



**Isle of Wight  
Council**



# **Education Matters**

The termly publication from the Education, Inclusion and  
Access Department - July 2024

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## News from the 3rd floor

Welcome to this edition of Education Matters and what an amazing photo on the front cover. This was courtesy of Holy Cross and I absolutely love it.

It's been 5 months since we came into being and what a whirl-wind it has been! It has been busy, but I have loved every single minute of it. You have welcomed me into your schools, and I could not be prouder of the work our school do across the Island.

This edition of Education Matters has a variety of articles from across the education system. I am really excited to showcase Early Years across the Island, with an in-depth look at Holy Cross. This is only a snapshot of the amazing work going on across the Island. I fundamentally believe that if we get it right in early years, we set the right pathway for the entire educational journey of a child.

I introduce the amazing 'One Pagers' by Jamie Clark. If you are not familiar with his work, you should be, it's fantastic and he is so generous with his resources, which he gives away for free.

We have a taste of 21st century pedagogy from Cornerstone Primary school in Whiteley Hampshire.

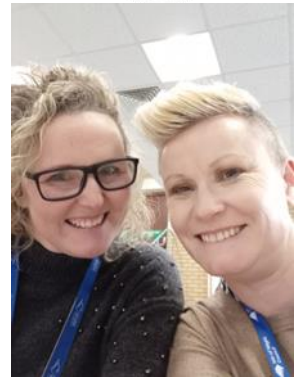
We have developed a very strong working relationship with Creative Island and have several articles about the work they are doing across the school system.

And of course, there is signposting to several great resources, teaching approaches and our very own Hannah Pye talking about the importance of visuals.

Children's Social Care contribute with The Invisible Rock a powerful self-reflection.

If you would like to feature in future editions, get in touch. We would love to hear from you, please email me on [naomi.carter@iow.gov.uk](mailto:naomi.carter@iow.gov.uk)

Naomi



# Walk the Wight 2024

A big thank you to everyone who sponsored us. We raised £2101 pounds for Mountbatten!



## Meet the team!

### **Sarah Linington – Service Manager for school admission and business support**

I am the service manager for school admission and business support, and I am supported by two brilliant teams. Our main areas of responsibility are school admissions, transport eligibility, transport and admission appeals, school census and the summer data collection.



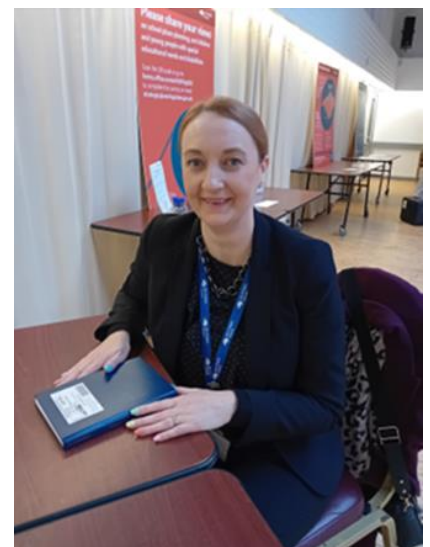
My journey with the Isle of Wight Council started in 1983 at our transport depot located at Whitcombe Road. Over the years I have worked in a school, treasurers, IT before starting in what was the Education Department. We were the first department to get computers. I managed the SIMS team, Education IT and Education data team until 2011 when I started my current role.

Education is where I have stayed, and I am very excited to be part of the newly created children's services team. I have met or spoken to most of you in one guise or other over the years and I look forward to working with you moving forward as we continue to strive to develop our Education journey on the Island.

When not at work I can be found on long walks with several dogs and children or taking a trip somewhere nice.

### **Emma Goldring – Capital Programme Project Manager**

As Capital Programme Project Manager, I always say to people that the job title doesn't really explain my role. Many of you will have been involved with our small but mighty team over the years so I will be no stranger to most of you. Our responsibilities include schools' property maintenance and the delivery of the capital programme for the education estate and school place planning including sufficient provision of early years places, SEND places and wrap around provision in our schools.



I work on the delivery of several projects at any one time ranging from delivery of multi million pounds new build schools, large scale refurbishments all the way down to a faulty boiler or leaking roof.

We have received many weird and wonderful enquiries such as what do I do with a dead fox on the playground? Or we have a power cut do I need to send the children home? I can help, there is no such thing as a stupid question here. I remember one PSBP2 project we had a tight turnaround to move a school into its new build and I remember hovering an entire 2FE school as the cleaners didn't arrive, but we had to open the following day! Back breaking work but we made it happen and will always endeavour to do so. Please feel free to ask us any questions that you are not sure about as we are more than happy to help. Lots of exciting projects coming forward and some challenges to overcome, we are creating change together. See you soon Emma

### **Abbie Cook - Home to School Transport Project Officer**

Hi, I am Abbie and I am the Home to School Transport Project Officer. I have worked for the local authority since I was 16, firstly as an apprentice in the School Reorganisation Team, then in School Admissions before moving to a local primary school as the Office Manager. I joined the School Transport Team in January 2023 after seeing this role advertised and thought 'I think I fancy that' and I am glad I did as I am enjoying the transformational journey that Children's Services on the Isle of Wight is currently on. A recent achievement for our service is the approval of new transport policies for both compulsory school age and Post 16 students that has brought the Council in line with many other local authorities. Our networking has supported us in exploring new initiatives on the delivery of our school transport duties and I am looking forward to progressing our transformational programme and process reviews to ensure we are providing the best services to the Island families.



## Rosie Lister – Virtual School Headteacher

I have been working on the Island supporting care experienced children from the past eight years. I am determined to see our young people, with significant adverse childhood experiences, offered the best education provision and opportunities possible to ensure they can be the best version of themselves.

Before moving to the Isle of Wight in 2016, to take up an education role within children’s social care, I worked in London as a content creator for the BBC before joining the teaching profession within the secondary sector. As a leader within schools, I was privileged to develop pastoral support systems and work with multiple agencies to help navigate young people to make positive choices.

The Isle of Wight Virtual School has developed at pace over the last eight years. We benefitted hugely from the partnership with Hampshire and have a service which continues to reflect, aspire, and grow. The team are exceptional and work tirelessly to see our children and young people prioritised at every opportunity.

The DfE have increased the remit of the Virtual School in recent years with us now delivering services for children in the care of the local authority but also children and young people who have previously been in care, are living in kinship care arrangements or have been open to a social worker in the last six years. The offer for children and young people within these groups is, rightly, different – please do e-mail [virtual.school@iow.gov.uk](mailto:virtual.school@iow.gov.uk) if you would like more information.

We are here to support you to support our children and young people in the best way we can – if you need support, have ideas or want to let us know about one of your amazing young humans please do get in touch – it would be our pleasure to work alongside you.



## The importance of physical challenge in the EYFS in readiness for Year 1



I have spent almost my entire teaching career working in the Early Years Foundation Stage, and a significant part of that as a teacher in several large, maintained nursery schools in Yorkshire and Lancashire. Prior to moving to the Isle of Wight in 2011, I had the privilege of working for seven years in a Nursery School and Children's Centre in Burnley, which was widely regarded as a centre of excellence for early years, and consistently graded as outstanding by Ofsted.

My headteacher at this school was a vociferous and passionate advocate of all things early years and actively valued and encouraged all staff's CPD, (at a time when budgets were far less constrained than they are now!). My nearest training hub was the much-respected Early Excellence Centre in Huddersfield, where I gained a wealth of valuable knowledge and a deeper understanding of how young children learn and what a crucial part their environment has to play



in their development. When I started in my role as EYFS lead teacher at Holy Cross Catholic Primary School in East Cowes in 2020, my starting point in terms of environment was very much a blank canvas, coming into school in the midst of Covid, when resources and equipment were pared back to a minimum due to the risks of infection. However, this very much provided me with a 'clean slate' to work with, both indoors and outdoors, and since we started on our journey to develop our provision, our GLD results have risen year on year, being considerably above both national and Island average, which we believe is a validation of the significant changes we have made.

As we know, children's core strength is key to subsequently developing and refining their fine motor skills and so, with the help of the site manager (also my husband, usefully!) we set about designing and planning some large-scale structures for the garden, to help build this vital core strength. We now have an extensive sand pit, measuring almost 3 x 3 meters, which the children can sit inside to dig, sculpt and build. It contains adult sized buckets, spades and other tools, which require greater strength to fill and move. It is a valuable social space too, as its size permits lots of collaboration and shared narratives.

To help strengthen and develop those all-important shoulder and arm muscles, we have a large water pulley system, with adult buckets for children to fill and heave to the top of the frame. Into this we routinely add a variety of additional resources, such as small balls with our latest 'tricky' words written on them, or dot patterns for subitising. Our climbing wall and rope ladder also





provide much needed opportunities for children to develop and strengthen muscles in their arms and legs, and movable resources such as wobble boards and stilts promote children's balancing skills.



We value open-ended resources, as children can design, build, test and refine their ideas, both independently and within a group. Amongst our array of logs, planks, tyres, guttering and crates, we offer real objects such as steering wheels from old cars, go-kart wheels and even the old seat pads from the staff room. Often, these items offer a starting point for children's creativity, and they have access to graph paper and clip boards to plan out their design, and toolboxes containing real tape measures, goggles, and ear defenders, which they can transport to the area they are working in.



The children's independence is something that we encourage and promote right from the outset. Each area of the classroom, both indoors and outdoors, is modelled by our early years team when the children first start school in September. We carefully demonstrate how to use all of our resources, from the sellotape dispenser, to the hole punch and treasury tags. We show the children how to load an appropriate amount of paint onto their paintbrush and how to spread PVA glue with a spreader. We demonstrate how to put on and take off painting and water aprons, and model where to hang them and how to ask each other for help if needed, rather than coming to an adult. Our home corner is also modelled, with myself and the teaching assistant acting out roles and familiar scenarios, giving



the children initial ideas for shared narratives and a scaffold from which to extend their imaginative play.

By demonstrating very clearly and repetitively how to use the resources, we are building on the children's independence from the very start. They can easily locate and select the resources they need when planning their learning, and they can take ownership of their environment and feel motivated to move their learning forward. When children have access to time, resources and confidence in their own use and control of equipment, they can immerse themselves in far deeper learning and experience joy and satisfaction in their achievements, which inspires a desire to achieve even more.

Sarah Wild - EYFS Lead at Holy Cross Catholic Primary School, East Cowes

## Transforming education



Coming soon! We are launching our Transforming Education pages on the Learning Hub, very soon. This one stop shop will house all of our resources to support the school system, from publications, parent and carer guides and training resources.

This resource is free for schools to access and will have all resources that we devise for you hosted on it, including all the Transforming SEN resources and online courses.

We will be added resources to this page and will let you know, but make sure you check it

out and let us know if you think there is something else, we could add.

## Interview with Jamie Clark, author of 'Teaching One Pagers'

Jamie thank you for taking the time to answer a few questions for us. I know the teachers, leaders and support staff on the Isle of Wight would love to hear from you and how they can benefit from your insights and support children and young people across the Isle of Wight with even better teaching.

First of all, for those of us who don't know you, can you tell us a little about yourself?



I am an experienced English teacher, school leader, and educational information designer based in Perth, Western Australia. I am passionate about teaching and learning, instructional coaching, and enhancing students' lives through research-based, high-impact practices. My best-selling book, 'Teaching One-Pagers,' released by John Catt Educational in May 2024, offers a collection of evidence-informed summaries designed to provide teachers with valuable insights to support their professional development.

Before we start, I have to say a huge well done on Teaching One Pagers, what a great book and what a fantastic resource for teachers, leaders and for schools. It is easily assessable visually great and distils the most complex research into digestible chunks. I would expect a copy to be in every classroom and on every school's CPD library. I love the way you have broken down concepts into four clear parts: evidence informed ideas, easy to access information, prompts and cues and bite-sizes strategies. It makes it easy to navigate through the book.

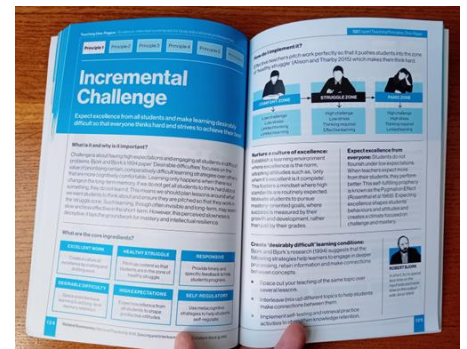
You've been incredible generous with your resources, giving your posters away on your website for free – [Posters — Jamie Clark \(jamieleeclark.com\)](https://www.jamieleeclark.com) and sharing content on social media, [why is this?](#)

I love sharing good practices with fellow educators and engaging in professional dialogue. I freely share the posters on my website to spread the word about edu-research and its potential to transform the lives of young people through great teaching. I am also passionate about design and enjoy crea9ng visually appealing, easy-to-understand resources that make complex information accessible to everyone.



What's your ambition for your work and what do you hope your work achieves?

My ambition is to inspire teachers to reflect on and make small adjustments to develop their practice, ultimately improving learning outcomes for all their students. I hope my work attracts more educators who may not be familiar with edu-research to engage with the most important ideas. Bite-sized professional development makes it easier for busy teachers to digest and implement these ideas effectively.



How long does it take you to create a one-page summary, and how do you go about it?

Over the past eighteen months, I've taught myself how to use Adobe Illustrator and InDesign which has helped to increase the overall quality my work (before that I just used Keynote or PowerPoint!). Nowadays, a one-page poster can take up to a week to design which includes illustrations, research and adjusting the layout and text. I normally start by sketching out a basic layout and writing a brief (a side of A4 with the information I will include) before moving to my laptop.

What gave you the inspiration to create 'Teaching One-Pagers'?

In 2022, I introduced the concept of one-pagers into my school, which resulted in sky-rocketing engagement from teachers with key evidence-informed ideas. Shortly after, I shared these summaries on X and was blown away by the response—one post on Modelling and Thinking Aloud received nearly 1000 reposts! Since then, I've been driven to create, translate, and share educational research in ways that help reduce cognitive load and distil educational information into its purest form. The book was a natural progression, inspired by other publications such as 'Teaching WalkThrus' and 'Organise Ideas,' which also utilise information design to make complex concepts more accessible.

Who is the book aimed at?

The subtitle of the book is 'Evidence-informed summaries for busy educational professionals. I chose the phrase 'educational professionals' deliberately because the book is designed for individuals at all levels of their careers—from Newly Qualified Teachers (NQTs) and Early Career Teachers (ECTs) to seasoned educators and school leaders looking to refresh their pedagogical

knowledge. Essentially, it's an educational compendium for anyone committed to improving their practice and staying informed about key evidence-based ideas in education.

How do you suggest teachers use the book to improve their practice?

On an individual level, the book helps educators reflect on their practice, build pedagogical knowledge, and prompt professional conversations. They can be shared easily with colleagues or used in department meetings to facilitate deep discussions about teaching and learning. Ultimately, the summaries enable educators to develop a shared understanding of the research and prompt them to take meaningful action.

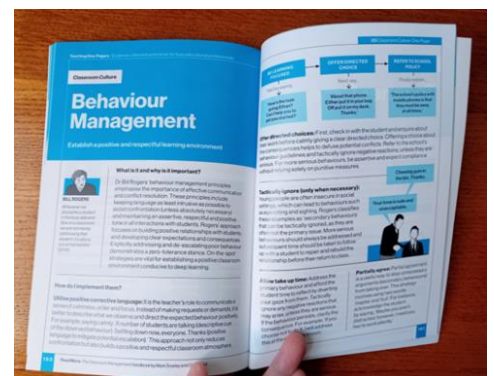
How would you suggest a Teaching & Learning lead use it to improve teaching and learning across their school?

'Teaching One-Pagers' is also designed to support schools with their whole-school professional development programs. For instance, one-pagers serve as effective tools for instructional coaching meetings or for developing staff 'playbooks'. These one-pagers can be organized into curated collections to help educators or teams achieve common goals. For example, if a school identifies a lack of engagement as a common learning challenge, they can use one pagers focused on accountability strategies—such as 'Cold Calling', 'Think-Pair-Share', and 'Mini Whiteboard's'—to set goals and drive improvements.

What do you think is the most important aspect of the book?

The most important aspect of the book is its simple and intuitive structure. The one-pagers are organized into three key collections: 'Learning and Memory', 'Expert Teaching Principles', and 'Classroom Culture'. Each collection targets crucial areas of educational practice, offering evidence-informed summaries that are both easily accessible and practical for educators, regardless of their area of expertise or level of experience.

This structure allows teachers to quickly find the information they need without unnecessary clutter. Another important aspect of the book is its use of visuals to guide readers' attention to the most critical information. The use of diagrams helps convey complex ideas more quickly and efficiently than text alone, making the content even more effective and user-friendly.



## What's next for Jamie Clark?

There's more to come from 'Teaching One-Pagers'. I'd like to write another volume and develop the book into a series. We'll see what the future brings! In the meantime, I will continue to share FREE one-page posters!

Lastly what would be the best advice for improving teaching that you would give to an ECT, experienced teacher and leader of teaching and learning?

ECT: Practice, practice, practice! As an early career teacher, it's essential to be persistent and refine your use of evidence-informed strategies over time. Don't be discouraged if a strategy doesn't have an immediate impact. Seek feedback by asking a trusted colleague to observe part of your lesson or record yourself implementing a strategy. Use this feedback to make incremental improvements.

Experienced Teacher: Never stop learning! Even with years of experience, there is always room for growth and improvement. Revisit and refine old strategies, and stay informed about key research, such as insights from cognitive science on how learning happens (check out Daniel Willingham's *Why Don't Students Like School?* as a starting point!). Additionally, be proactive in sharing your knowledge and expertise with others to help create a collaborative and continuously improving teaching environment.

Leader of Teaching and Learning: Be realistic! Change doesn't happen overnight. Building a thriving teaching and learning culture is challenging and takes time. Start with quick wins, such as promoting good practices through one-pages newsletters or staffroom e-boards. Build trust and autonomy by allowing teachers to choose their own professional development pathways, such as through instructional coaching programs. Finally, ignite conversations about teaching with colleagues and create forums and platforms for sharing good practices. Consistent, small steps will lead to significant, long-term improvements.

Can I just say a huge thank you, I really appreciate you taking the time out of your busy schedule to answer my questions. I know everyone reading this will enjoy reading your book and if you are ever visiting the UK, the Isle of Wight would provide you with a very warm welcome and an ice cream on the beach.

Naomi Carter was talking to Jamie Clark, educator, designer, content creator and author of 'Teaching One Pagers', which can be purchased at all good bookstores.

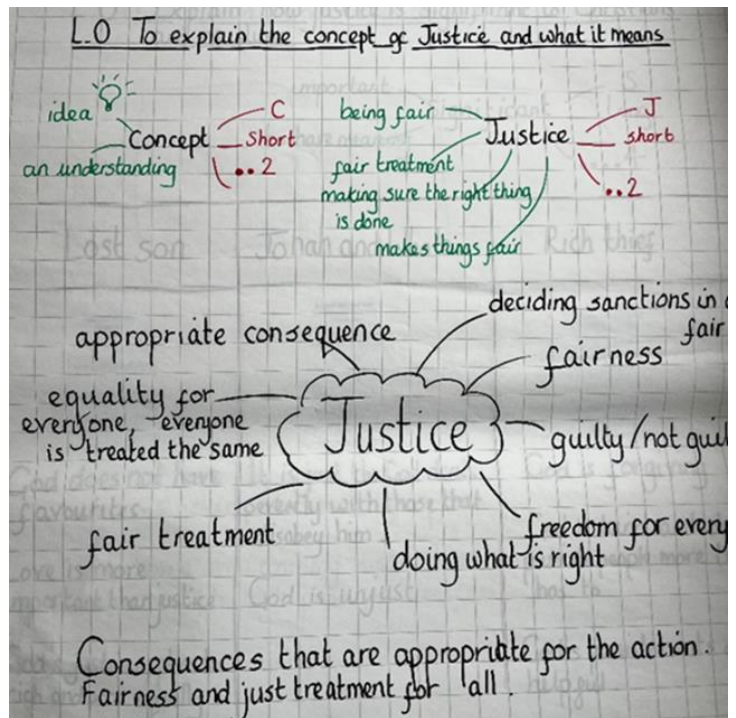
# The importance of being visual

I wouldn't be able to call myself a Speech and Language Therapist if I didn't continuously talk about the importance of visuals to support pupils with speech, language and communication needs in different aspects of their learning and life. Visuals however aren't just for those with special educational needs and classrooms that utilise visuals to breakdown vocabulary, support sentence / paragraph construction and the understanding of

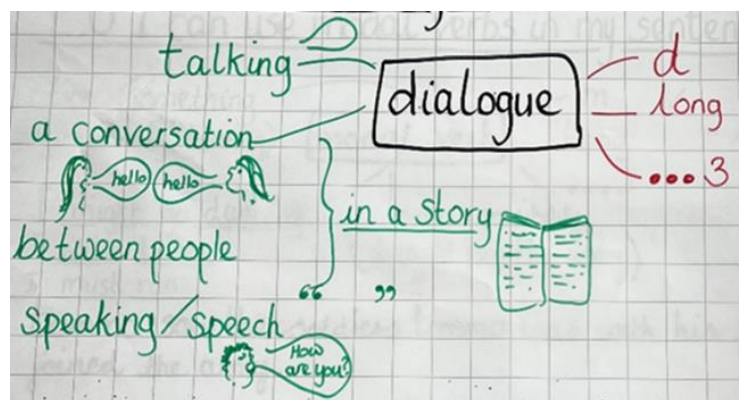


tasks will be supportive and inclusive to all. Using visuals are a key component in supporting independent learning and lessening reliance on adults repeating instructions and expectations within a task.

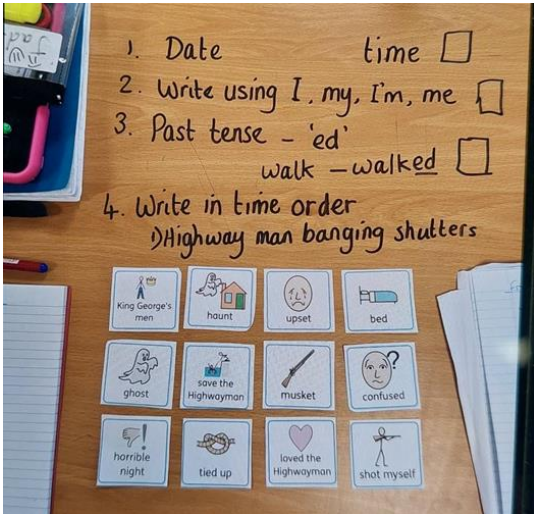
Verbal instructions disappear as soon as they've been uttered but using visuals enables students to check back with regards to what they need to do and in what order. Using visuals in this way models important life skills linked to organisation and the use of strategies that can help us all in our daily and working life as adults.



Leyla Gambell recently wrote an article in the TES magazine ([How task boards help independent learning | Tes](#)) encouraging teachers to have whole-class task boards in the classroom setting to support all learners. Her article acknowledges the challenges that schools are facing when being asked to provide visuals for individual learners when there may be only one adult in the classroom at the time. The use of whole class visuals are key in ensuring that the provision needed for those with additional needs is in place as well as being helpful and supportive to all.





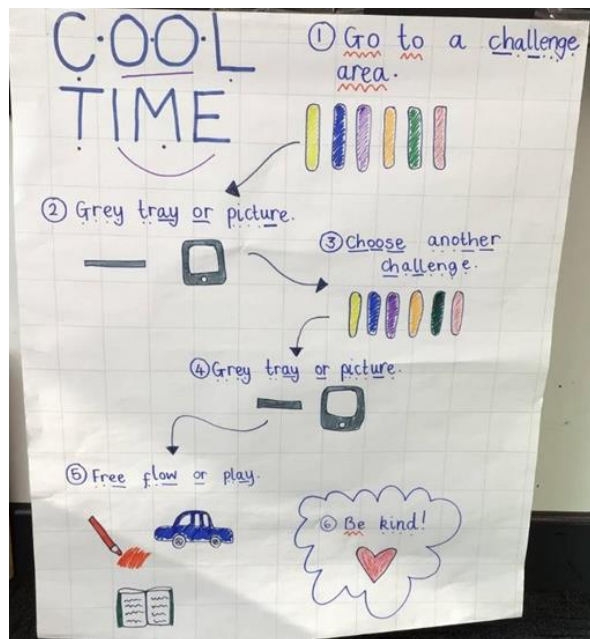


There is some good practice in Island schools in terms of the use of visuals to support learners which we want to share. Sarah Bohn (LSA at Broadlea Primary School) has been using a flip chart to ensure that the group of children she supports in class understand the key vocabulary within the lesson through supporting both the meaning and sound information of the word (“green for what you mean, red for what is said”). Sarah said the following about her use of visuals as part of her practice:

“Initially I was daunted at the prospect of implementing a whole new ‘visuals’ concept. It was like learning along with the children but it’s been such a positive experience for both myself and them. It has become an invaluable tool in supporting the children’s understanding and learning and so rewarding to see their confidence grow, as has mine. Tasks that would have overwhelmed the children before, they now tackle with enthusiasm and growing knowledge. I will most definitely continue to use this in my practice as I’ve witnessed first hand the positive impact it has made.”

At Godshill Primary school staff have used the desk in front of the pupil to explain what was required of them within the task including encouraging them to tick off steps of the task as they have been achieved.

Following a training from the Schools Speech and Language Support Team, the then Year 1 teacher at Gurnard Primary school implemented a “Cool Time” visual to help all the children in



the class understand what they needed to do within the session.

Supporting and encouraging all staff in schools to become more confident in the dynamic use of visuals within the learning environment is a key aspect of classroom support that will really make a big difference to all students and the staff that support them.

Article by Hannah Pye, Speech and Language Therapist, Schools Speech and Language Support Team.

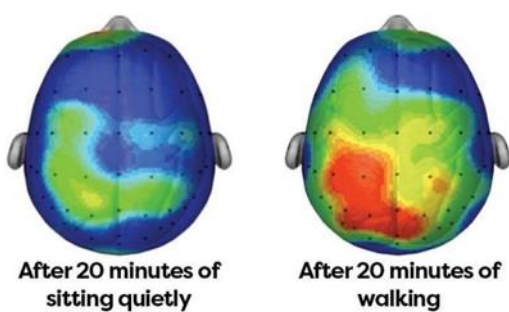
## Early years – moving on to year 1

Transition from Year R to Year 1 presents a challenge to schools year on year. Children seem to struggle with this transition more than any other. With the level of need in our current Year R cohort, and a greater focus placed on the development of the prime areas of learning, getting this transition right for our children has never been more important.

As a wider Early Years Team, we meet regularly throughout the year to share good practice at our networks, briefings, and open evenings. Our recent Year R network at Carisbrooke Primary, celebrated the seamless and developmentally coherent transition the school has created for their children moving on to Year 1. As always, we value the high level of engagement of teachers at these events. Opening this network up to Year 1 colleagues, successfully supported professional discussion across school teams.

Typically, when children transition to Year 1 there is a sudden shift in curriculum expectations, teaching practices and learning environment. Children experience more adult directed and formal whole class-based learning. Physically and cognitively, there is very little difference between a five- and six-year-old; so why does the pedagogical approach to learning change so much? Developmentally nothing spectacular happens to a young child over the summer break at the end of the EYFS. In fact, it is from the age of seven significant change occurs in the brain, when metacognition skills develop and both thinking and feeling get a major overhaul.

The way young children's bodies develop means being still actually tires them out more than physical activity. Learning experiences in Year 1 tend to be more sedentary and yet sitting still is one of the hardest physical skills to master. With this expectation embedded in current practice,



Research compliments of Dr. Chuck Hillman, University of Illinois

Running before you can walk...

*Trying to speed learning over unfinished neuron systems might be akin to racing a limousine over a narrow path in the woods. You can do it, but neither the car nor the path ends up in very good shape! Moreover, the pressure that surrounds such learning situations may leave permanent emotional damage.*

Jane Healy, *Your Child's Growing Mind*



children can become distracted, lose concentration, and instead focus all their energy on controlling their muscles to keep still.

Cognitive and physical development are intrinsically linked, and young children are biologically programmed to seek out movement to support their developmental stage.

The sudden shift in expectations in Year 1 can impact negatively on self-esteem, manifesting in challenging behaviours. At ages five to seven, children's learning and intellectual development remain inseparable from their emotional development. High self-esteem and feelings of self-efficacy are strongly related to educational success.

In the EYFS the characteristics of effective learning lie at the heart of the curriculum. We champion independence, resilience, creative and critical thinking. In theory Year 1 children should be twice as independent as their peers in Year R.

When we talk about making changes to Year 1 practice, building on elements of EYFS pedagogy, the fundamental concern expressed by teachers is curriculum coverage, whilst senior leaders often perceive a negative impact on quality and standards.



At Carisbrooke Primary developmentally appropriate provision meets the needs of Year 1 children. The EYFS and Key Stage 1 (KS1) Lead explains that rather than being a barrier to curriculum coverage, zoned provision actively supports coverage and depth of understanding. Provision lends itself seamlessly to enhancing the wider curriculum and provides more opportunities for children to apply their skills in different contexts, securing the learning.

Well planned provision enables children to rehearse, repeat and consolidate taught skills. Exploratory experiences within the provision are used flexibly to address potential misconceptions before structured inputs. Having prior knowledge to draw on makes learning more likely to 'stick'.

Practical first-hand experience is a primary way of reinforcing memory and learning. Unless something makes sense, it cannot find its way into long-term memory. Meaningful, relevant experiences give children more anchor points. Overloading cognitive capacity won't embed learning.

The school has been innovative and creative, planning a rich curriculum, balancing child-led learning alongside the demands of more formal teaching focused on literacy and mathematics.

Expectations are high. Enhancements and activities are linked directly to the Year 1 curriculum and learning intentions are clear throughout. Children challenge themselves, reviewing, revisiting, and





adapting their learning. Play and exploration is not seen as a break from learning or a bolt on to learning.

The school has adopted a blended approach, considering which concepts need to be directly taught, which would benefit from prior experience, which need to be consolidated and which can be met through enhancing the provision.

Such a learning environment supports higher level social skills where children can collaborate, share ideas, co-operate, take turns, solve problems, and learn to compromise. Children talk more, are more relaxed and willing to have a go.

With this pedagogical approach, standards have maintained, whilst the quality of learning

experience has significantly improved. The most compelling evidence is reflected in children's attitudes and dispositions to learning. Children continue to demonstrate high levels of engagement, confidence, and motivation.

Children are fluent writers and choose to write all the time. Those who did not attain the Early Learning Goal (ELG) for writing in Year R, have thrived with the coherent provision in Year 1.

In conclusion, what is deemed to be developmentally appropriate practice in the EYFS remains every bit as developmentally appropriate in KS1. As a sector, surely it is time to review the mismatch between historic practice and increasingly evidence based pedagogical understanding of what is best for young children.

Many thanks to Carisbrooke Primary for sharing their inspirational practice.

Article this was written by Caroline Ardley – Early Years Advisory Teacher, in our Early Years Advisory Team

# New strategic developments at the Island Learning Centre



The Island Learning Centre is a Pupil Referral Unit providing specialised alternative provision for some of the most vulnerable students aged 11 to 16.

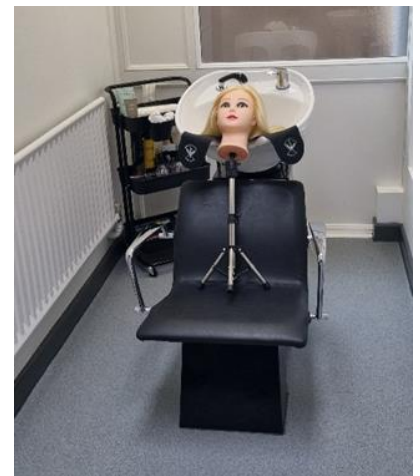
In June, the centre marked the completion an exciting three-month refurbishment. Staff, members of the Management Committee, Local Authority officers, Councillors and invited guests all joined together to celebrate the opening with a ribbon-cutting ceremony.

The Isle of Wight Council project, led by Emma Goldring (Strategic Development) has seen areas of the site previously used as a Primary provision receive the makeover treatment, with new fixtures and fittings, as well as modern decor and a fresh coat of paint. Areas of the school have also been reconfigured and adapted to meet the evolving needs of the school's students. There are now specialist areas for the pupils to learn new skills, including a general maintenance workshop, a dance studio, hair salon and a life skills area with a kitchen and dining space.



The work was undertaken by MCM Construction, a local Island company based in Newport.

The areas will help support children reintegrate back into Education, providing a more vocational curriculum and supported pathways into adulthood.



# Creative approaches to KS2 geography curriculum project and CPD opportunity



This spring the Cultural Education Partnership brought together schools and cultural partners to collaborate on a pilot project, intended to produce a more engaging and creative approach to the KS2 Geography curriculum. With a co-creative approach, the team could develop a resource with legacy for island schools to take forward and use year-on-year.

The project ensured each pupil involved was able to access a trip to an Island heritage site (Carisbrooke Castle Museum and The Classic Boat Museum) to launch their project and gain a bronze Arts award for their participation. As if this wasn't enough, the project also required the children to compare the Isle of Wight to an area of the Ukraine. An Island in Zaporizhzhia called khortytsia and the children were able to learn about this region and send questions to the children from a school there. Some of the children were even able to take part in a zoom call with these children and as a result, Barton primary has developed an ongoing relationship with the school in Khortytsia and will now have regular pupil sharing sessions with them.

The CEP and Cultural organisations involved will be delivering a free CPD session for teachers. The session will pass on the wonderful skills and resources used in the curriculum. With over 20 teachers signed up to join us we are hoping for a dynamic and fun session!

Huge thanks to the schools and cultural organisations that took part: Freshwater and Yarmouth Primary, Summerfields Primary and Barton Primary. The Cultural Organisations were: New Carnival Company, StoneCrabs Theatre IW Music Hub, Museums and Schools Programme and English Heritage.

If your school is interested in getting involved, please get in touch and we can discuss a CPD event for you and your staff.

[claire@creativeisland.org](mailto:claire@creativeisland.org) The Cultural Education Partnership is part of Creative Island, the Cultural Development Agency for the Isle of Wight.



## Future creatives careers week 2025!

The Cultural Education Partnership will be returning with its Creative Careers week 'Future Creatives' this 3rd to the 7th of February 2025. Many of last year's creative individuals and organisations are keen to take part again, with new and exciting workshops in the making! As well as a host of new partners ready to contribute to an even broader programme of events for all our Island young people.

If you are a Primary, secondary or Post 16 provider, or a home educator who thinks they might like to get their learners involved, please get in touch. ([claire@creativeisland.org](mailto:claire@creativeisland.org)) You can click on the following link to see what last year's line-up looked like. <https://iwcep.co.uk/creative-careers/>



**CREATIVE  
ISLAND**

**CULTURAL  
EDUCATION  
PARTNERSHIP  
ISLE OF WIGHT**



## Our school creates – developing a creative curriculum for Isle of Wight young people



The Arts Council for England have invested in the Isle of Wight Cultural Education Partnership (IWCEP) to work with 3 Island Schools to explore the creativity of their curriculums and how a more creative curriculum can be used to help schools to address their overarching ambitions.

The 'Our School Creates' project will use the Arts mark framework as a guide to good practice and place an 'artist in residence' in each school over the next academic year to test and deliver a set of ideas that add value to each school's creative offer and help to address other areas such as literacy and oracy in a more discreet way.



The 3 artists – chosen because of their practice and understanding of the needs of schools – will be able to bring in additional provision to the school (artists / resources / opportunities) and therefore be able to address the needs of the students and locations of the schools involved.

The schools we will be working with are Ryde Academy, Dover Park Primary and Brading Primary, working with 3 Isle of Wight theatre companies: Horse Box, StoneCrabs and Wonderfell. The approaches and provision will not be exclusively theatre based but explore a wide range of strategies that may suit the individual schools.

Through this project the Arts council hope to discover how they can work in a place-based way, using the Artsmark Framework as a tool to support the cultural & creative learning of children and young people in schools in Priority Places.

The IWCEP hope that following this project they can continue to support schools with provision in-correspondence with the research outcomes and that each school will be able to report measurable, positive outcomes from any new practice established. Longer term we hope that these outcomes can be communicated and transferred into the practice of other Island schools.



## The invisible rock

This is a positive reflection from a young person on how he has turned his life around. It was obvious how the offence had impacted him and his mum, and the genuine remorse he had for his actions and the effect on his mum.

In this instance the impact on him was very special. He was moved to tears when he read the final version; he said he would read it often to remind him of how far he has come.

The young person was so insightful when he stated that he must have tripped over an “invisible rock” as there was nothing on the path when he was running away; we spent time reflecting on how this “invisible rock” changed the road he was travelling. I hope we can all be that invisible rock for the young people we work with and help them recognise that we can help them change the road they’re travelling down.

I enjoyed primary school and Year 7 at high school, but it was different after lockdown. I found it hard to work during lockdown and didn’t do any schoolwork. When I went back In Year 9, I felt like I didn’t care about school. I kept getting detentions for silly reasons and then isolations and the more that happened the more I had missed in lessons and didn’t know what was going on. I wasn’t disrespectful to staff but was chatty and laughed a lot. I started going in only for maths and English lessons and sat in a classroom where I wasn’t taught but just had to complete past exam papers. I didn’t care about school at all and started mixing with others who didn’t either. There was a group of us, and we all ended up hanging around together. Some days I’d jump the gate just to get into school to meet my mates, and then jump the gate after lunch.

I tried a joint in Y11, then ended up trying some more and then ended up buying it to share with others, and then ended up buying it and smoking joints on my own in the evening when mum had gone to bed, as well as with friends. I don’t think I was addicted but I smoked it most days. I’d do odd jobs for money so I could buy it and ask mum for money for lunch but spend it on weed.

I loved football and had always played. I played for the school football team too, but as my attendance was so low, they wouldn’t let me play on the school team anymore, so I gave up playing football after that.

I was looking forward to Prom and arrived in a limousine with my mates but when I got there the teachers came over and told me I wasn’t allowed to go. I was angry and really embarrassed. It wasn’t how I’d imagined finishing school.

In the summer holidays, I hung around with my mates and we smoked weed. One day, we'd met up to go shopping in town, I was going to buy some new trainers with my birthday money. We were hanging around smoking a joint when we saw the police arrive. They told us there had been reports that we were smoking weed and told us to sit on the bench so they could search us. We thought we could get away and we ran away from them. I'd nearly got away when I tripped and fell. The police got me and arrested me. They took me to the police station, and I was put in custody – it was scary. Before I was arrested, I thought it would never happen to me! I couldn't believe I was in a cell and the realisation hit me that I was in trouble. My mum came down and sat with me and she was disappointed and upset with me. I'd never been in trouble with the police before. I was released under investigation – it was scary knowing it was out of my hands and not knowing what the outcome might be. The police thought I'd been selling drugs as I had my birthday money on me to buy my trainers.

I had a place at college on a plumbing course due to start in September, just after my arrest. I started and I loved it straight away. I am retaking my maths and English too. It's a different atmosphere at college, you are treated like an adult and must take responsibility for your attendance and learning. I made new friends on my course and hang around with them in college and outside. I keep on top of my work and am passing my assessments. I want to complete my plumbing course and then study to be a gas engineer. I am working hard to pass my maths and English as I don't want to have to retake them again.

I have joined an adult football team and am loving playing football again. I train twice a week and play in a match at the weekend, sometimes on the mainland, and I'm looking forward to being part of the beach football team this summer.

If I had to give advice to anyone else who might be following my path, I'd say:

1. Don't be an idiot and do stupid things.
2. If school isn't working out for you, college is really different.
3. Don't start smoking weed – it's not worth it!

Looking back, I wish I had made better choices, but I'm grateful for the lessons I've learned and I'm grateful for "the invisible rock" that tripped me up that day and changed my path!

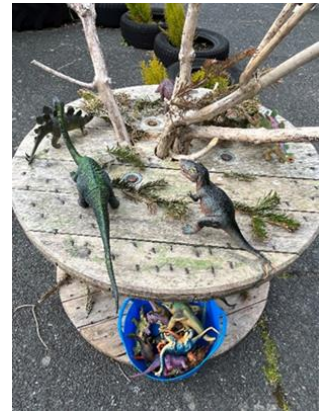
I feel like this program has been very beneficial for me. It has helped me realise and understand the situation I'm in a lot better and made me realise the change I have made was for the good.

## Early years environments

Children only get one childhood, and getting those precious early years right is crucial. In their first three years, children develop physically, cognitively, and emotionally at a faster rate than at any other time in their lives. Our Island Early Years settings are dedicated to supporting children. Skilled and knowledgeable practitioners provide engaging activities they adapt their approach, tailoring activities, and experiences, to meet the individual needs and interests of each child, supporting their progress and development across all areas of learning. We as early advisors are privileged to support the settings to do this.

Environments are key in early years settings they must be stimulating and well-resourced play-based learning environments, where children can explore, investigate, engage in purposeful play indoors and outdoors. Providing a rich and varied range of play opportunities that promote creativity, problem-solving, and critical thinking skills.

Look at what's on offer...

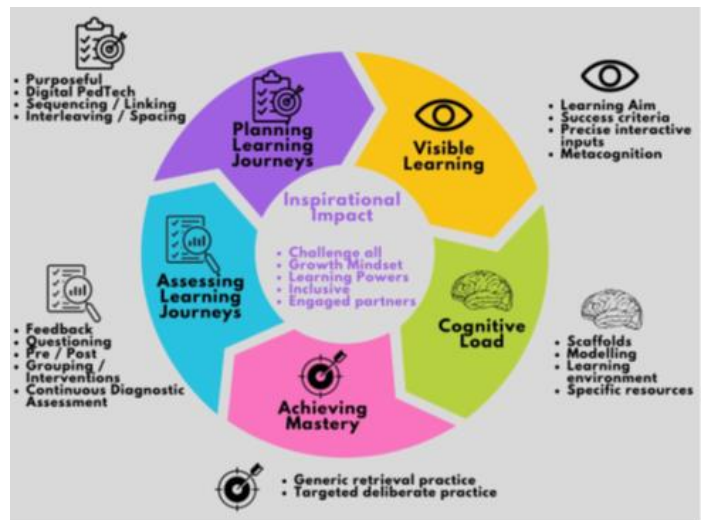


# 21st century pedagogy at Cornerstone Primary School

## Vision

As a school we our aim for our teaching for learning approaches to:

- Be irresistible, challenging and promote choice
- Empower all learners (children and staff) to be the best they can be
- Be collaborative, encourage curiosity and self-discovery and Transform lives



We believe that effective pedagogy needs to be a continual and evolving process: and that as a school and a team of professional learners we need to be internally critically aware and always open to external evidence.

As a whole staff team we collect, discuss and agree a range of examples of how these aims are implemented in our everyday practice. These can be viewed with this link:

[🔗 Inspirational Cornerstone – Inspirational Teaching and Learning](#)



## Evidence Informed Education project

We ran our own whole staff Evidence Informed Education project in 2022-2023.

This involved a series of professional discussions exploring a range of education research. This included thinking and research from the Educational Endowment Foundation; Dylan William; John Hattie; Rosenshine; Evidence Based Education; and Jade Pearce...

You can read summaries of some of this research in this blogpost:

[🔗 Book summaries](#)

We reviewed our Teaching for Learning Foundations(T4LF)(which are the key elements identified to be embedded into our regular classroom practice and evident in impact on learning / pupil outcomes in all areas of the curriculum to





ensure consistent good quality of teaching and learning) as a crucial section of our Teaching for Learning policy. The policy also includes links to all the research we explored.

You can read more about the process in this blogpost:

🔗 [Teaching for Learning 2023](#)

We have also worked with our children in their Pupil Voice Groups (all children in the school) to explore:

- What makes a great learner?
- What attributes are key Learning Powers?
- Evaluating the impact of our Curriculum

You can read outcomes from these and other discussions with this link

🔗 [Pupil Voice Groups website page](#)

You can view our updated Teaching for Learning policy based on the work of this project on our Curriculum website page with this link:

🔗 [Cornerstone Curriculum website page](#)


### **Digital Cornerstone**

As part of our development of both our professional understanding and practice of 21st century pedagogy we have developed our use of a wide range of digital technologies.

This has been linked to our growth as a [Microsoft Showcase School](#) and a joint partner as [Hampshire EdTech Hub](#). In both roles we support staff and learners in other schools as well as our own.

You can view a range of webinars, interviews and Mini CPD videos we have created on our YouTube channel with this link:

🔗 [Digital Cornerstone YouTube Channel](#)

You can listen to a range of pupil podcasts about different aspects of our school with this link: 

[Pupil podcasts](#)

## 21st Century Learning Design

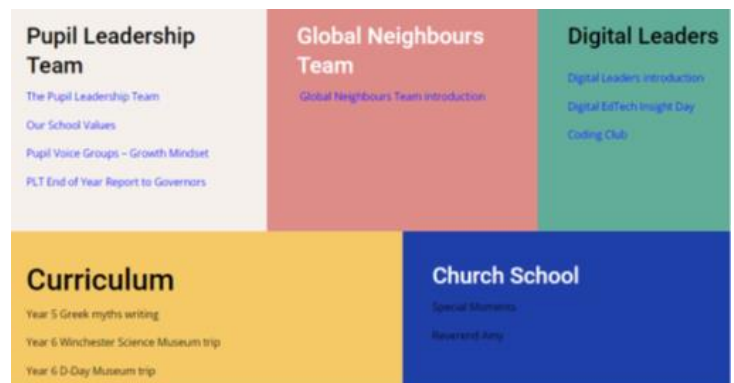
Within our professional development programme many of our staff have completed the 21st Century Learning Design (21CLD) pathway on Microsoft Learn.

The pathway can be found at this link:

 [21CLD Learning Pathway](#)

It explores research behind and offers practical suggestions about the following aspects:

- Knowledge construction
- Collaboration
- Communication
- Real world problem solving
- Self-regulation
- ICT for learning



As a school we have led training on 21CLD a recording of which can be viewed here:

 [Primary 21CLD](#)

## Team Digital Cornerstone

Returning to our aims and our view that as staff we are all professional learners, we have as a staff team created a wide range of Case Studies and other resources to share how we use a range of digital tools and enabled thinking to enhance teaching and learning and empower our collaboration, communication and continuing professional development.

These Case Studies can be viewed here:

 [Team Digital Cornerstone Primary Case Studies](#)

## Contact us

If you would like to contact us to discuss or further explore any aspects shared in this article, please contact us via [adminoffice@cornerstoneprimary.hants.sch.uk](mailto:adminoffice@cornerstoneprimary.hants.sch.uk)

Tim Clarke – Headteacher

# Using apprenticeships in schools

We often focus on the teaching assistant, teaching and administration apprenticeships when thinking about how we can use apprenticeships in school, but there are several apprenticeship programmes which could be used to develop staff skills.

Here are links to some of the apprenticeship programmes that could be of interest to schools.

PE, Health and Wellbeing and Community

- [Community health and wellbeing worker Level 3](#)
- [Sports coach Level 4](#)

Outdoor Learning, Forest School

- [Outdoor learning specialist Level 5](#)

Pastoral Support

- [Children, young people and families practitioner Level 4](#)
- [Early intervention practitioner Level 4](#)
- [Play therapist Level 7](#)

Academic Support

- [Library, information and archive services assistant Level 3](#)
- [Career development professional Level 6](#)

Facilities

- [Property maintenance operative Level 2](#)
- [Facilities services operative Level 2](#)
- [Facilities management supervisor Level 3](#)

Senior Leadership

[MSc Senior Leader Degree Apprenticeship | University of Portsmouth](#)

There are training providers who specialise in schools and education focussed pathways for apprenticeships. It is important that you check with providers that the programme they deliver is right for your setting.

If you would like further information, have any questions, or you would like to arrange a meeting with us you can contact the Apprenticeship Team at [iwcapprenticeship@iow.gov.uk](mailto:iwcapprenticeship@iow.gov.uk)



## Children’s social care

We are working far more closely with Children’s Social Care and are ‘Creating Change Together’. This is already benefiting our services and we are gaining a much better understanding of each other’s work.

Social Work England – the regulator for the social work profession in England – has launched a new campaign, calling on the entertainment industry to Change the Script to more accurately reflect the reality of social work.

- The Change the Script campaign, follows the release of research by YouGov, on behalf of Social Work England, which highlights perceptions of social work in society and amongst social workers themselves.
- Media negativity, including representations of social workers in entertainment and the media, is a theme throughout. Social workers frequently play roles which might appear intrusive and neglectful, which leads to perceived negative outcomes for the people they’re supporting. These portrayals are often inaccurate, and many social workers believe the storylines are contributing to mounting recruitment and retention challenges in the profession.
- The professional standards for social workers reflect the value and diversity of the social work practice and the positive impact they have on people’s lives, families and communities.
- Change the Script aims to raise awareness of the consequences that negative depictions of social workers have on society and seeks to tell the real story of social work to transform opinions of the profession.
- Find out more about social work and how you can support this campaign by visiting: <https://www.socialworkengland.org.uk/about/about-social-work>

Let change the script for social worker in society!



## Libraries and heritage service



### Isle of Wight Libraries

The Isle of Wight Council look after 6 local libraries and support a further 5 community libraries. Our local libraries provide lifelong resources and support for communities, from rhyme times for babies to providing study spaces and clubs for teenagers.

### Bring your class to the library

We welcome local schools to our

libraries and can support free class visits to our sites; introducing our spaces and resources to young people accompanied by a story. We can also come to your school and offer free professional advice on creating an inspiring library space through dynamic stock and creative environments.

### School Library Service

We currently offer a subscription School Library Service which provides a regular visit to your school by our mobile library van. Staff and students can choose books to supplement your library stock. We also provide project boxes with books to support your topics and enhance classroom learning. We are reviewing our current school service so please get in touch if you would like to know more or would like to work with us to develop the service going forward.

### Summer Reading Challenge

The Summer Reading Challenge has become a much-loved annual tradition in Isle of Wight libraries, keeping children reading for pleasure over the holidays.

This year's theme is Marvellous Makers, celebrating creativity in all its forms. Children can join for free in any island library from Saturday 13 July onwards.

As they progress through the challenge, they're rewarded with fun incentives, culminating in a medal and certificate when they've read six books of their own choice.



Posters and other promotional materials will be sent to primary schools in the latter half of June. Libraries will also be contacting their local schools to arrange an appearance at a school assembly. Experience has shown that these assemblies are by far the best way to inspire children to take part.

For more information, please contact Elspeth Jackson [elspeth.jackson@iow.gov.uk](mailto:elspeth.jackson@iow.gov.uk) (Development Librarian – Young People and Lifelong Learning).

### **Isle of Wight Heritage Service**

From Dinosaurs to Victorians the Isle of Wight has an incredible past that can be a real inspiration for learning. The Isle of Wight Council's Heritage Service looks after four museums, all of which can be visited by schools and groups. (Dinosaur Isle, Cowes Maritime Museum, Newport Roman Villa and the Museum of Island History). Our Heritage Education Officer – Estelle Baker can offer 'hands on' interactive workshops at our museums or can bring the workshop to your school. We also have a range of loan boxes with replica and original artefacts for you to create your own museum and support your student's learning.

To find out more please contact Heritage Education Officer – Estelle Baker

[Estelle.baker@iow.gov.uk](mailto:Estelle.baker@iow.gov.uk)



## Future training

<b>Centralised Virtual Training – Autumn 2024</b> <b>Please book through the learning hub</b>	<b>Date and Time</b>
Attention and Listening	13 November 2024, 1pm - 2pm
Blank Levels	9 October 2024, 3.15pm - 4.15pm
Identifying SLCN	18 September 2024, 1pm - 2pm
Colourful Semantics	4 December 2024 3.15pm - 4.15pm

### **Virtual Drop Ins – Autumn term 2024**

Please email [schoolsSLST@iow.gov.uk](mailto:schoolsSLST@iow.gov.uk) with 'Virtual drop in' in the subject line. In your email, please include the staff member's name, their email address and the number of slots you think you will require (each slot is 15 minutes long and you can request up to two on any given day). The staff member named will be emailed a Microsoft Teams invite for the slot (s) on the day.

**3 October 9.00-12.00am; 2.00-4.30pm \*to discuss Year 1 pupils only**

**17 October 9.00-12.00am; 2.00-4.30pm**

**28 November 9.00-12.00am; 2.00-4.30pm**

## Learning and Development resource centre

The Learning and Development Resource Centre stocks a wide range of resources to support Schools, Early Years Workers, Social Workers, Apprentices and #TeamIWC staff on all levels of learning. The centre holds extensive stock for professional development, including hands on resources for people working directly with children and SEND. We are subscription only, so please contact us to find out if your setting has taken advantage of this brilliant service.

You will get support from experienced librarians to assist with curriculum packages, reading lists, and advise/recommend appropriate training and study support resources. Please feel free to call in for a browse and a chat or contact us with any requests or queries.

Call 01983 823346 or email [Learning.resourcecentre@iow.gov.uk](mailto:Learning.resourcecentre@iow.gov.uk)