and well-organised knowledge of events and periods.

Support for pupils with special educational needs and/or disabilities (SEND) was a strength in all of the schools we visited. All of these schools balanced their ambition for all pupils to access the full history curriculum with a clear understanding of the needs of their pupils. Pupils were given careful individual and/or group support to secure the knowledge they needed to continue to access content in history.



Tim Jenner HMI, Ofsted's subject lead for history, talks about the findings from our history subject inspections.

Languages in outstanding primary schools

Michael Wardle HMI, subject lead for languages, 4 May 2021

Languages are an essential part of a broad, balanced curriculum. Not only do they provide an opportunity to communicate more effectively with others, they also help children to understand what it is to be a global citizen. This includes the importance of tolerance and understanding, which is crucial knowledge in today's world.

Primary schools have had a legal responsibility to teach languages since 2014. The first cohort of pupils that should have studied languages throughout key stage 2 moved to secondary school in September 2018.

Between October 2019 and March 2020, we carried out 24 languages subject inspections in primary schools. We wanted to identify good practice and strong curriculum management in the subject. We selected the schools at random from schools that we graded as outstanding at their last inspection.

Although we chose these schools at random, it was great to see such a range of languages being taught. As expected, inspectors visited many French and Spanish lessons, though the sample also included German, Mandarin and Modern Hebrew. We also saw some schools offering Latin – the key stage 2 national curriculum includes ancient languages.



Michael Wardle HMI, Ofsted's subject lead for languages, discusses our language subject inspections.

Click on the blogs to find out more about what Ofsted Subject Leaders and HMIs say about the way 'outstanding' schools teach geography, history and languages.