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### Introduction

Dear Colleagues,

As I write the introduction, I am just about to leave for UWE where Business Studies students from our Sixth Forms are having a joint study day, focused on Enterprise and Entrepreneurship. Events such as these are important symbolic signs of our Partnership but they also directly address our ambition to achieve some of the things together that we would not have capacity to manage as individual schools.

Thank you for feedback on our new strategy statements, shared last week. The response has been positive so far and I really sense schools' shared appetite for more Trust-wide opportunities. The one note of concern has been about whether we have got the statement quite right on where schools can continue to pursue school projects and curricula which might be different to the Trust-level provision. I have heard this and will seek to articulate it - where something is excellent and well-loved we will usually want to support schools in that innovation.

I am really pleased to confirm that Jenny Campbell and Joe Thompson will be leading Northleaze Primary School next year. Jenny will oversee both Blagdon and Northleaze Primary Schools as Executive Headteacher and Joe will be Associate Headteacher at Northleaze. This will give us time to fully consider the best structure for Northleaze Primary in the longer term.

With best wishes,

*Gary Lewis,*

*Chief Executive*



## School websites - DfE online publication requirements

The Department for Education (DfE) have updated and reformatted their guidance on what schools and trusts must publish on their websites.

[Click here to view the guidance](#) and please ensure you action any required changes/ amendments to your school website as soon as possible.

Key changes include the following:

- **Admissions** - now highlights requirements to publish PAN for each age group, as well as information on deferring entry to reception and how many external applicants will be admitted to sixth forms.
- **Contact details** - removes requirement to publish SENCo's details unless a special academy or sixth form or college.
- **Complaints** - newly-worded requirement that complaints procedure 'must be available' (previously 'recommended' publishing online); trusts now 'must' publish details of whistleblowing procedures.
- **Curriculum** - new 'must' requirement to publish Relationships, Sex and Health Education (RSHE) policy, developed in consultation with parents and serving their needs. New 'should' requirement to inform parents about right to withdraw their child from RE lessons; information about the academy's a music development plan, along with a template.
- **Governance information** - renamed and contains specific documentation trusts must publish and an amended diversity data section.
- **Pay gap reporting** - new section encourages a supporting narrative to explain the gender pay gap and an action plan setting out how the trust plans to address it.
- **School uniforms** - now includes information on where second-hand uniforms can be purchased, per the cost of school uniforms guidance.
- **Remote education** - no longer optional; information 'should' be published.
- **Test, exam and assessment results** - combined with the previous 'performance measures' section and updated to remove and replace pandemic-related information.

## Two Factor Authentication

Following on from recent events, it has come to our attention that there are still some e-mail accounts that are not secured behind Two Factor Authentication (2FA). It is crucial that accounts are secured behind 2FA, as this would prevent many of the breaches that are commonly seen. Therefore it is important that any shared accounts such as *office@* or *mailbox@* for example, are setup as 'shared mailboxes with delegated access'. If set up in this way, the accounts will still benefit from the protection of 2FA. If you are a school that has such shared accounts, please reach out to 2IT for assistance in converting them to 'shared mailboxes with delegated access' (2IT will understand what all the tech speak means!)

*Kirk Perrin, Head of IT Strategy and Infrastructure*

## LSP policy and procedure for dealing with persistent and/or vexatious communications

At this week's Central Team SLT meeting we ratified a policy guidance document for the Trust regarding dealing with persistent and/or vexatious communications. This sits alongside the Complaints Procedure (Section 10 covers similar areas), as it could apply to general communications from a parent/carer in certain circumstances.

We do still believe that good, clear and sympathetic communication in the early stages of an issue being raised resolves the matter for most people. If parents/carers feel that they have been heard and sense the School's sincere desire to do its best for their child, most people are satisfied. Handling and addressing complaints is often an opportunity to fix something that has gone wrong however these policies are in place to support LSP staff in the minority of cases when they are necessary.

Both policies are published on the Trust's website; [click here](#) to view the new LSP policy and procedure for dealing with persistent and/or vexatious communications.

As ever if you have any questions about either of these policies, or feel you may have a situation where you may want to use the new guidance, please do not hesitate to [contact the Central Team](#) for advice.



## DfE Consultation: Review of the RSHE statutory guidance

You will have seen, in all the press coverage last week, that the DfE are consulting on proposed changes to the statutory relationships, sex and health education guidance.

Proposed changes include:

- Age-related limits on some content. Sex education will not be taught before year 5.
- Schools “should not teach about the broader concept of gender identity.”
- Schools should, when requested, share curriculum materials with parents.
- New sections on suicide prevention & sexual harassment

The consultation runs until Thursday 11 July 2024. [Click here](#) to view the consultation documents and to submit a response should you so wish.

## Reminder - submission of documents and minutes to the Central Team

As outlined on [the Annual Planner](#) a reminder that the following documents should be submitted to the Central Team via [lgbreturns@lsp.org.uk](mailto:lgbreturns@lsp.org.uk) by 9.00am on Monday 10 June:

- A copy of your latest LGB board minutes
- A copy of the minutes from your latest Health and Safety Committee
- A copy of your Risk Register following LGB review and outlining any updates/ amendments required.

Also, a reminder that any changes to your Local Governing Body should be submitted via [our online form](#).

## Summer Pupil Census

Please can all schools upload the Summary Report from the May Pupil Census (Thursday 16 May) to the folder [in Folder](#) set up for this purpose as soon as possible.

We report changes to pupil numbers to Trustees. Thank you.

*Sue Warneford-Thomson, School Finance Support Manager*

## Devolved Capital Funding (DFC) - final allocations

The DfE have now published the final DFC allocations to be paid in June 2024 and these have been downloaded and saved in the *Information for 2023-24 budget folder* [in Folder](#) for your information. For primary schools, any discrepancy between these allocations and the value calculated by IMP based on pupil numbers will be due to incorrect pupil numbers from your January 2023 census in 2023/24 financial year in IMP. Please correct these pupil numbers and check that your DFC funding is correct. These pupil numbers will determine your 2023-24 PE & Sports Grant as well.

For secondaries, any discrepancy between the final allocation and the IMP calculated value is likely to be due to the pupil weighting for Post 16 pupils. In these circumstances, schools should manually update the 2023-24 DFC value in IMP but leave future years to calculate.

All schools should take the opportunity to review their January 2024 census and update IMP Spring 2024/25 pupil numbers if they haven't already done so. Thank you.

*Sue Warneford-Thomson, School Finance Support Manager*



## Updated New Governor Training Sessions - Wednesday 10 July

As mentioned last week, following the postponement of the May dates, we can now confirm the new dates for the final New Governor Training Sessions in Term 6:

**Wednesday 10 July at 10.30am-12noon and 6.30pm-8.00pm**

These sessions will cover an introduction to Governance within the LSP and are suitable for new governors and current governors looking to refresh their skills. The sessions are led by our Chair of Trustees, Adele Haysom. Please note that both sessions will cover the same content so you only need to attend one.

The [LSP Governance CPD booklet](#) has been updated with these new dates.

I will circulate the MS Teams links to Clerks after half term so these can be passed on to those who wish to attend.

*Chris Hills, Governance Professional*





## Upcoming Lighthouse Learning Sessions and CPD Networks

Please email [Lighthouse Learning](mailto:info@lighthouselearning.co.uk) if you have any questions about the below events.

Date	Event	Audience
<b>Term 5</b>		
Thursday 9, 16 and 23 May	Job Evaluation Training. Multiple venues.	All
Friday 17–Wednesday 22 May	Primary Moderation Sessions. St Peters’ Primary Details already shared with Heads and Assessment Leads	Primary Heads and Assessment Leads
Thursday 13 June 5.30pm - 7.45pm	LSP Governance Conference @ Backwell School <a href="#">Sign up by 10.00am on Thursday 6 June</a>	Trustees, Clerks & Chairs

# LSP GOVERNANCE CONFERENCE

**THURSDAY 13 JUNE 2024**

## *Stakeholder Governance*

This event is for all LSP Clerks, Chairs, Governors and Trustees - we really hope to see you there!

- 5.30-6.00pm Arrival and networking.  
Tea, scones and nibbles will be served
- 6.00-7.30pm: Speakers including Gary Lewis, Adele Haysom and key note speaker Joy Harcup.



LIGHTHOUSE  
LEARNING

**VENUE:**

**BACKWELL SCHOOL  
BS48 3BX**

**REGISTER NOW**

**CLICK HERE**

**TO CONFIRM YOUR ATTENDANCE**

Deadline to sign up is  
10.00am on Thursday 6 June.

# Really effective checking for understanding

A common strand of teaching which is currently being developed across most of our schools is 'checking for understanding'. The core idea here is that checking for understanding involves teaching staff continually verifying that all pupils are learning what is being taught, while it is being taught, so that teaching can be adapted to match pupil needs - if at least 80% can demonstrate that they understand, we move on, if less than 80% can demonstrate they understand, we stay on the teaching point and do more with pupils.



Continuous checking for understanding is the backbone of effective explicit instruction because the most effective teachers systematically check that *all* pupils understand what they are being taught and are therefore keeping up with the learning journey. As teachers, we cannot assume that pupils have understood words, ideas, concepts, explanations; the only way that we can be sure that pupils are learning what we are teaching is to ask our pupils to demonstrate what they know and have learnt.

Most schools in the primary phase at LSP are focussing in on the use of think-pair-share, cold calling or use of whiteboards and this is becoming more and more effective. However, we need to keep pushing ourselves to move beyond 'seeing' these things in lessons, to thinking about how effectively the strategies are being used to move children on in their learning. As part of this we need to keep reminding ourselves that it is about understanding where all learners are in their journey and reacting to this - as our recently published pedagogy framework states, 'The information a teacher receives should inform the next steps in the learning sequence'.

The 'one-pager' from Jamie Clarke below can be found through this [link](#).

**Further Reading**  
Principles of Instruction: Research Based Strategies That All Teachers Should Know  
Article by Barak Rosenshine

## Checking for Understanding

Guide the direction of teaching and remedy common misconceptions

**Checking for Understanding**  
Checking for Understanding (CFU) is a fundamental aspect of effective teaching. It involves teachers consistently finding out what students know about the material being taught. Checking for understanding serves as a means for teachers to adjust their teaching methods and improve learning by assessing student understanding in real time, allowing them to make necessary instructional decisions such as re-teaching during the lesson.

**“Checking for student understanding at each point can help students learn the material with fewer errors.”**  
- Barak Rosenshine

**Rosenshine's Principles of Instruction**  
According to Barak Rosenshine in his 2012 article, 'Principles of Instruction' effective teaching involves asking questions and checking students' responses to help them practice new information and connect it with their prior knowledge. Rosenshine's research suggests that teachers should ask questions during instruction to facilitate the practice of new material. The most effective teachers engage all students by having them share answers with peers, summarise key points, write responses, or express agreement with others.

**80% Success Rate**  
CFU guarantees high student success rates. Aim for 80% + so that you can respond and adjust your teaching.

**09 Questions**  
The least effective teachers only asked 9 questions in an entire lesson resulting in more error prone learning.

**23/40 Minutes**  
The most effective teachers spent 23 of a 40-minute lesson explaining, questioning & giving working examples.

**Questioning**  
A straightforward and effective methods for assessing student knowledge is through questioning. Teachers can employ various questioning strategies to gauge understanding. These include cold calling students and asking follow up questions to probe their knowledge such as, "Why do you think that is?" Elaborative interrogation questions such as "Why is this true?" are also powerful to check the depth of students' understanding and help them connect their knowledge to existing schemas.

**Summarising**  
Frequently having students summarise what they are learning is a highly effective method for improving their understanding and memory of new information. Additionally, it allows teachers to gauge whether students have a firm grasp of crucial concepts. By observing which topics students either avoid or find challenging to summarise, teachers can identify areas that may need further attention in the next lesson. Ask students to verbally summarise the main steps or write key ideas in dot point form.

**Choice Statements**  
Present students with a few choice statements or questions and have them select a response. For example, "True or False?", "Agree or Disagree" and share it via a mini-whiteboard, or hand signal (thumbs up or down). This efficient technique is particularly effective to use in checking students' prior knowledge or potential misconceptions before beginning new instruction. It also enables learners to elaborate on the material and "augment connections to other learning in their long-term memory."

Utilise mini-whiteboards to quickly collect whole class responses and check for students' understanding:

<b>Plan</b> Plan the questions you will ask before the lesson.	<b>Format</b> Responses should be simple (e.g. write letters for MCQs)	<b>Signal</b> Create a signal for the procedure. (e.g. 3, 2, 1... Show Me!)	<b>Scan</b> Stand in an optimal place to deliberately check all responses.	<b>Correct</b> Give live feedback and correct errors as you check.
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**Correcting**  
Another highly efficient and effective method for checking students' understanding is through identifying and correcting common misconceptions. This involves presenting students with a common misconception or procedural error and evaluating their ability to identify and rectify it. Collect whole-class responses or circulate the room purposefully checking students' work and providing feedback on how to rectify specific errors.

**Visualising**  
Getting students to draw or create visual representations, such as graphic organisers and concept maps, can be useful in checking the depth of their understanding. Have students create a visual or symbolic representation (for example a graphic organiser, simple table, or concept map) of information and abstract concepts and then be prepared to explain their graphic to a partner. Picturing techniques are especially useful to see if students understand how various concepts or elements of a process are related. Model this process over time so that students know how to create effective visual maps independently. For example in English: Ask students to draw a visual web of factors influencing the growth of a protagonist in a novel.

**Testing**  
Use short informal assessments, such as quizzes or exit tickets to check the depth of students' understanding. Conducting weekly (or even monthly) low stakes quizzes is an effective method of checking understanding and monitoring students' progress. Try sample paper quizzes or whole class quizzes using digital tools (such as Quizizz) to get more nuanced data on all students.

(continued)

One-Pager Designed by Jamie Clark | @XpatEducator | [jamielockleark.com](#)

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## Really effective checking for understanding *(continued)*

Whilst on Twitter at the weekend I also came across 2 fantastic videos from **Teach Like a Champion**, which were filmed in British schools, and that really exemplify what effective checking for understanding can look like. What I really like about these videos is the clear level of expectation set by the teachers as well as the way in which you can see that they are part of 'routine practise' to fully understand and react to data. There is a really helpful narrative under the clips.

I know some of you are looking for more and more examples to share with staff. Take a look at the videos... why not use them as a whole staff meeting session or a starter? You could unpick and discuss what you see in the videos and the impact of the teachers.

[Video 1](#)

[Video 2](#)

*Neil Lankester, Director of School Improvement*

## Lighthouse Learning Network sign up for 2024-25

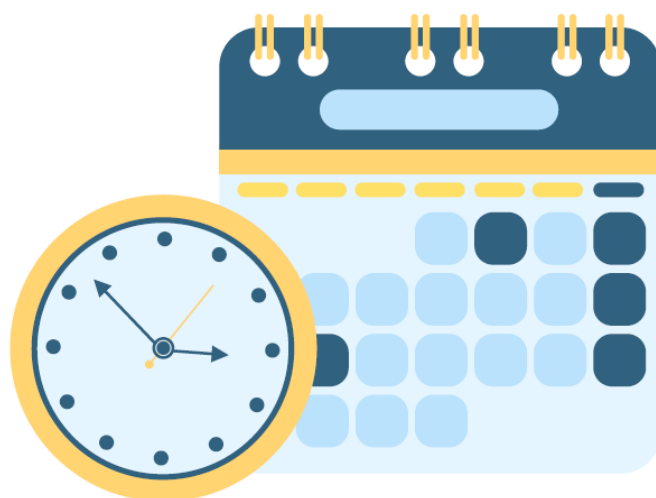
Headteachers will be emailed this week with the details on how to sign up colleagues to the Lighthouse Learning CPD networks for 2024-25.

Please follow the instructions in the email and ensure that you have completed the online forms by **10.00am on Thursday 14 June**.

You can [click here to view](#) the Lighthouse Learning CPD and network offer for 2024-25 as presented at the School Leader's Meeting on Monday 1 May.



## Key Dates and Deadlines



DATE	KEY DATE OR DEADLINE	FAO
12noon Thursday 23 May	Closing date for LSP HR Policies Consultation	All
Wednesday 12 June	Headteacher's Meeting and Winston's Wish Training for Senior Leaders at Nailsea Baptist Church	Heads
Thursday 13 June 5.30pm - 7.45pm	LSP Governance Conference @ Backwell School <u>Sign up by 10.00am on Thursday 6 June</u>	Trustees, Clerks & Chairs



# KEY LINKS

These reminders do not replace the Annual Planner so please ensure you are checking this regularly.

Please note the following links will only work for those who already have access to the relevant site or folder. If you feel you need to be given permission to access something please [let us know](#).



## Annual Planner 2023/24

Click to view the Annual Planner  
(Via Sharepoint)

## Annual Planner 2024/25

Click to view the Annual Planner for next  
academic year (Via Sharepoint)



## Bulletin Index

Click to access an index of  
previous bulletin articles

## Previous Bulletins

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LSP Weekly News Bulletin



## The Beacon

Click to read the latest edition of the  
LSP Newsletter: The Beacon



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