

# West Dorset Schools Collaboration Newsletter - Summer Term



West Dorset Schools Collaboration is a group of schools working closely together to share their experiences and expertise, support each other and improve children's learning opportunities. Our purpose is to enable every young person to access outstanding opportunities to learn, which we believe can be achieved by working together.

Collaboration Newsletter

July 2018



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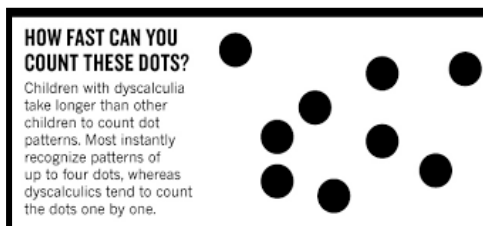
## Maths Inset Training

One of the Local Authority priorities across Dorset is improvement in Maths and the Collaboration has recognised this in its action plan for 2017/18.

We started the term with an interesting inset training day on Dyscalculia for all Maths leaders and staff in the Collaboration.

The session was planned with all children in mind as the strategies

are used to really embed a true understanding of the "numberness of number", calculation and application.



Ideas included grounding concepts through regular practice, effective use of concrete apparatus, visual prompts and talk for maths including story maths. This was a

valuable morning as it is recognised that many children experience a lower ability to sequence, use working memory and organisational skills effectively. This inset will be used alongside strategies on individual schools' development plans also to improve maths.

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## Able Writers' Day

We had a great time with Martin Maudesley on our Collaboration Able writers' day at Powerstock School. Martin is a local story teller and well known for events around Myth making on Eggardon Hill. The children began their day warming up their imaginations creating riddles. Martin then shared some traditional stories and the children were then each given an old key on which to practice their "imagineering" to come up with answers to the questions: Who, Why, What and Where? Martin then set the scene of a Grimm's fairy tale where the children had to write the next chapter using literary techniques to describe texture, sight, smells and sounds of a forest clearing.

In working together, the children have formed a book of high quality writing based on Grimm's Iron John, showing off their considerable writing skills to mark this enrichment event.



## Writing and Maths Moderation

Moderation of writing and maths sessions for Y2, Y4 and Y6 were run by LA advisors (Leah Forshaw/Jennie Fellowes) and school based moderators. The sessions focused on key updates from STA and ensuring a consistent message across KS1&KS2. The focus of the sessions was to look at a selection of work across each year group representing below ARE, ARE and above ARE (Age related expectations). Teachers reported that the sessions were useful both in having external representation to ask questions of/to clarify understanding of assessment standards and also to be involved in peer moderation across the collaboration. Teachers were able to share ideas, offer advice and support and ensure that the collaboration have a shared understanding of what each standard should look like.

**Feedback from these sessions has shown what a success this initiative with moderation has become and how teachers are working together successfully throughout the collaboration.**

The EYFS moderation session was run in one afternoon by LA advisor Sharon Peel and gave teachers an opportunity to share evidence, discuss evidence and involve in profession dialogue and peer moderation around the Early Learning Goals related to these areas of learning.

Phase meetings and moderation sessions for Maths and writing have proved a very successful element of our school improvement.

## Youth Worker

The services include:

Enabling children to talk through their worries and fears. To support their understanding of theirs and others behaviour. To enable an understanding of emotions and why we feel them and the impact of them on others around them. To be heard and valued, and in a safe environment to work through coping strategies and receive support in making positive choices.

Some of the identified areas of work by children and schools are:

Low self esteem.

Lack of self worth/Ability, no confidence in self or others.

Divorce, Separation, being pulled between parents, Bereavement and general loss.

Sadness, Confusion, self harm and suicidal thoughts.

Anger, lack of control in life, lack of positive role model and Lack of relationship with one Parent.

Expectations of others, not being able to achieve in school and world.

Sessions are run in a quiet space, viewable by others.

Using a variety of resources and tools, which include activity sheets, games and relaxation toys.

Worker led by child, will build a trusting environment to enable child to off load.

# Speech & Language

Service led by Kate Tryhorn and Becky Hill.

We are two highly experienced, Specialist Independent Speech and Language Therapists, members of the Royal College of Speech and Language Therapy (RCSLT), the Association of Speech and Language Therapists in Independent Practise (ASLTIP) and we are registered with the Health and Care Professions Council (HCPC).

We have in the past gained extensive experience working within the NHS Speech and Language Therapy Service (Kate in Dorset and Becky in Somerset). In recent years, we have worked hard to develop our own individual independent practises gaining reputations for providing top quality, reliable services to a number of state and independent schools within Dorset and Somerset.

We have excellent knowledge of assessment and interventions and are committed to developing and maintaining our expertise by regularly updating our skills and knowledge. Our areas of specialisms include developmental language disorder, dyspraxia, autistic spectrum disorder and speech sound impairment however, as members of local and national networks of independent speech and language therapists, we are able to access specialist support for low incidence needs such as cleft palate, Down's Syndrome etc...



Our school service strives to develop a bespoke approach, in partnership with each school which aims to maximise value for money, whilst supporting good practise. We offer a range of services including:

**Assessment:** Advice on suitability for referral, Initial assessment / screening / observation of individuals, Whole class screening eg. on school entry, Review of skills as required.

**Paperwork:** We provide a variety of advice from detailed reports for diagnosis, transition or EHCP applications to short summaries/reviews, Therapy plans.

**Intervention:** We can guide support staff delivering our own or NHS therapy plans by modelling activities and providing training and coaching, 1:1 therapy with individuals, Group therapy intervention for language / vocabulary /social communication.

**Workforce Development:** We can work with teachers to set up communication friendly classrooms / differentiated curriculum delivery, Tailor made inset training, Advice and training on whole school approaches.

**Liaison:** Attendance at meetings, Meetings with parents, Liaison with other professionals.

## Mighty Writer

Fiona McLaren presented the resource, explained how it can be used and informed Headteachers about the prices.

The Mighty Writer process is one centred on a mat that enables children to create or recount their own stories. Around its perimeter are various toolbars, each contributing to the makeup of the tale. The right toolbar contains sculpted punctuation, the left sculpted sentence openers and conjunctions.

The accompanying top tool bars house images linked to a variety of topics and themes, aiding teachers throughout the academic year. A standard set is made up of illustrations depicting locations, living things, objects and environments. Extra themed images on toolbars can be purchased separately. Other topics and themes will be available depending on demand.

Significantly, Mighty Writer equips teachers to demonstrate each part of the writing process - whether it be retelling, planning, editing or creating. They control the type and amount of images within the toolbar, as well as the number of sentence openers, conjunctions and symbols to be included at any stage. A visual aid, Mighty Writer helps teachers focus their teaching accordingly.

The Mighty Writer approach is a visual one, ensuring it is fun and easy to use. That enjoyment will reap instant rewards, as children create stories that not only boast a comprehensive structure but make sense and flow as intended. They can retell their story as many times as they need to - or the teacher feels necessary - until they feel completely at ease with it.

**After the presentation it was agreed to purchase 2 sets of resources per school from the Collaboration fund. The training session will be arranged and involve Reception and Key Stage 1 teachers who could then share their feedback about the resource.**

## West Dorset Schools Collaboration:

Salway Ash CE VA Primary School  
Powerstock CE VA Primary School  
Greenford C of E Primary School  
Broadwindsor C of E VC Primary School  
Symondsburry C of E VA Primary School  
Parrett & Axe CE VA Primary School  
Stickland's CE VA Primary School  
Thorner's C of E VA Primary School  
Charmouth Primary School

Beaminster School

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Our purpose is to enable every young person to access outstanding opportunities to learn.

We believe in the power of learning.

We believe that every young person has a talent that can be nurtured.

We believe that good relationships are built upon respect for themselves and each other.

We believe in equal opportunities for all regardless of ability, race, background, gender or religion.

### What's next?

Inset for all staff in the Collaboration schools on 'The Art of Brilliance' - a positive way to start the new academic year	3rd September
Beach Clean	14th September
Lesson Study, groups planning meeting	24th September
Reasoning at greater depth KS1	25th September
Reasoning at greater depth KS2	4th October
Able Writers Day	18th October
Inset on Attachment Disorder with a presentation by Behaviour Support DDC, in the afternoon 'Verbal Influence' - how to de escalate difficult conversations	26th October