

Curriculum Conference Autumn 2023

Schools best practice event

We warmly welcome you to this curriculum-focused half-day conference for Headteachers and Senior Leaders.

This conference seeks to build on the success of the Spring event by sharing the great work of schools across Hampshire and the Isle of Wight with the intention of helping those in attendance learn from and be inspired by the success of others.

Agenda:

1:00 pm – Welcome and introduction

1:20 pm – Keynote presentation: **Supporting students with SEND in the classroom; a school improvement journey**

Testbourne Community School: Jon Beck, Headteacher & Gerry Gray, Assistant Headteacher & SENCO

2:10 pm – Breakout sessions:

- **Quality assurance of the curriculum** - Amery Hill School
- **The teaching and learning project** - Bishop Challoner School
- **Addressing the impact of lost learning through the curriculum** – The Burgate School

2:50 pm – Refreshments

3:00 pm – Keynote 2: **No Silver Bullets**

Bethan Pretsell, Assistant Headteacher, Amery Hill School

4:00 pm – Conference evaluation & close

Testbourne Community School

Keynote: Helping children with SEND to become resilient and independent learners

Balancing the needs of SEND children with lack of resourcing, challenging parents, and a desire for them to get the best outcomes possible is not easy. Our presentation explains the start of our transformation of SEND at Testbourne. What were we unhappy with? What was causing frustration? Why did we need to change? What changes did we make to our provision, organisation, and expectations? What impact did we have on the life chances of our SEND children? We have by no means completed our journey, but we hope to explain how we improved our provision to make it better than it's ever been for children with SEND and their families.

Facilitator: Jon Beck, Headteacher

I started my career as a science teacher in 1998. Since then, I have been fortunate enough to have the opportunity to be the Subject Leader for a large science department, be an Advanced Skills Teacher for Hampshire, to have various roles in SLT all culminating in Headship at Testbourne. I remain very passionate about teaching, curriculum and pedagogy and my personal experiences have shaped my focus and philosophy regarding children who are economically or socially disadvantaged or those with SEND. As a Headteacher, I have tried to look after staff as best I can while challenging them to be better teachers. Professional accountability balanced with professional autonomy, trust and respect. I describe myself as restless for improvement. This restlessness has driven the transformation of SEND at Testbourne.

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Amery Hill

Breakout Session: Quality Assurance of the Curriculum

I consider myself extremely fortunate to work in a school with a highly professional team of Heads of Department. This means that they all accept that part of the role of the Senior Leadership Team is to hold them to account! 'Quality of Education Overviews' are the mechanism that we have designed to look in detail at whether the day-to-day experience of our students within each subject is as good as it can be. The basic principle is to look at everything; the quality of curriculum planning, the quality of teaching, work scrutiny, student and staff views. But the aim is that overviews should be done 'with' a department, rather than being done 'to' them – and without creating lots of additional work for everyone.

Following initial trials in Autumn '21, we've found that these reviews have been (mostly!) well received by teaching staff. Following the review, departments are provided with specific feedback which informs their individual Department Improvement Plans. 'Time to make a change' is also given. QofE overviews have also made sure that time in SLT meetings is regularly set aside to prioritise the development of Teaching and Learning at Amery Hill School!

Facilitator: Jon Eacott Assistant Headteacher

After qualifying in 2004, I was appointed Head of Maths at Amery Hill School, Alton, in 2010. I joined the Senior Leadership Team in 2012, and while my areas of responsibility have often changed, they have predominantly been spent covering the curriculum and data roles – as you'd expect for a Maths teacher! GCSE results 'get better' in the classroom and my overriding interest remains in providing challenge and support to Heads of Department, to develop the quality of teaching and learning within the subjects that they lead.

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Bishop Challoner School

Breakout Session Title: The teaching and learning project

The session will share our experiences at BCS to support staff development in teaching and learning themes. The purpose is to create a teaching and learning culture that enables practitioners to tackle barriers to learning and apply adaptive teaching methods in their classrooms. The presentation will also introduce the bespoke Toolkit that has been designed in-house, which is helpful in developing adaptive teaching methods that would be appropriate for schools to select based on their own context.

The presentation will include:

- How to select T&L themes appropriate to your school (linking to whole-school priorities and the contextual make-up of your school)
- Planning sessions
- Delivering training to staff
- Tracking/monitoring mechanisms
- Evaluating its success
- T&L Toolkit

Facilitator: Miss Elspeth MacDonald, Deputy Headteacher

I have been teaching since 2011 after completing an under-graduate degree in Politics and History. I joined Bishop Challoner as a teacher of History and quickly joined the pastoral team as a Head of Year. I became the Assistant Head at Challoner in 2016 and was tasked with developing the curriculum. I completed my NPQH in December 2020 and I am now a Deputy Headteacher at Bishop Challoner. I am passionate about Teaching and Learning and I believe this is a fundamental driving force behind school improvement. I have worked closely with our T&L Lead; Mrs Becca Taylor, for a few years now and the priorities of the school are heavily centred around this. My interests outside of teaching are gardening, playing tennis and spending time with my beloved dog Halo, who is also our (giant) school therapy dog.

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Facilitator: Mrs Becca Taylor, Head of Science and Teaching and Learning Coordinator.

I have been teaching since 2004, having achieved my under-graduate degree in Marine and Freshwater Biology. I have worked at Bishop Challoner for the last 8 years as Head of Science. I completed my NPQSL in 2018 and in January 2020 took on responsibility of Teaching and Learning Coordinator. This has been an ever-evolving position, working to buy-in staff and facilitate teachers developing their teaching and learning repertoire. I've always been passionate about challenging both myself and the students. The teaching and learning responsibility has allowed me to share that passion and work collaboratively across the school. Teaming up with Elspeth MacDonald has enabled me to establish a progressive T&L work ethos, with clear structure and relevance, linked to the whole school priorities. My interests include exploring and adventuring with my puppy, Arlo.

The Burgate School

Keynote session title: Addressing the impact of lost learning through the curriculum

During this session, the deputy headteacher will share the pupil premium journey of The Burgate School, covering successes and where there is still work to do. In 2017 the school had a P8 for Disadvantaged of -1 but by 2019 this was just under 0. The new Pupil Premium Strategy statement and the impact of the pandemic have led us to refocus on disadvantaged students and the new challenges which we face.

Facilitator: Ben Clemson, Deputy Headteacher

I have been Deputy Headteacher for Student Progress for 3 years and prior to that Assistant Headteacher for 5 at the Burgate School. I have been an Assistant Headteacher, Head of Humanities and Head of History and Politics during my career prior to The Burgate and have taught in Luton, Borehamwood and Hackney.

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Amery Hill School

Keynote: This is not a silver bullet!

The focus of the session will be to address the notion of education's long covid: the idea that when we closed schools, students lost the ability to self-regulate and show good self-efficacy with astonishing speed.

This session will:

- Examine what we mean by these terms
- Consider the educational zeitgeist of creating uniformity in schools, lessons and students and consider whether it might be better to have "shared principles not shared practice"
- Share some of the principles and pillars that underpin self-regulation and self-efficacy
- Create forum time providing the opportunity to think beyond "quick fixes" and "silver bullets" and give delegates the chance to think about how they can grow self-regulation and self-efficacy in their own schools
- End the session by reminding delegates that there are no silver bullets in meaningful pedagogy and learning but that is actually a positive thing! You can create, grow and take ownership of something that will be unique for your school and fit for your school's purpose; something that will work.

Facilitator: Bethan Pretsell, Assistant Headteacher

I am, at heart, an English teacher and have been teaching since 1996. I have worked in schools in Hertfordshire, East London, North London, Basingstoke and now at Amery Hill School in Alton. I have been here since 2004 when I joined the school as a part-time English teacher, then becoming joint Head of Department (HOD), then the HOD shortly after. For a few years, I had my foot in two camps, being both HOD English and a peer mentor/coach under the rather preposterous title of the "Subject Leader Consultant". I became a member of the school's Senior Leadership Team in May 2022, and my area of responsibility is teaching and learning. I enjoy mountaineering, scuba diving and other made-up activities that make me look more interesting than I actually am!

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Find links to all future leadership courses and the conference keynote materials and resources from case study schools on the [Open Leadership Moodle](#).

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