



# **Learning Hubs and Initiatives**

## **Impact Reports 2022-23**

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## Collaborative Networks and Professional Learning Communities

Camden Learning is a schools collective that seeks to utilise local expertise and the work of Camden schools in networks and strong professional learning communities to achieve common aims and priorities. Several different networks operate. All are school led with the common aim of:

- Supporting a school system where we are constantly developing ideas and new approaches from practice in schools themselves, learning from research, and staying at the leading edge of new and effective practice in education by trialling new ways of working to develop and disseminate practice.
- Developing and organise specific professional development opportunities based on research for teachers or other education professionals over the course of at least a year, prioritising BBS and current key issues as identified by the School-Led Initiatives Group (SLIG) and the input of CPPs.

The role of a **Learning Hub** is to:

- Accelerate progress and impact in an area of focus through collaborative working
- Develop a vibrant, group of school-based professionals who work together to share expertise, develop better practice, and build social and professional capital
- Build local knowledge, skills and understanding of practice by enquiring into and using well-evidenced research
- Disseminate learning from the various network and hub work across Camden schools
- Support the achievement of the strategic priorities of *Building Back Stronger*, plus any arising needs identified by schools and Camden Learning.

The 2022-23 impact reports summarise some of the work and findings from Camden school led learning in 2022-23.

Our sincere thanks to all participants for their hard work in generating these.

## Camden Learning School Led Hub Impact Report 2022-23

### Camden Primary Maths Hub Impact Report 2022-23

**Schools:** Brecknock, Brookfield, Christ Church NW1, Christopher Hatton, Fitzjohn's, Gospel Oak, Great Ormond Street, Holy Trinity C of E NW3, Kings Cross Academy, Netley, New End, Primrose Hill, Rhyl, Rosary, St Albans C of E, St Luke's C of E, St Patrick's, St Paul's, Tavistock, Torriano, West Hampstead

**Lead School:** Eleanor Palmer

The Camden Primary Maths Hub is a network which enables maths leaders to collaborate, research and develop practice beyond our termly maths leader meetings, improving the teaching and learning of mathematics in classrooms across Camden.

#### Hub activities

##### Joint Practice Development Group (JPD) focused on Early Years maths

JPD groups embody the Think, Test and Learn approach. They are a mechanism for collaboration, and are at the heart of the primary maths hub. The focus this year was developing maths leaders' subject and pedagogical knowledge of how teaching and EYFS provision enables a child to have a 'deep sense of numbers to 10'.

##### Logistics:

- 23 schools
- 5 twilight sessions, hosted at Netley and Gospel Oak Primary School.
- 1 virtual twilight to conclude and several other virtual meetings between live sessions.
- Engagement ranged across twilights from 7 participants to 26 participants (maths leaders +EYFS colleagues).
- Video collection and collated blurbs compiled and shared by all participating schools.
- A video bank of mathematical learning moments was created by our schools. See an example of the resource [here](#); see an example of a video [here](#).

##### Initial success criteria:

A well-attended JPD which is able to research deeply and develop the practice of participants, with tangible outcomes which can be shared. More broadly, the aim is always to stop inventing on our own and work collaboratively so that we are all more successful, and so are our pupils.

##### Evolved success criteria:

This JPD group prioritised equity for children's mathematical experience in Early Years, leaving nothing to chance. We decided success would look like subject leaders and EYFS practitioners confidently and knowledgeably having **credible conversations** about their schools' provision. These conversations would then have direct impact on planned learning moments and so, children's learning.

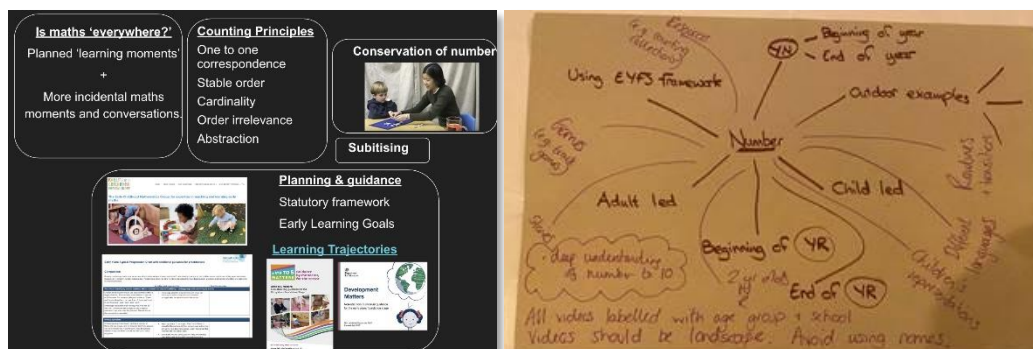
Our success criteria led us to front-load subject knowledge enhancement sessions aimed at deepening subject leader and EYFS practitioners' mathematical understanding first, then

video observation taken by each maths lead in their school, and finally a shared viewing and analysis of these videos.

### Impact and outcomes

Maths leaders and their EYFS colleagues were able to **deepen their mathematical subject knowledge and pedagogy together**, during dedicated time in which we thought about nothing but our youngest pupils and their maths learning.

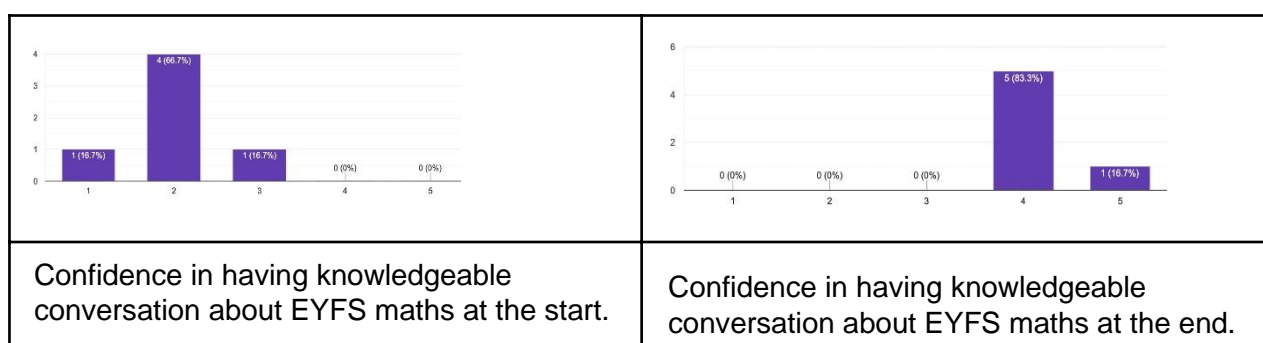
The group grappled with what focus and manner of sharing would be most impactful for our professional learning and therefore, for pupils.



The impact of creating a [video bank](#) of planned learning moments was embedded in both the **process** and the **outcome**. Maths leaders and their EYFS colleagues needed to jointly plan, and spend time teaching and filming in the Early Years, in order to engage with the project.

What gave this CPD power was that it captured maths learning in our Camden schools - this was about **authenticity** and **identity**.

*'It has been so useful to see into other EYFS settings. Not knowing much about Early Years at the start, I've learnt a lot and now I've been talking to my EYFS colleagues in a more informed way.'*  
Kris Hsieh, Christ Church NW1.



The [video bank](#) has already been used by maths leaders and their colleagues in ways ranging from whole team CPD, to paired watching, coaching and discussion.

*This was inspiring and motivating for our EYFS team and for our school, it came at the right time.'*  
Louise Kwa, West Hampstead

*'EYFS can feel isolated at times. This really brought value to them.'* Emma Teboul, Fitzjohn's.

*'Resources like this might exist, but what we need is to see how mathematics looks in Camden, in our Camden settings and with our Camden children.'*  
Abi Johnson, Gospel Oak Primary School.



*'We have created a resource bank for our own EYFS CPD, and this is really powerful.'* Adam Binding, Brecknock Primary School.

*'It has been great CPD for me and my new EYFS team. It has enabled me to support them in ways I would not have been able to before.'* JPD member.

## Reflections and next steps

Building in enough teacher insight early on, and the time to conduct research and come back together, made the cycle of this JPD particularly impactful. This should be replicated in future JPDs.



As ever with Primary Maths Hub JPDs, a tangible outcome helped us maintain momentum and reach our goal.

Visiting each other's classrooms to do paired research would have been even more powerful for the collaboration. This is something I would aspire to do in future.

## Spring Slam Inter-School Times Table Challenge

Spring Slam is an inter-school timestable competition for Year 4 classes. It has a direct impact on pupils in Year 4 and engages their teachers in a weekly quiz run across a month, with the aim of building times table fluency and the incentive to practice, within a fun and inclusive context.



*'We tried hard, we enjoyed being a team, we never gave up and this helped us with sportsmanship!'*

Year 4 pupils of West Hampstead Primary School.

### Logistics:

- 16 schools from the hub took part
- 4 weekly quizzes of 50 questions with 5 bonus points for all questions correct within 5 minutes!
- Year 4 teachers input scores each week; these were averaged and put into a league table. The virtual grand finale celebrated progress and successes, including a winner's cup.
- Rosettes awarded in school for pupils making the most progress, having the best effort and highest score.



### Success criteria

A grand finale event for most improved pupils, and more broadly, direct impact on schools' MTC results. Maintaining the collaboration between NCETM (led by West Hampstead's maths lead) and Camden Maths Hub.

### Evolved success criteria

As we communicated with schools, we realised the importance of every single child contributing wherever possible. We wanted pupils achieving just a couple of marks initially, to practice and make progress.

### Impact and outcomes

The love of maths during our online finale was a testament to their teachers and schools. With nearly all class averages remaining above 40 to the final round, even though each round got significantly harder, the progress pupils made was really evident. Contributed impact on MTC can be analysed with the release of the multiplication tables check data in July, and through speaking further with participating teachers.

Spring Slam 2023																
	Brecknock	Brookfield	CC NW1	EP	Fitzjohns	Gospel Oak	Kentish Town	Kings Cross	Primrose Hill	Rhyl	Rosary	St Albans	St Patricks	St Pauls	Torrano	WHPS
Average after round 1	43.77	44.92	47.04	46.71	46.67	44.19	45.04	47.03	42.22	42.96	47.02	31.55		42.21	47.16	45.33
			2nd					3rd							1st	
Average after round 2	42.04	46.32	48.13	47.89	45.88	44.29	46.38	45.02	42.78	41.42	48.57	44.62	36.19	43.25	47.57	45.83
			2nd	3rd							1st					
Average after round 3	42.64	44.27	43.82	45.49	42.84	41.43	44.63	41.7	39.66	38.56	47.84	38.37	32.6	42.15	43.82	43.67
			2nd				3rd				1st					
Average after round 4	40.58	43.43	42.87	44.74		40.8	43.86	40.06	38.77	37.27	47.99	36.48	32.84	42.49		42.91
			2nd				3rd				1st					

*'It created a sense of competition at Rhyl - they were excited to know it was a Camden-wide competition.'*

Amy Flannery, Rhyl.

*'Children made progress and saw tangible improvement which has given them a confidence boost.'*

Charlotte MacCormick, Eleanor Palmer.

*'This was an opportunity for challenge, and for pupils to see themselves within the wider community.'*

Louise Kwa, West Hampstead.

*'We loved that it got harder!'*

Year 4 pupils of Kings Cross Academy.

### **Reflections and next steps**

I have reflected that the actual teaching of times tables could be enhanced with specific CPD for Year 4 teachers prior to Spring Slam.

The possibility of replicating a similar format for Year 2 and/or 3 called Number Slam is something that I think would have a real impact on our younger children.

There is demand from maths leaders for running this across all classes in KS2 too!

### **Camden Primary maths team challenge**

The Primary Maths Challenge for our highest-attaining mathematicians in Year 6. This event has become so popular that we now host it across two schools: Rosary and Eleanor Palmer. Based on the UKMT team challenge materials, this is an opportunity for pupils to puzzle, think deeply, problem-solve and run relays based on incredibly tricky mathematics!



#### **Success criteria:**

An inspirational live event across two schools, enriching the maths curriculum for participants.

#### **Logistics:**

- 17 schools entered teams of 4 pupils.
- A whole day of different puzzle rounds that required children to work as a team, and Shared playtime across teams.
- Cups for winning teams in each location, and rosettes for runners-up.

Congratulations to the winners, St Patrick's and New End Primary Schools.



## Reflections and next steps

This event is inspiring for the pupils, but just as much - if not more - for the school staff who come, because they are able to work with teams from 11 different schools and closely observe - without being able to intervene! - pupils at work. This is really excellent professional development. Therefore, it would be a good idea to invite maths leaders to either come themselves or to suggest a colleague who would relish this interesting CPD opportunity.

This event also reveals the immense capability and joy in problem-solving at primary level. There is much more work to do to improve our teaching and learning of problem-solving across Camden primaries.

## Planning for all year groups

This was a project based upon shared needs arising from discussions with maths leaders.

A group of maths leaders joined me in sequencing learning across terms from Year 1 to Year 6, based upon White Rose Maths, NCETM, and other resources we had found impactful.

We wrote notes about factual fluency embedded in each plan, and I designed a progression map of games, problem-solving and reasoning activities linked to these plans.

Because I believe these should be accessible for all schools, I shared these plans with all Camden Primaries.

- Plans can be viewed [here](#).
- Whole school reasoning and problem-solving map can be found [here](#)

In a recent survey conducted at Maths Leader Day, roughly **one-third of schools** that attended were using these plans and **all schools** had accessed the problem-solving map.

Ben Williams, who had recently had an Ofsted Inspection, said, 'These maths leader days and the coherent planning provided, gave me everything I needed to have a successful Ofsted. The Deep Dive in maths was actually a really positive experience.'

Because this project was not planned specifically as a maths hub project, and the maths leaders used much of their own time to create these, I did not write success criteria for this project. In retrospect, our success criteria were to create coherent plans, linking existing high-quality resources coherently to raise the standard of teaching and learning in schools using them.

## Next steps

I would like to look specifically at planning in Upper Key Stage 2 to see if there is a need to 'tighten the spiral' by returning to key areas of learning more frequently and to embed spatial reasoning, an often-overlooked aspect of the maths curriculum.

## Camden Learning School Led Initiative Impact Report 2022-23

### EYFS Oracy Initiative

**Lead school:** Torriano Primary School

**Dates the School Led Initiative has run:** Sept 2022 - June 2023

**Names of participating schools:** Brecknock, Brookfield, Christopher Hatton, Hawley

#### Success criteria:

- Deepen teacher knowledge and understanding of the oracy curriculum across EYFS and the expectations of pupils at the end of each year group, with a particular focus on the end of Reception assessment point.
- How to effectively use the assessment of oracy skills in EYFS to feed into the communication and language.
- Oracy techniques embedded in the curriculum to support the learning of all children.
- Common approaches across the schools.
- Methods of how to best support parents with language and vocabulary development.
- Cross-school colleagues will collaborate on teaching and learning.

#### What the School Led Initiative did:

- Five schools across Camden worked together to develop teacher-expert practice within the Early Years, focusing on communication and language. This encompassed both Reception and Nursery, from expert to novice teachers.
- The sessions used a hybrid model:
  - In person as a large group to build knowledge, set goals, and observe expert practice (live modelling)
  - Peer-to-peer observations in each other's schools with clearly defined foci.
  - Online sessions to share feedback and learning from peer-to-peer observations. This feedback allowed teachers to compare and contrast practice in the individual settings and consider how to achieve consistency across the settings.
  - In person as a large group to collaboratively plan units of work- implementing the new knowledge learnt throughout the year.
- The outcome of this is a clearly defined learning journey to ensure effective teaching of communication and language for both nursery and reception. This embodies different talk tactics, giving practitioners clear progression in introducing and implementing pedagogical tools to develop talk. This considers whole class carpet teaching sessions, focus group work with teachers and support staff, as well as using oracy to support children in their independent play.



- Link to pilot project with Camden Kids Talk (Integrated Early Years Team/ SLT) and ECAR to develop a joined-up strategy for developing communication and language for 0 - 5-year-olds and upskilling the Early Years workforce. Including implementation of the WellComm screening tool and developing the SHREC principles in PVI's, 2-year-old settings, nurseries and children centres.
- To support wider dissemination, the EYFS Leader from Brecknock presented the project to the Early Years Hub in June 2023. This is the first example of a clear progression of teaching language and communication across an academic year.

### What has been the impact on the teaching/learning of those schools involved?

- 1.) There has been a strong level of collaboration between the five schools, which has led to the development of a deeper professional learning community. The opportunity for the Nursery and Reception teachers to work together on a long-term project, where they share practice and provide a supportive role in each other's practice, has been valuable professional development. Applying the same pedagogy in different settings, and observing the outcomes of this, has allowed teachers to consider how they adapt practice for their own contexts. This has led to planning for and implementing oracy-rich environments, with agreed practice protocols. This has been distilled into an accessible toolkit for practitioners and teachers, carefully mapped against a progression of learning.



- 2.) Considered engagement with evidence and research for all schools has permeated the project. The initial exploration and knowledge-building stage enabled teachers to engage with a range of research in early language development. There is strong evidence to show that teaching and modelling language can have a positive effect on children's early communication and language skills (Law et al., 2017; Sibiet, Kotecha and Skipp, 2016; Bowyer-Crane et al., 2007; Lonigan et al., 2013; Pesco and Gagné, 2017; Dunst, Simkus and Hamby, 2012). This has been exemplified through the following guidance reports used by the group.

- A focus on the SHREC approach (High-quality interactions in the early years) from the EEF.
- The EEF New Early Years Evidence Store - Focus on Communication and Language

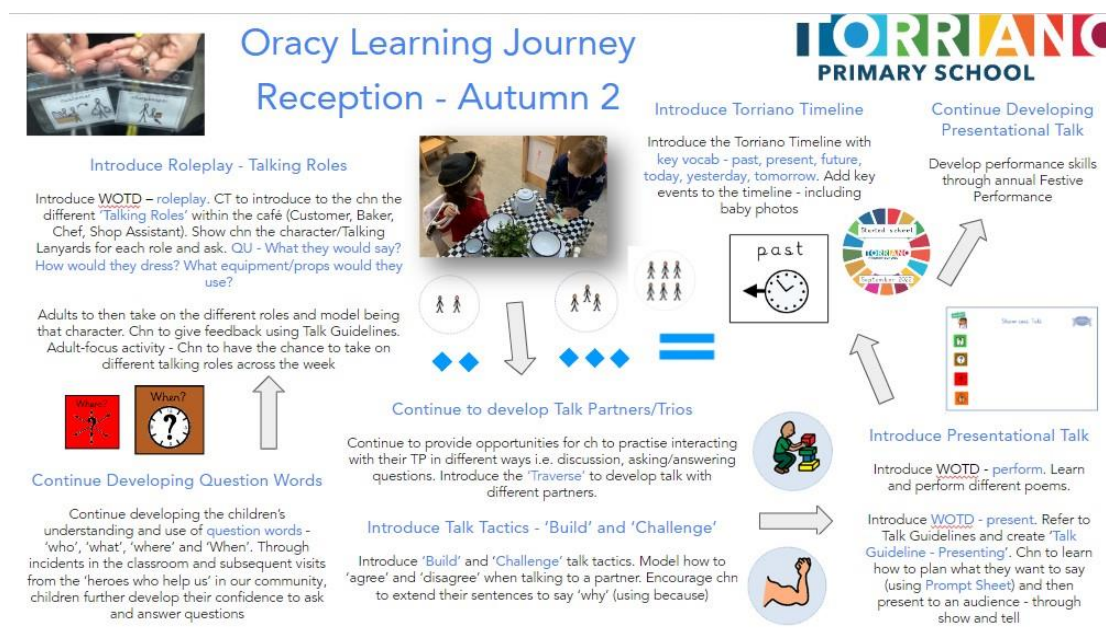


<https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-lang-usage>

- Teaching and modelling vocabulary
- Teaching and modelling language
- Teaching through collaborative talk

- 3.) The group have worked together to develop a clearly defined and developed set of learning journeys for both Nursery and Reception. A learning journey has been created for each half term which can be used by any school. This has been created using the above guidance and referencing Voice 21 Talk Tactics materials and the oracy framework. Groupings, vocabulary acquisition, and opportunities to model types of talk have been mapped out across the school year to ensure impact on all children, with a focus on disadvantage. The aim of this is to increase the ratio of deliberate talk in the early years and ensure the participation of all children. It also supports In turn this should impact Communication and Language but also other prime areas of the curriculum, literacy and numeracy.

- 4.) In the final meeting of the project (July 23) we will be looking at the impact of this work on the GLD, analysing the data across the settings and comparing the outcomes for focus children identified in the study.



Some quotes from participants:

*'Everyone commented that peer observation sessions were really useful and they all took away actions/ideas for their own schools.'*

*'The opportunity to share learning with other schools collaboratively, looking at different settings and how they used the oracy techniques. Looking at my setting through other practitioners' eyes was really powerful. This allowed us to make the next steps, following professional dialogue targeted to our individual cohorts.'*

**If the School Led Initiative runs next year, what will we look to do differently:**

- Specific professional development next steps identified by all teachers to implement in their wider school settings.
- Deeper collaboration with the Camden Kids Talk project to ensure progression.
- Wider distribution to other schools in the Camden Learning network.
- Engagement with Early Years Best Practice Hubs and Research School Network.

### Developing oracy in children's play: Extending talk in role play



## Camden Learning School Led Hub Impact Report 2022-23

### Anti-Racist Hub Impact Report 2022-23

#### Developing a Whole School Approach to Anti-Racism

**Schools:** Brecknock, Torriano, Fleet, Brookfield, Christopher Hatton, Richard Cobden, Eleanor Palmer, Primrose Hill, Frank Barnes, Edith Neville

**Lead schools:** Torriano and Fleet

#### **Camden Education Strategy Building Back Stronger Development Priority: Ambitious Inclusive Schools.**

Many schools in Camden have built a strong focus on equality and human rights into all aspects of school life, but we know that school culture can unintentionally embed racism into policy and practice. Following the protests about racist violence by the Black Lives Matter movement, many local schools challenged themselves harder about their approach to anti-racism by involving young people and staff in those discussions. The racial disparities evident in the pandemic also raised fundamental questions for schools. As a consequence, Camden Learning set up an Anti-Racism Learning Hub to give direct support to schools.

#### **Hub Aim**

As stated by the UN Convention on the Rights of the Child, no child should be discriminated against or treated unfairly for any reason, Article 2. Equally, all children are entitled to an education that promotes free expression Article 13.

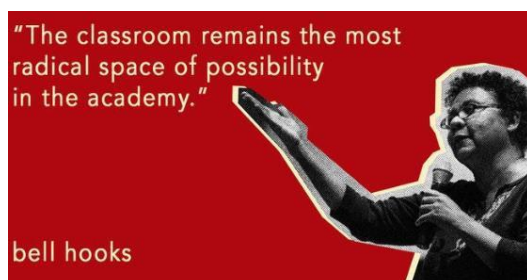
Through our partnership with Class 13, we aimed to equip senior leaders and teachers with accurate information and knowledge, enabling them to tackle racism and other forms of inequality. Working collaboratively, we explored our own practices and policies, creating the anti-racist and anti-oppressive tools needed to create inclusive spaces for young people.

#### **What the hub did**

The Hub has worked with Class 13 and we have now completed Module One, Deficit Thinking and Module Two, Equity Literacy.

- Module 1 explored the concepts of Racism and deficit thinking. This provided an empowering fresh lens to seek alternative avenues regarding classroom management and engaging with children and families. The concepts were explored during face-to-face sessions, which led to excellent group discussions and reflections. We all had to get comfortable with being uncomfortable in discussions. We also had several reflective 'homework' tasks that supported us in applying what we had learned to our own school contexts.
- Module 2 has delved deeper into these concepts, giving us hope in the ways to move forward. Creating and cultivating anti-racist and anti-deficit schools with mutual relationships between teachers and students that nurture the growth of both parties.
- We have been scrutinising and looking out for anti-deficit thinking in our school policies.

- We have been exploring the concept of equality vs. equity. Thinking of policies and practice in our classroom/school that is applied equally but has a disproportionately negative impact.
- We explored and wrote definitions of Racism and Deficit thinking to prepare us to write anti-racist policies once all modules are completed.
- We produced a newsletter signposting people to resources and good practice.



<https://mailchi.mp/4ca496a15088/arh-13966819?e=f5ecd81aa7>

### **The impact**

The hub aims to achieve long-term systemic change in our schools. This is not an easy or quick task and leaders and teachers in the hub have been working hard to understand the issues our young people face in schools and beyond. Throughout the course, Class 13 have taught us that hope is a discipline and that we can achieve the changes we want to see.

*'Once you understand what deficit thinking is, you can't unsee it. It's everywhere in our education system. Working with the Hub I am beginning to see how to change that in our conversations, in our systems and our policies. Being non-racist is simply not enough, we have to be anti-racist and anti-deficit in everything we do'*

*'As a leader, the impact for me has been on my way of thinking, this course REALLY makes you think and this is just starting to seep into my practice'*

### **Dealing with racist incidents and talking about race...**

*'In terms of direct impact I can think of one specific incident of racism that I was dealing with at school between 2 pupils, as part of dealing with it I apologised to the pupil who had been on the receiving end of the racism. I apologised because as a leader of the school, I am responsible for the culture and the ethos and I told the child that I was very sorry that this had happened to them in the school. This course has helped me appreciate why a personal apology is a helpful, needed thing.'*

*'I feel empowered and armed with more knowledge to talk to staff about unconscious bias and anti-racism - this will begin on our INSET day in September. My aim is that this will lead to improved lived experiences for all of our pupils. I feel I can now challenge staff more confidently where I see bias, microaggressions and racism.'*

*'As a result of taking part in module 1, I can now more readily identify **unconscious bias** in action in school, amongst staff, policies and day-to-day practice. Whilst I was aware that unconscious bias is present, being part of the hub has enabled me to see this more clearly. As a result, we are going to address this head-on in 23-24 via one of our Governing Body sub-committees - Parents, Pupils and Community Committee. It will be one of our SDP priorities for next year, and through this lens, I will work with a diverse group of Governors to look through policies and statements on the website to see where unconscious bias presents itself. This will ultimately lead us to work on where it exists in practice.'*

### **Meetings with staff and culture change**

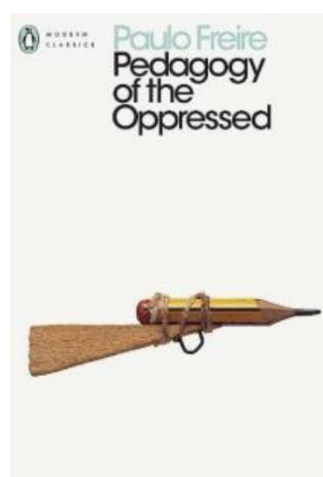
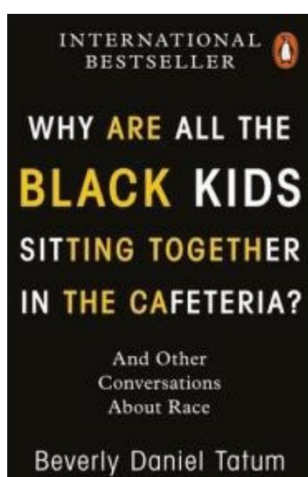
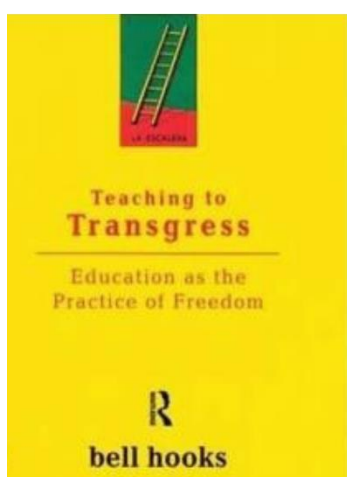
*'I changed the way I held meetings with staff, ensuring that we do not fall into deficit thinking, instead focusing on what we as a school need to do to help our children'*

*'I have totally changed my approach to how we should carry out transition conversations between class teachers about pupils. The conversations need to be framed outside of bias, without presumptions about background and family for example. I don't want staff to have limits, albeit unconscious ones, on the progress and outcomes that children can make. I suspect that at times this bias plays out in the classroom in the way that adults interact with children. I know I'm potentially being very negative here but I can't have this happening under my watch - especially after all that I've learnt through the hub!'*

### **Leaders of social justice /thought leadership**

Participants have been given the tools to build their knowledge and understanding of Racism and deficit thinking through videos, academic research and self-study. This has increased the hub members' confidence and competency allowing them to become the thought leaders in their schools on social justice and race.

*'I feel more confident to have conversations with my staff and children about racism, I am also now clear on the direction I want to take my school in the coming years'*



### **Next Steps**

**Autumn 23: Module 3, Equity Literacy/Engaged Pedagogy** still needs to take place for the current cohort. Equity literacy provides a framework to plot our actions and activities on a continuum from mitigating to transformative. After this is completed, allowing our learning to be contextualised and understood holistically, Senior Leaders will be able to access video and support to deliver training in their own schools. These will be ready to deliver in Spring 2024.

**Scale up the projects in schools.** The Hub will continue to meet and work collaboratively to make changes in practices and policies in their schools.

**Aims for wider engagement.** We would love for all schools in Camden to engage in the hub, this work we are doing is suitable for primary, secondary and specialist settings.

**Newsletter-** we will continue to produce a termly newsletter.

### **Participants' feedback**

*'It's has been very thought-provoking and truly the stuff to change "hearts and minds" I feel that this type of training is what all school leaders should have to make sure that schools are minimising harm to young people.'*

*'The trust that was established between facilitators and hub members so that open and honest conversation and reflections could be made. From this I've been able to begin to take some responsibility around racism, to not be passive and to speak up. This links to previous points about growing confidence in leaning into challenging conversations - this is a direct result of being part of the anti-racist hub.'*

### **What I've learnt...**

*'Growth isn't supposed to be comfortable'*

*'Do not allow yourself to be colonised & removed from a position of resistance under the notion of professionalism*

*-Radical vulnerability*

*-Being a more democratic educator'*

*'That language is violence and we need to do something about it.'*

*'That scaling isn't helpful, allowing ourselves to believe that it's not happening at our school, or that our school is 'different' does not help our children. We cannot continue to blame other people and other schools'*

*'I've also learned a lot about myself in terms of how my experiences have shaped my approach to certain situations, and how these can have an impact counter to my beliefs and intentions.'*

### **What I will now do...**

*'Being vulnerable with students and discussing helpful and unhelpful behaviours.'*

*'I intend to reflect on my approach to parents and families. I will further emphasise my responsibility to remove barriers for their child.'*

*'Be more vulnerable with my staff. Have more open and candid conversations around racism and deficit thinking. Change has to come from senior leaders.'*

# Camden Learning School Led Initiative Impact Report 2022-23

## Key Stage 2 to 3 Maths Transition

**Lead School:** Brecknock Primary School

**Dates the School Led Initiative has run:** Since Autumn Term 2022

**Names of participating schools:** Camden School for Girls, Eleanor Palmer, Torriano

### Success criteria:

- We will deepen teacher knowledge and understanding of the curriculum across KS2 and KS3 and the expectations of pupils at the end of each Key Stage.
- Most effective use of formative assessment term 1 Year 7.
- Our pupils in KS2 and KS3 will demonstrate a positive attitude to maths.
- We will make common use of approaches, representations and language across phases.
- Cross-phase colleagues will collaborate on issues of curriculum and pedagogy as a normal part of our schools' transition practice.

### What the school-led initiative did:

Teachers met for the first time in September 2022 at Brecknock School to discuss the research and share their own understanding of the challenges students face in transition to secondary school.

A literature review of the available research on effective transition in maths was shared with teachers from all four schools taking part in the initiative.

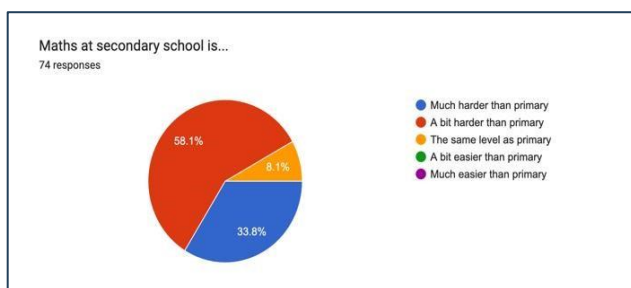


Teachers shared their understanding of the problem with discussion prompts such as,

*What are the main barriers to successful transition from primary to secondary mathematics education in our schools?*

*How can the transition from primary to secondary school mathematics education be improved?*

A survey was shared with students across the schools. This showed that over 90% of primary school students perceived maths at secondary school to be harder than primary. Secondary school students reported that maths was much harder than primary. From this, and teacher's own experience of transition, we knew that student confidence would be central to a successful transition.



All teachers attended three lesson observations across the year. Following each lesson observation comparisons were drawn between the four school settings and barriers to learning were discussed. From these discussions, a plan for a series of lessons to support student transition was developed.



	When/Where?	What?
Session 1	5th October 1.30-3pm Brecknock school	literature review and project planning
Session 2	29 <sup>th</sup> November 9-11 am CSG	training and observing @Camden School for Girls
Session 3	26 <sup>th</sup> January 9-11am Torriano	training and observing practice @Torriano
Session 4	8 <sup>th</sup> March 9-11am Eleanor Palmer	training and observing practice @Eleanor Palmer
Session 6	23 <sup>rd</sup> May 9-11am Eleanor Palmer	summarising and distilling findings

### What has been the impact on the teaching/learning of those schools involved?

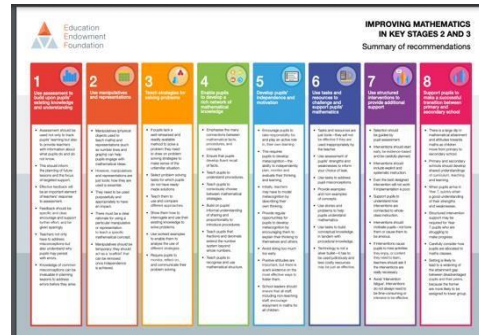
Teachers collaborated on a transition series of lesson resources to support the transition of current year 6 pupils into year 7. The lessons responded to these main findings from the project:

- Pupils are transitioning from very live feedback based on close relationships with teachers and peers - to unknown teachers and more independence of marking/feedback.
- Pupils are transitioning from feeling comfortable to make and discuss mistakes among known peer group, to anxiety doing so with new teachers and peers.
- Pupils face the difficulty of everything being new, of needing prior learning but with a desirable difficulty ie. to ease transition but still present challenge.

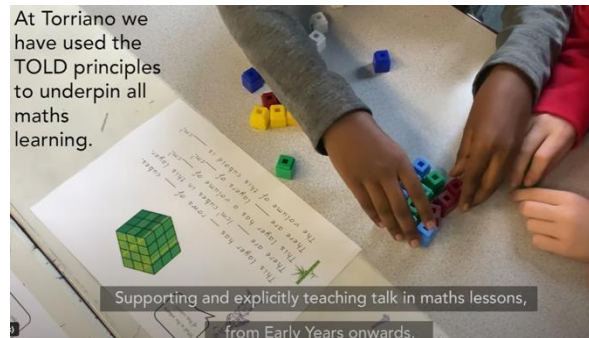
The transition unit bridges Year 6 and Year 7 with an element that is shared. The unit works by the first series of lessons being taught by the year 6 teachers. There is then a series of lessons taught by both year 6 and later the year 7 teacher, this bridges the key stage transition. The final lessons are taught by the year 7 teacher completing the transition process.

- Tasks that encode success, not answer-focused and low threshold and high ceiling.
- Allows deep teacher assessment of pupil approaches, knowledge and confidence
- 'Making mistakes' or alternative approaches are baked in.
- Using worked examples or representations as a starting point for debate, building to 'what's most efficient?'

Observing and discussing practice had significant impact on the teachers involved in the project. All reported a better understanding of each other's practice and how their own approach could be modified to better support their students in transition. This links to the recommendations made in the EEF report Improving mathematics in key stage 2 and 3.



An area of practice that emerged through the lesson observations and teacher discussions was the differing approaches to oracy and high-quality classroom talk between the phases. This was seen as a strength in the primary school classrooms visited and an area of practice that the teachers wanted to focus on within the maths transition initiative. The [TOLD principles](#) have been embedded in the series of lessons.



Examples of this pedagogy in practice can be seen in this [video clip](#) of a primary school maths lesson.

Quotes from teachers taking part:

*'I was so surprised to see how different the pedagogy was at secondary school, and I thought about what that meant for the learning behaviours of my students'.*

*'The biggest impact of this has been challenging teachers from KS2 and KS3 to work with the existing barriers - pedagogical differences that are intrinsic to each key stage- and to find ways to ease these. This has not been about subject knowledge or 'content' as much as it has been about thinking deeply about how our approaches impact upon pupils' experience of mathematics lessons.'*

### Next steps:

- Outcomes at the end of year 7 should be tracked and evaluated for the target group.
- Further opportunities should be identified for meaningful conversations and observation of teaching practice between Camden primary and secondary schools. This is linked to recommendation number 8 of EEF's Improving mathematics in Key Stages 2 and 3.
- Camden schools should consider adopting a shared framework for high-quality classroom talk, such as the [EEF TOLD principles](#). This could increase pedagogical alignment between Camden primary and secondary settings, improving the consistency of student experience.

## Camden Learning School Led Hub Impact Report 2022-23

### SEND Hub Impact Report 2022-23

**Schools:** Kings Cross Academy, Argyle, St Paul's, Emmanuel, Netley, Royal Free Hospital School, Gloucester House, La Sainte Union, Hampstead School, Rhyl, Frank Barnes, West Hampstead, Gospel Oak, Richard Cobden, Primrose Hill, Holy Trinity & St Silas

**Lead school:** Kentish Town CE Primary School

#### Success Criteria:

As in the previous three cycles, we responded to member requests for content and support, according to their own school development planning.

In addition, we suggested key topics that come up in school visits to our provision such as:

- Curriculum implementation for SEND pupils, especially in foundation subjects (Hub members have expressed that the cross-phase component has been particularly successful – especially around curriculum development)
- Assessment for SEND pupils and planning next steps.
- Transition for SEND pupils for all phases.

#### What schools asked for?

- Overwhelming need for Autism support – especially for pre-verbal pupils in EYFS
- SENDCOs are all asking how to provide more support when faced with falling budget and staffing levels.
- Curriculum implementation for SEND pupils – especially in secondary.
- Phonics for SEND pupils - how to include them.

#### What we did?

- Meetings at a range of hub schools – always including a tour to see provision.
- Visiting speakers (hub members and outside agencies) on a range of topics each meeting – phonics for SEND; play scripts and workboxes for Autistic pupils; SALT interventions for EYFS; curriculum implementation for SEND; TiPICS; early number intervention.
- Open week to see practice in hub schools.
- Padlet for sharing resources.
- NEW THIS YEAR: Attention Autism training from Gina Davies Autism Centre – all hub schools offered free places on a two-day certified course. 25 members certified.

## Examples of open week offers:

KING'S CROSS ACADEMY: contact <a href="mailto:kay.baxter@kingscrossacademy.org.uk">kay.baxter@kingscrossacademy.org.uk</a>					
We can offer...	Monday 27 <sup>th</sup> February	Tuesday 28 <sup>th</sup> February	Wednesday 1 <sup>st</sup> March	Thursday 2 <sup>nd</sup> March	Friday 3 <sup>rd</sup> March
	Using technology to support SEN Learners - classroom observation  Playscripts in action!	Playscripts in action!	Q&A with ELSA practitioner - strategies and ideas to support learners with social, emotional, mental health needs.		Gross Motor Group - PE Lessons (Coach Danny) Also possible to arrange on alternative days if interest is shown.
	Playscripts in action!  Using technology to support SEN Learners  Q&A with ELSA practitioner - strategies and ideas to support learners with social, emotional, mental health needs.	Join a BSL Lesson  BSL Lunchtime fun club  Playscripts in action!  Q&A with ELSA practitioner - strategies and ideas to support learners with social, emotional, mental health needs.	SEND Hub meeting at <b>Brookfield</b> which will include: <ul style="list-style-type: none"><li>TIPICS workshop led by Siobhan from the Royal Free Hospital school</li></ul> Introduction to Early Reading Programme	Join a BSL Lesson  BSL Lunchtime fun club  Q&A with ELSA practitioner - strategies and ideas to support learners with social, emotional, mental health needs.	Q&A with ELSA practitioner - strategies and ideas to support learners with social, emotional, mental health needs.

WEST HAMPSTEAD PRIMARY: contact <a href="mailto:k.filiz@westhampstead.camden.sch.uk">k.filiz@westhampstead.camden.sch.uk</a>					
We can offer...	Monday 27 <sup>th</sup> February	Tuesday 28 <sup>th</sup> February	Wednesday 1 <sup>st</sup> March	Thursday 2 <sup>nd</sup> March	Friday 3 <sup>rd</sup> March
		10-11am- Meet with Year 2 teacher- Bespoke SEND provision for complex children in year 2- scaffolded work and provision in place. (4 spaces)			
		1.40pm- Lego therapy (4 spaces)	SEND Hub meeting at <b>Brookfield</b> which will include: <ul style="list-style-type: none"><li>TIPICS workshop led by Siobhan from the Royal Free Hospital school</li></ul> Introduction to Early Reading Programme		

## Examples of feedback from open week:

### What did you see today?

- Provision for SEND children in Y2
- Example visuals and timetables
- Adapted areas according to need

### How will this be useful in your school?

- *I will use resources to share with my support staff and has meant I will go away to think about my own school resources and potentially buying a subscription to Widget.*

### Any further comments?

- *I was blown away by the effort for the visit by SENDCO and class teacher. It was great to form a relationship to hopefully work closely together in the future.*

### What did you see today?

- *Workstations, workbox activities, visual timetables.*

### How will this be useful in your school?

- *Very! We have already bought the visual schedules from PECs and are using them in class. Our TAs are making the workstations and we have ordered resources for the workbox activities. It was incredibly helpful to see all of the above in person as it made much more sense to us all than reading about it/seeing pics. Great to speak to experienced staff too and get to ask questions. It was also helpful to see the support and how it changes across the school.*

### **What did you see today?**

#### **Number Stacks Intervention**

- *The deputy ran the intervention and talked through how they had set it up, who they felt would benefit the most from the intervention and how they felt it was having an impact on maths outcomes.*
- *Children enjoyed the intervention and said it helped them to feel more confident with maths in class.*

### **How will this be useful in your school?**

- *Very helpful to begin a conversation about how we support children who have gaps in their maths knowledge. It is very structured and uses concrete – pictorial- abstract sequences. It can easily be run by TAs.*

### **Any further comments?**

- *Staff were very welcoming and gave me a lot of time – many thanks!*

### **Attention Autism**



## Our members say

- 'Very practical – we were able to use many of the ideas in school with some of our children with more complex needs.'
- 'Good way to network'
- 'Great training offered – Attention Autism has been effective as well as the chance to visit other schools and see best practice.'
- 'Good way to troubleshoot how to support highest needs and complex children'
- 'Very good networking opportunity. Particularly enjoyed the training from Royal Free Hospital School (TiPIC).'
- 'Great to have the opportunity to have a group of people to get support and advice from and to ask questions.'
- 'Love the opportunity to get into schools and to see different interventions in practise, which makes it much easier to understand how they work and how I could set them up.'
- 'Enjoyed meeting other Attention Autism practitioners and being shown the actual expectations of Attention Autism from the Gina Davies Centre. Kentish Town Primary has been very welcoming, and informative and provided good networking opportunities.'

Feedback from Camden SEND Hub (Kentish Town Primary School) – 20<sup>th</sup>+21<sup>st</sup> April 2023 – 12 Evaluation Forms returned

Numerical answers summarised below, if further detail regarding comments is desired please ask.

1. Did the **training** meet your expectations? (1=not at all; 5=extremely well)

1	2	3	4	5
0	0	0	1	11

2. Did the **trainer** meet your expectations? (1=not at all; 5=extremely well)

1	2	3	4	5
0	0	0	0	12

5. Do you feel that the training day has had a positive impact on your **confidence in running an Attention Autism approach session?** ( 1=not at all; 5=significantly)

1	2	3	4	5
0	0	½	3 ½	8

## Thoughts for next year

- Members asking for continued EYFS support for high-needs pupils
- SEMH needs across all phases.
- How to engage with secondary provisions who have signed up but not attended this year?
- How to engage with non-member schools who then approach us for similar support throughout the year?

## Camden Learning School Led Initiative Impact Report 2022-23

### Every Child Reading by 7

**Lead schools/staff:** Autumn-Spring Kathy Bannon (Richard Cobden), Summer, Jemima Wade (Argyle Primary)

**Dates the School Led Initiative has run:** Since Autumn Term 2022

#### Success criteria:

- Revisit the evidence both from this country and internationally about effective approaches to the teaching of reading but individual school context is all important, so our detailed focus will be on support for and monitoring of implementation within schools
- Organise a Camden campaign across the community, involving a range of partners as diverse as libraries and businesses, to encourage a love of reading
- Build on success in reading with a major initiative to ensure Camden children can speak and write with clarity and confidence by 11
- Ensure the approach to reading is inclusive of children with SEND who may be later readers or access books/text in a different way.

#### What the School Led Initiative did:

- Ensured that every target school was confident that its implementation of phonics was rigorous and that every early reading lead had the opportunity to observe outstanding practice in the teaching of phonics.
- Provided every school with a phonics data tracking tool.
- Delivered two full days of professional development with Meg Dixon focussed on ensuring that Literacy leads and SENDCOs work together to understand the evidence around the most effective reading interventions. This work has begun the process of upskilling leaders in identifying pupils' specific reading difficulties and selecting appropriate interventions.
- Created an 'Every Child Reading' booklet for dissemination to parents of all babies and young children in the borough. The booklet includes top tips for developing language and QR codes for nursery rhyme videos and is currently being disseminated to families as part of the school's welcome to new Nursery and Reception parents.
- Established an Early Years Oracy Collaboration– supporting the introduction of Camden Kids Talk pilot project involving 7 schools (4 with nursery provision and 3 with 2-year-old provision).
- Established a closer partnership between schools and Camden Library Services, Islington Library Services (SLA providers) and the British Library. A pilot project is in place to start the process of enabling every Camden primary school child to join a local library.
- Pursued a link with Bloomsbury Publishing who may be the first partners to formally sign our pledge.
- Planned a reading fluency project for next year's year 2s which will be launched at The British Library (September 2023) and will culminate in a celebration at The British Library-(March 2023).
- Created a pledge to be disseminated to local businesses to seek further financial and practical support.
- Pursued links with local charities whose missions are aligned with ECR7 and can support with increasing the number of volunteer readers supporting Camden children.

## What has been the impact on the teaching/learning of those schools involved?

All of the schools involved have audited their teaching of reading from nursery to year 2 and have been able to ensure that their teaching of phonics is rigorous and fully embedded. They all have access to a phonics tracker.

All schools have audited their reading interventions and will work together to ensure that reading leads and SENDCOs have greater clarity about what the evidence tells us about how a range of different needs can be most effectively met using the most appropriate reading interventions.

All the schools involved have received the ECR7 0-3 booklet which is now being distributed as part of induction and transition processes for Nursery and Reception settings.

Six pilot schools have met with local library staff to ensure that more children sign up for library cards and take part in Camden's Summer Reading Challenge.

## Highlights from the year

Twenty-two schools were represented at the full day of training with Meg Dixon. This is the first time in recent years that SENDCOs and literacy leads had the opportunity to work together to consider the range of barriers that stop some children with SEND from achieving in reading and to begin the process of identifying the most effective solutions. All schools were provided with a padlet of relevant information and it was agreed that an outcome will be clear concise information that helps all school practitioners to be able to select the most appropriate intervention.

*'Day 1 of Meg Dixon's training got me thinking differently about 'stuck' children and I was inspired to do some research of my own. This led to me trialling a specific intervention with a child with whom everything else seemed to have failed.'* Literacy lead -ECR7 school.

*'Working together as a team to harness ideas that support skills and boost engagement in reading has re-booted our children's love of books.'* Literacy lead -ECR7 school.

All schools have received the ECR booklet for dissemination to parents. The book was very well received –the two comments below represent typical reactions from headteachers.

*'This is an incredible achievement. Well done. I doubt there's anywhere in the country that something this evidence-based and practical exists for parents. I hope Camden promotes this far and wide. It should be given out by midwives, health workers and social workers to all parents from birth!'*

*'This is fantastic. Just reviewing our welcome pack for EYFS and this is exactly what we need. Thank you so much!'*

## Next Steps:

The potential power of ECR7 is enormous. The amount of expertise in the room during training sessions has been inspiring -we are determined to keep working together throughout the next academic year to continue to share expertise for the benefit of all of our struggling readers. The project will now be advertised more widely known beyond literacy leads, SENDCOs and headteachers. We are now finalising the website and the marketing for the pledge and this will enable us to ensure that Camden parents, charitable partners and local businesses become aware of ECR7's ambition and how they can help. Every EYFS and KS1 practitioner now needs to know how ECR7 can help them and become more actively involved in reviewing their own practice and implementing changes where there are still children not meeting our goals.

In classrooms across Camden we will look again at our reading practice beyond phonics and will focus on how to develop reading stamina and fluency. Finally, we need to get more volunteers working in schools to support the most disadvantaged and ensure that funding is used to promote reading for pleasure to our target year groups.

## Camden Learning Hub Impact Report 2022-23

### STEAM Hub Impact Report 2022-23

**Lead:** Richard Donnelly

#### Context

The Camden STEAM Hub ran from 26<sup>th</sup> September 2022 - 4<sup>th</sup> July 2023 with 26 Camden Schools involved including 42 different teachers attending over 6 modules.

The STEAM Hub is integral to meeting the objectives of the [STEAM Strategy 2022-25](#). An overarching aim of the strategy is to reach all young people, from EYFS to 6<sup>th</sup> form, with an impactful STEAM employer partnership every year. The STEAM Hub is designed as a network so educators can be proactive in promoting STEAM opportunities to young people.

#### The aims of the STEAM Hub:

- Educators build up a knowledge of STEAM sectors to share with colleagues and effectively inform young people about STEAM roles in Camden.
- Educators understand how to request STEAM Ambassador volunteer visits and how to effectively embed these into the Curriculum - from whole school careers events to classroom-based curriculum activities and projects.
- To learn and share bespoke opportunities offered e.g., Google visits for year 5

#### The original objectives as outlined in the Hub application document were as follows:

- The STEAM Hub will aim to increase participation with schools and teachers who have not previously participated in the STEAM Hub
- The STEAM Hub aims to increase the number of curriculum employer partnerships both within existing STEAM Hub schools and with new participant schools.
- Teachers will gain a greater understanding of at least one STEAM industry within science, technology, engineering, and the creative industries.
- All young people being educated at STEAM Hub schools will have at least one STEAM employer engagement activity within the curriculum per year.
- Participant schools will be able to provide evidence towards Gatsby Benchmark 4 – by implementing an employer partnership in each year group (EYFS through Key Stage 3)
- STEAM Ambassador volunteers from a range of STEAM employers will offer time and expertise impacting the curriculum. The STEAM Hub will have a focus on careers in science and technology (projects developed previously have had an engineering and built environment focus)

#### The aims and objectives of the STEAM Hub were met to a large extent.

- 7 schools that were not previously involved in STEAM attended at least one STEAM Hub Module – Kingsgate, Brecknock, Kings Cross Academy, Richard Cobden, Thomas Coram, Harmood School and Gloucester House.
- 11 Primary Schools including 390 Year 5 Children have had a visit to Google HQ, 10 of which are STEAM Hub schools.
- 18 Primary Schools have had at least one STEAM Ambassador visit/employer encounter, 17 of which have been involved in the STEAM Hub presently or previously.
- All of the secondary schools have had STEAM Ambassador visits. All but one of the secondary schools attend the STEAM Hub.
- 27 different STEAM employers have taken part in classroom activities. Over 100 STEAM Ambassadors have been involved in classroom visits.

- STEAM Hub Modules have introduced educators to a broad range of roles in tech, engineering, creative and scientific – educators networking with STEAM Ambassador volunteers has been effective
- Some schools are planning strategically for STEAM to reach all young people. Edith Neville, Brecknock and Torriano Primary Schools have designed STEAM projects across the whole school with an embedded employer partnership. Kingsgate and Rosary Primary schools have held careers activities that reach children across the whole school.
- Acland Burghley and The UCL Academy have had STEAM Ambassador visits strategically embedded into whole school careers activities e.g. careers days.

### Summary of STEAM activities and employer partnerships in the C/curriculum

\*excludes Camden STEAM work experience programme

School	Activities (number of students involved)	Employers (STEAM Ambassadors)
<b>Abacus</b>	Google Visit (30 year 5)	Google (6)
<b>Argyle</b>	Google visit (30 year 5) Biomimicry STEAM project CSM Future Me project	CSM (1) Glenman Corporation (1) Google (8)
<b>Brecknock</b>	Whole school STEAM Projects – transport (150)	Momentum transport (3) Moonbug (1) Hoare Lea (1)
<b>Brookfield</b>	Year 2 sustainability STEAM project (30)	Laing O'Rourke (1)
<b>Christ Church NW3</b>	Careers day (150)	Google (2) Laing O'Rourke (1) Hoare Lea NLHPP (1)
<b>Christopher Hatton</b>	Google visit (30 year 5) Earth Summit Project – sustainability and communication (150)	Google (6) Glenman Corporation (1) NLHPP (1)
<b>Edith Neville</b>	Google Visit (30 year 5) Whole School STEAM Projects half term (150) Year 6 Aspirations programme (30)	DeepMind (1) Google (10) McClaren Construction (1) Glenman Corporation (1) Ted Baker (1)
<b>Eleanor Palmer</b>	Year 5 Human Body Project (30)	Google (2) Francis Crick (2)
<b>Fitzjohn's</b>	Transport project EYFS (30) Architecture STEAM project EYFS (30)	SCS-JV (2) Glenman Corporation (1)
<b>Fleet</b>	Google Visit (30 year 5) Architecture 'School of the Future' STEAM projects (150) History Project	Google (6) Bennetts Associates (2) Ted Baker (1)
<b>Hawley</b>	Google visit Transport themed STEAM project	Google (6) Camden Highline (2)
<b>Kingsgate</b>	Google visit Year 6 Aspirations Programme	Google (11) McClaren (1) Laing O'Rourke (1)
<b>Kings Cross Academy</b>	Google visit Fashion focussed STEAM project	Google (6) Central Saint Martins (2)
<b>Rhyl</b>	Aspiration Programme	Arup (1) Hoare Lea (1) Google (3) HS2 (1)
<b>Richard Cobden</b>	Google visit (30 year 5)	Google (6)
<b>Rosary</b>	Rosary Careers Day (150)	Lendlease (1) Moonbug (5) SCS-JV (1) Francis Crick (1) British Library (1) McClaren Construction (1)
<b>Torriano</b>	Whole school STEAM projects – transport (300)	Momentum transport (3) Moonbug (1) Hoare Lea (1)
<b>Thomas Coram</b>	Google partnership	Google
<b>Acland Burghley</b>	SNK Studios visit	SNK Studios (5)
<b>Camden School for Girls</b>	Wayve (autonomous vehicles) visit for computing students (133)	Wayve (1)

Haverstock	Apprentices assembly	Camden Council (2)
La Sainte Union	Year 9 careers day	Google (3) Laing O'Rourke (1)
Maria Fidelis	Ted Baker Business Diploma Year 12	Ted Baker (6)
Parliament Hill	STEAM careers talks for D&T students General Projects visit Employability day year 10 (150 approx.)	Google (2) General Projects (5)
Regent High	Engineer career talks Career talks for 6 <sup>th</sup> form programme (100 approx.)	Google (1)
The UCL Academy	STEAM Future Fair (340 approx.) Geography STEAM Careers event (70 approx.)	Arup (1) St George (1) NLHPP (1)

- 18 Primary Schools have not engaged in STEAM this academic year

### STEAM Hub Modules 2022-23

The STEAM Hub was delivered through 6 modules across the academic year. Educator-employer networking was a key feature of the modules. Each module received excellent feedback from attendees.

The year was launched at 5 Pancras square. *Module 1* outlined the purposes, processes and products of the year ahead. This included a panel discussion from Dinah Caine, Chair of the STEAM Board and panellists from Lendlease, DeepMind and The Careers and Enterprise Company. Panellists discussed the importance of young people having encounters with employers. A key focus of the discussion was on equity and a call to action to support young people in Camden from disadvantaged backgrounds. Educators in attendance learned about Camden's STEAM economy and the broad purpose of reaching young people with opportunities through the network of over 150 STEAM Ambassador volunteers and other bespoke STEAM opportunities.

*Module 2* had a focus on process and how educators can develop and sustain effective employer partnerships. Examples in practice were given from Torriano Primary School, Bennetts Associates and Arup. The event took place at LocalGlobe.

100% of respondents stated that 'The module speakers were knowledgeable and engaging'

*"People had a chance to co-plan a practical activity to then implement into their own projects in school"*

**Reflection:** It is crucial that educators can see what good looks like in action, so that effective change can be made in practice not just in theory. Using exemplars like Bennetts and Arup bring to life STEAM employer partnerships in action. Modelling the process of forming and delivering an employer partnership in action by a teacher is highly effective.



In *Module 3* educators were given the opportunity to deep-dive into careers in science and tech. Taking place at the CLC, educators networked with STEAM Ambassadors from Google, Camden Council Digital Services, Arup, Apian (a medical drone company) and the Francis Crick Institute.

100% - 'I would recommend this professional learning to a colleague'

*"Great to understand detail of different science and tech roles - what skills and knowledge they use - what their career journey was. Good timing with each employer"*

**Reflection:** Educators value the opportunity to network with a broad range of STEAM Ambassadors. Many educators have a limited understanding of the technical and non-technical roles involved in a tech company such as Google. Increasing this knowledge can mean educators can better advise young people and make more effective links between learning and the world of work.

*Module 4* Enabled teachers to network with STEAM Ambassadors working in creative roles. STEAM Ambassadors from Moonbug Entertainment, Google, Central Saint Martins were present at the event held at Samsung.

**89% - How would you rate the quality of this professional learning?**

*"Really high quality ambassadors, suitable for the subject area and in terms of soft skills conversations."*

**Reflection:** In this module, specialist teachers sometimes didn't see the relevance to them and their subject of conversations with STEAM Ambassadors. This could be mitigated by designing subject specific networking opportunities. It is important to communicate the purposes of the event clearly in advance including the profile of speakers.



*Module 5* at Arup's sustainable headquarters 80 Charlotte Street enabled educators to deep-dive into a large engineering company. The event including networking with STEAM Ambassadors - Digital Consultant, Structural Engineer, Climate Consultant, Transport Planner - so not just engineers! The session was also framed around what Arup does and its unique sustainable office building.

100% Excellent or good – 'How would you rate the quality of this professional learning'

*"Lovely hearing from the range of people at Arup, their routes into their current roles and day to day activities and work."*

*"Interesting to hear the engineers talk about their jobs and get a chance to interview them and find out more specifics. Good opportunity to network."*

**Reflection:** This module had the strongest feedback from participants. The module had a very clear purpose to deep dive into engineering which is multi-disciplinary but also to learn about a broader range of careers within a large engineering company. Furthermore, by hosting the event at Arup the context of the

event matched its purposes. More flexibility was designed into the networking so specialist teachers could choose most relevant STEAM Ambassadors to network with.



*Module 6* was a ‘Celebration of Learning’ event where teachers attending the STEAM Hub can share the processes and products including the impact of the employer partnerships. A chance to learn from each other and to gather exemplars and case studies for future STEAM Hub events and communications.

### **STEAM Ambassador requests process**

A straightforward process has been designed for schools/educators to request STEAM Ambassador visits. Schools construct a message that is included in a fortnightly newsletter to STEAM Ambassador volunteers. The message below is an exemplar of how to make a STEAM Ambassador request. The simplicity and clarity of the activity with clear dates and timings meant several volunteers came forward. Furthermore, the teacher clearly followed up communication with the volunteers in a timely and clear manner – meaning that the volunteering experience was excellent for all.

#### **Ambassadors from all STEAM sectors talk about your job to Year 6 primary children during Career Aspirations Week – 10 -14th July 2023**

- Please note change of dates.
- We are hosting a Career Aspirations week and would like STEAM Ambassadors from all STEAM sectors to talk to our Year 6 children (10-11 year olds) in-person or via Zoom about their jobs.
- We suggest talking about your role for 5-10 minutes, before inviting the children to ask questions for a further 5-10 minutes.
- We will ask you to provide a brief summary of your role in advance, so that the children have a chance to think about questions to ask.
- You can choose to present to the whole year group or present to three separate classes.
- Location: Kingsgate Primary School, 96 Kingsgate Rd, London NW6 2JG. Nearest station: West Hampstead.

### **Impact – Case studies**

Hub schools were asked to implement at least one STEAM employer partnership in the curriculum. They were given a tool/template to capture and document some of the impact of STEAM Employer partnerships. Research from Education and Employers highlights the importance of employer encounters, as such employer partnerships must have the following features:

- Authenticity and be meaningful to young people. Therefore, we encourage educators to embed partnerships into the taught curriculum so young people can connect their learning to careers.
- Young people need to hear from a wide range of people from different backgrounds and from different sectors. To that end, we encourage educators to plan for a range of STEAM Ambassador visits, strategically across age groups and subject areas.

- Young adults who recall interacting with employers on four or more occasions can expect better outcomes than classmates who never remembered engaging with people in work. We encourage educators to scale and request several STEAM Ambassador visits. Young people have narrow and unimaginative career interests that must be challenged. STEAM Ambassador visits will challenge their assumptions especially when they are able to interact and ask questions. Who knew the role of 'vertical engineer' existed or what a person designing the Google Pixel phone does!
- STEAM Ambassador visits should begin as young as possible. The Hub supports EYFS projects and employer partnerships – these will have significant impact on children. Assumptions and expectations should be challenged at an early age.

Below are some examples of STEAM Ambassador visits/employer partnerships captured via a simple template provided.

### Camden School for Girls

### Wayve & CSG talk



#### Numbers at a glance:

15 Computer Science students - Year 10.  
Information disseminated across year 11 and year 7 computing students - 133 students

#### STEAM employer partnership/project overview:

We had a visit from Richard Shein who works for a Tech startup company called Wayve who build self driving cars. His talk and presentation went through how the company is building the technology with the use of AI (artificial intelligence) to get self-driving cars on London roads by 2027 - 2030.

Richard told us about the many different roles in tech including ones where you do not even need to know how to program. These include but are not limited to:

- Design
- Software Engineer
- Data Scientist
- Product Manager
- ML/AI Researcher

#### What the student says:

Our computer science class got a great insight into what a career in the field can be like and he broke down the myth that working in Computing is just sitting in front of a screen, that it can be a really sociable work environment and that most people working in Tech startups command a 6 figure salary.

Some of us were inspired to take up the role of a product manager.

#### What the teacher says:

It was great to have a young vibrant individual - someone who students can relate to more than their teacher! Come in and talk to them about the vast opportunities that are available to them in the tech sector. Roles they never knew existed and encouraged girls to think beyond coding as being the only way to get into a tech career

### UCL Academy, Swiss Cottage

### Year 10 and 12 Geography Careers Talk



#### Numbers at a glance:

About 70 year 10 and year 12 pupils attended this talk.

#### STEAM employer partnership/project overview:

Two STEAM employers from Arup and St. George PLC came to speak to our year 10 and 12 pupils about future geography careers. Patricia from Arup spoke about architecture and her use of geography in designing some of London's most famous buildings. Jonathan from St. George PLC spoke about the process of regenerating different brownfield sites around London, from speaking with clients, to getting funding. Both spoke about geography as a subject at school and how that is currently being used in their day to day tasks at work.

#### What the student says:

"I found the talk really interesting. It was cool to see how they used geography from school in their jobs".  
"I asked a question about where they got their funding from for the projects. It was interesting to see that it was from a range of different places like the government and private companies.

#### What the teacher says:

Pupils found the talk engaging and interesting. They had some interesting questions about their day to day tasks and where the funding from these projects came from.

## Reflections and forward plans

- Continue to grow the STEAM Hub as a network of employers, STEAM Ambassadors and educators so that more young people can access valuable STEAM careers information.

- Use more effective means to promote the STEAM Hub network such as using social media channels to promote and celebrate events and STEAM in action.
- Increasing the number of STEAM Ambassadors profiles so educators/schools can effectively design events for young people focussing on STEAM careers. Give better examples of ways of requesting and working with employers/STEAM Ambassadors and means of communication.
- Ensure the learning design of modules and events is effective – so that educators will apply learning confidently in practice. Reduce the knowing-doing gap i.e., educators attending events and making effective employer partnerships in practice. Some specialist settings require further support to ensure this.
- Design a range of modules in context in relevant and inspiring venues. For example, the first STEAM Hub/network event on September 22nd will be hosted at Google's Accessibility Discovery Centre. Teachers will learn about tech and accessibility and network with a range Googlers alongside the launch of a competition for young people to design tech based on a particular need.
- Design in more opportunities for teacher-teacher networking and sharing of best practice. Re-explain and emphasise ways that teachers can more effectively communicate their needs and how to request and sustain employer partnerships. Encouraging senior leaders to attend STEAM Hub networking events.
- Reach the several primary schools still not involved in STEAM – sharing impact of the STEAM Hub and supporting them to join.
- Further develop a culture, driven by the STEAM Hub network so that educators and employers feel part of a movement to make a difference to the futures of young people in Camden.

Richard Donnelly, July 2023

## Camden Learning School Led Hub Impact Report 2022-23

### EYFS Hub Impact Report 2022-23

**Schools:** St Patricks, Emmanuel, Argyle, St Marys & St Pancras, New End, Kings Cross Academy, West Hampstead, Primrose Hill, Rhyl, Eleanor Palmer, Gospel Oak, Rosary, Torriano, Brecknock, St Albans  
**Lead schools:** Brookfield and Thomas Coram

#### Success Criteria:

- Aligning and enhancing professional development for EYFS teachers and leaders with the EYFS Camden Learning Consultant
- Feedback on impact from practitioners
- Strong engagement and attendance at meetings

#### Hub sessions:

- Brookfield EYFS Curriculum
- Woodwork with Pete Moorhouse
- Communication and Language with Helen Bradbury
- EYFS STEAM Conference
- Maths with Kym Scott
- Teach Meet @ Thomas Coram



#### What the Hub did:

We enhanced our EYFS hub offer by working in closer collaboration with Leonie Holt (Camden Learning EYFS Consultant). We started this in 21/22 by collaborating on our first Camden EYFS conference which was attended by over 40 Camden practitioners. This year, the conference focussed on STEAM with guest speaker Kym Scott. These conferences brought together Camden expertise and external speakers to address topical developments in Early Years. 100% of attendees rated the conferences as enjoyable and useful, providing them with new information and learning to act upon in their own schools.

At the final EY hub of 21-22, and at the welcome session this year, we surveyed attendees on the needs of their current children and their professional growth needs for the coming year. We then grouped these requests into themes (see table below) and focussed on: curriculum, woodwork, oracy, communication and language and maths.

- Speakers Seren Quested and Charlotte Pearson from Brookfield presented on EYFS Curriculum Development at Brookfield which linked to the whole school curriculum, tracking back from KS1 and 2 subjects, revised EYFS framework, core texts and curriculum goals.
- Speaker: Pete Moorhouse led a session about woodwork in Early Years to enhance children's gross and fine motor skills, concentration and focus, communication and language, creativity and more!
- Hub members all engaged with Councillor Sylvia McNamara, Panel of Early Years language development for the Children Schools and Families Scrutiny committee, to interview Early Years teachers about their experiences of changes in children's development because of Covid.
- Speaker: Dr Helen Bradbury, Promoting Communication and Language Skills in the EYFS: Developing Language Birth to Five following the Global Pandemic.
- Speaker Kym Scott: meeting end-of-year reception expectations while leading children to deep mathematical learning in their nursery year. To compare expectation to Nursery year versus Reception year and understanding the balance between maths in play and the need to teach maths systematically.

- Teach meet to reflect on the impact of the hub on individual practitioners and schools this year.

We intend to canvas interest at the final EY hub of this academic year and we base our sessions for the coming year reflectively on the needs of Camden teachers.

### **What has been the impact on the teaching/learning of those in your Hub?**

- A Torriano EYFS Lead and Thomas Coram Lead have delivered staff training on maths as a result of the Kym Scott training.
- A Brookfield Reception teacher has transformed woodwork provision at the school and incorporated it into the plans for a new Forest School Garden
- Brookfield and Torriano have collaborated to explore oracy provision at both schools including learning walks across the settings.
- The views of the EYFS hub members have contributed to a report being drafted by Councillors to the current and opposition governments.
- The STEAM conference elicited positive evaluations where teachers said they felt more confident to be even more creative with the curriculum on offer. They felt that acknowledging STEAM in the EYFS added status to the early years curriculum and added further connections to the early years curriculum and the National Curriculum.
- Another common theme is the mutual support gained from these regular meetings and access to our growing bank of national experts who we can refer to, alongside our own in-house support.
- Visiting each other's schools is highly valued- inspirational and insightful and as St Marys and St Pancras staff said, this has enabled, "Professional growth and inspiration to keep moving forward".
- In the evaluation of the hub, all said that they had benefitted from joining the hub. All expressed the hope to be able to attend next academic year.

### **Highlights from the year**

- Second annual conference in collaboration with Leonie Holt and Camden STEAM
- Hearing from expert, international speakers
- Visiting a range of inspirational settings across Camden
- EYFS teachers and leaders feeling valued and heard

### **Some quotes from participants:**

From our Teach Meet, feedback on the impact of woodwork training:

*"All of the staff who attended were immediately confident and enthusiastic to direct children to the woodwork area. Staff understood the skills children are learning and was extended with measuring, colouring, and painting. Staff could encourage children who needed development in certain areas (e.g. fine motor skills or attention) to do extra woodwork as a way of strengthening these skills. I would like to extend the woodwork area and would like to have woodwork for all children in KS1 and KS2. The training has given me confidence that, if the school wanted to do this, we could fully justify it."* Georgina, Brookfield Primary School

*"Pete Moorhouse was so thorough and clear! From how to resource to planning session to the skills needed."* Rachel, Rhyl Primary School

Feedback on the impact of maths training:

*"Following Kym's training, we had a maths board games week with children consolidating maths skills in reception. We had excellent engagement from each child as they created a track game, wrote the rules and then invited other children and parents to play. Kym's input had the influence of a day of immersion in track games before they embarked on making their own. It was really inspiring to see the children's learning in maths through track games."* Rachel, Brecknock Primary School

*"The next day, after the EYFS Maths Hub, we had set up in the outdoor area flower pot threading activity. The children took the pots off and a child started racing a marble around the tough tray. As a result of Kym's training, we started by making the start, finish, and point system and used a clipboard for the scores. We used different beads to see how far they would travel, following the children's interests."* Rachel, Rhyl Primary School

Feedback on the STEAM conference:

*"Every time I heard the word STEAM, I thought about year 6 children. I didn't understand STEAM in EYFS until attending this hub. Now I think about all the language that comes out of STEAM activities."* Fay, Rhyl Primary School

**If we run the hub next year, what will we look to do differently:**

There is currently a significant challenge in the transition of children with high needs from Nurseries to Camden Reception classes. We therefore intend to focus on: SEND,

We aim to:

- Align further the termly EYFS Leads meeting with Hub priorities Leonie Holt
- Re-introduce gap tasks and feedback at each meeting
- Disseminate the work of the Camden Kids Talk Project that both Thomas Coram and Brookfield are involved in
- Collaborate with the new Camden Family Hubs
- Set up ONEDRIVE to improve information sharing.



## Find out more

Email: [customersupport@camdenlearning.org.uk](mailto:customersupport@camdenlearning.org.uk)

Telephone: **020 7974 1122**

Website: [camdenlearning.org.uk](http://camdenlearning.org.uk)

Twitter: [@CamdenLearning](https://twitter.com/CamdenLearning)