



ISSUE 18

One Family

with Wonder

Aha moments: Understanding shared school language

Explore Wonder...

Make the most of your summer break

Safeguarding:

Child Adolescence to Parent Violence & Abuse (CAPVA)

Governance: Inducting New Governors



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

One Family

ISSUE 18

with Wonder

Welcome to the Wonder Learning Partnership

We believe passionately, as a rural charitable Trust, that our children, in our villages, market and coastal towns, should be entitled to an education that celebrates the traditions of our communities, which recognises the history and values of our rural schools, their individuality and distinctiveness.

We are child focused, driven by an absolute desire to know and care for each child as an individual. A love of learning and a real passion for teaching. Our mission is to ensure every child receives the very best teaching, follows a challenging and exciting curriculum that broadens their understanding and provides a wealth of knowledge, not only within specific subjects, but across disciplines and time. Exposing them to the true majesty and wonder of creation, within nature, across the world, in different cultures and societies.

Contents

School News	3
IoE: Aha moments	6
People & Culture	9
Governance	11
Safeguarding	13
CPD and Training	15
Vacancies	16

“Wonder is the beginning of wisdom” Socrates

Our Values

Educate

We are committed to educating the whole child and believe every child should reach their potential.

Empower

We will empower our whole school community through support, development, and value in the pursuit of excellence.

Engage

We will engage in best practice to develop the personal qualities and aspirations of pupils and staff.

Enrich

We will ensure our children are exposed to a wealth of experiences and opportunities.

We welcome any school partner into the Wonder Learning Partnership and look forward to hearing from you. Our team is here to help across a breadth of areas whether this is peer to peer support, compliance, curriculum development or if you are seeking to join our Trust. Please get in touch at office@wlp.education.



Wonder Learning Partnership is a company limited by guarantee, registered in England and Wales with Company Number: 10518602

Wonder School Family News

Nursery Children's Farm Adventure

The nursery children at Stamford Bridge Primary School had an amazing experience at PlayDale Farm Park. In addition to feeding and handling a variety of animals, they were lucky enough to see some piglets being born! We are proud to create opportunities for children to have enriching experiences that not only complement their learning but allow them to expand their knowledge of their local area and the wider world. Thank you to colleagues who arrange such exciting visits for the children.



Hands on History

In preparation for this term's topic on Ancient Egypt, pupils at Melbourne Primary School visited the Hands-on History Museum in Hull. The children took part in an Ancient Egypt workshop which really brought the learning to life and provided a great deal of inspiration for learning about the topic. We look forward to seeing more activities over this term. This again is another fabulous example of enriching learning opportunities for our children outside of the classroom. Thank you to colleagues for supporting the curriculum learning and arranging such visits.

Wonder School Family News



A Recipe for Success

Former Longcroft student Katy Beskow has a passion for vegan cookery, and she's made a highly successful career of it. Just before half term she came to talk to Year 10 pupils at Longcroft School about the joys of being a food writer, and why veganism is so important to her. Pupils also watched Katy create a mouth-watering vegan pasta dish, had a stimulating Q & A session, and learned about the cookery publishing business. It was in 2013 when Katy began the vegan recipe blog Little Miss Meat-Free. A year later she was teaching cookery classes and writing for a national magazine. She won Vegan Bake Off in 2014. It's such a treat for our pupils and students to learn from successful practitioners, and never more so than when they are former students too and so embody Longcroft's values of Great Heart, Thought and Vision.

World Champions!

Back in Issue 11 our Woldgate School family news featured a staff member's success with their Walking Football team. We are delighted to share further news of the team's achievements as they are world champions! The weekend of 19th to 20th May, eight England International Walking Football Federation squads met along with over 200 others for the World Championships at Chesterfield FC, the home of walking football. Over 50 countries were represented. Our colleague's Over 40s team played against Australia, Sweden and France on the Friday winning 4-0, 2-1 and 1-0. On the Saturday we beat Norway 1-0 and Wales 2-0 and then Australia 2-0 on the Sunday. So, they won the World Championships, and all had an amazing weekend. The best thing was meeting so many people from around the world in a great setting with an awesome atmosphere. Well done to the team.



Wonder School Family News

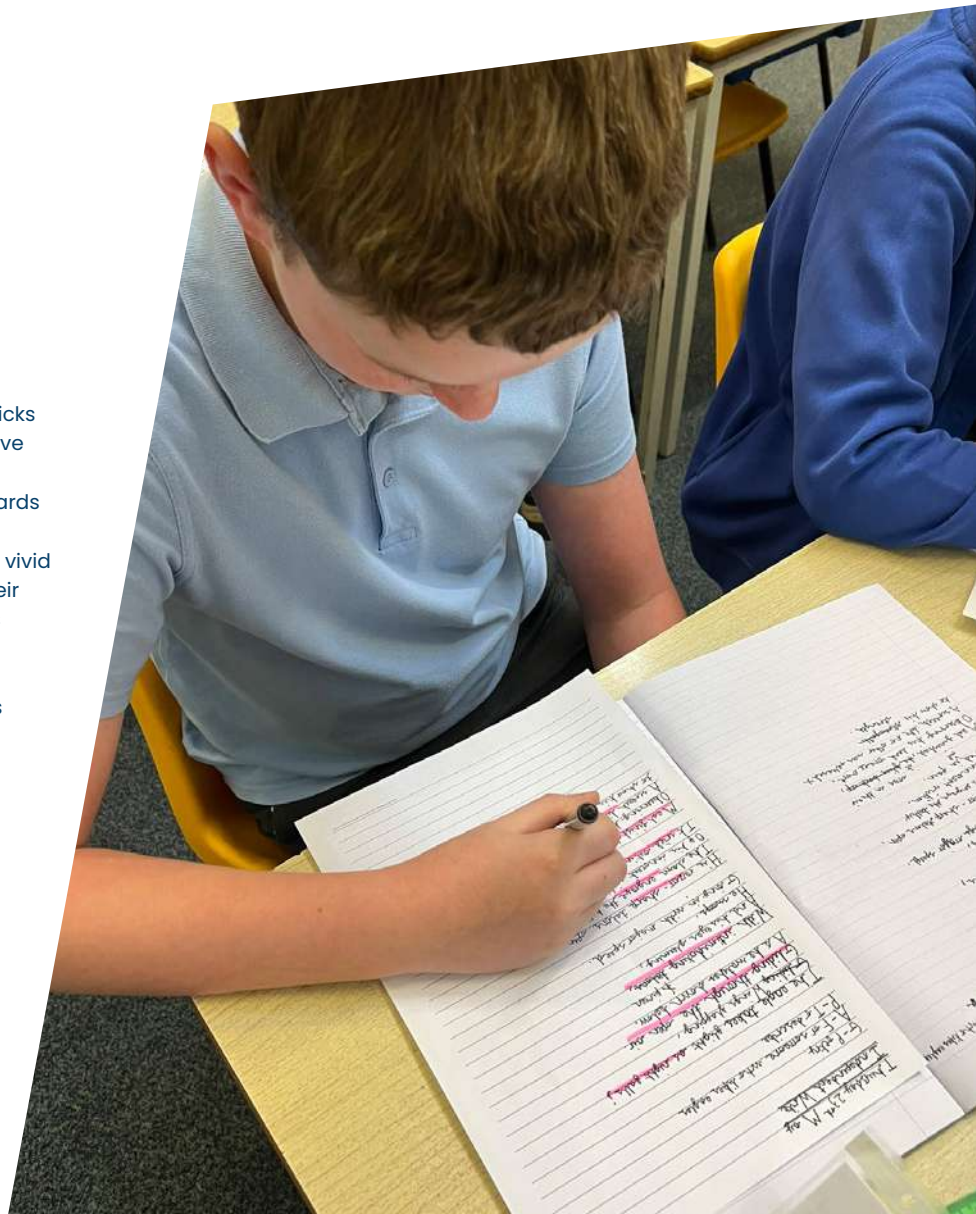


Fish & Ships Festival

In late May Whitby Music Centre put forward their two senior bands: Esk Valley Concert Band and the Whitby Jazz Collective to play at the Fish and Ships Festival in Whitby. The Esk Valley Concert Band is a wind band comprising woodwind, brass and percussion with bass guitar. A number of past and present pupils from Eskdale and Caedmon are part of this group as well as music teacher Mrs Edmondson-Preedy. They performed a challenging repertoire including 'Happy', 'Let It Go' from Frozen, a medley from the musical hit 'Lion King', the theme from Star Wars and Indiana Jones by film composer John Williams, and more. A fabulous event and experience for our pupils and students.

Ambitious Writing

It is always a fantastic day when something clicks and pupils excel in an area of learning they have previously found challenging. Colleagues at Pocklington Junior School are reaping the rewards as children are expanding their ambitious vocabulary, penning fantastic poems, crafting vivid stories in addition to editing and perfecting their writing independently. A lot of proud moments and impressive children who are working diligently to master language to improve their writing. Well done to the pupils and colleagues for their hard work and resilience.



Aha moments: Understanding shared school language

Aha...One of the challenges, that I failed to appreciate until I started working with student teachers, is that teachers to a certain degree, communicate in their own professional parlance. The teaching profession is awash with acronyms, buzzwords and terminology, some more obvious than others, and how and when a teacher achieves fluency is something that still eludes me. I have however, become more certain that the rise of evidence-based research in teaching, has led to an exponential growth in acronyms, buzzwords and terminology, presenting even more obstacles for student teachers entering the profession.

Recently I was sat in a meeting, when a colleague with many years of experience, leaned in and whispered, "what does that mean?" I was fortunately able to explain, but it dawned on me, that it was not only novice teachers that were having difficulty navigating our newly expanding teaching tongue, but also expert teachers. I then began to wonder how many other colleagues in the room didn't know the meaning, but were too afraid to ask, and of those who did know the meaning, how could we be sure that we all had interpreted this in the same way. It was at this point I experienced my first aha moment since learning about them during my NPQLTD, an aha moment, is essentially the same as a Eureka moment, when the penny drops, and something suddenly makes sense, in essence it is what we would describe as an insight. I was already aware that there were strategies that we could use as teacher educators to try and orchestrate an aha moment during a CPD session, but that there is a high likelihood that this aha moment will materialise later, and apparently from nowhere. And here I was, having my aha moment about the concept of a shared language of teaching and learning.

I have read many, many times the need to develop a shared language within a school and/or Trust and although I have recently read the Organisation for Economic Co-operation and Development's (OECD) conceptual framework on Student Agency, and remembered, being surprised that the concept of student agency doesn't mean the same in all cultures, and that there wasn't even a translation for the OECD's interpretation of student agency in some languages, I experienced no aha moment. In hindsight, the reason for a shared language in teaching and learning was staring me in the face but I can only hypothesise that it wasn't until my colleague asked me "what does that mean?" that I was able to contextualise everything I had read and learned, into my aha moment.



Kirsten Russell
Trust Assistant Director of
the Institute of Education
and Training School



So, let me share my aha moment, I would like to say it is momentous, and that it will change the world of teaching, but it will not, it is actually just common sense, so let me explain why.

I have always advocated the risks of assumptions in education, sometimes teachers assume a pupil has learned something because they have taught it, or assumes that a pupil understands their expectations, even if they had not explicitly communicated them, or assumes that a pupil can structure an exam answer as they have modelled it. In all cases you cannot and in the same vein, we cannot assume that a teacher understands a term, or assume that even if they do understand it, that there is a uniform understanding across a school, Trust or educational community. Ultimately, the clue is in the term, shared language, and to develop one it is essential for any school, trust or educational community, to determine what the term means and provide concrete examples of what that looks like in their context, before explicitly sharing this with colleagues, in an attempt to mitigate the possibility of erroneous assumptions and possible misconceptions.

We cannot assume that a teacher understands a term, or assume that even if they do understand it, that there is a uniform understanding across a school, Trust or educational community.

So how can this be achieved effectively across a school community?

I initially toyed with an idea of having a glossary of key terms, concepts and acronyms that could be added to a school handbook, but then I had a flashback to an Education Endowment Foundation (EEF) Vocabulary podcast. I recall how Marcus Jones, Literacy Lead at Huntington School in York, had talked about the need to carefully select the words and knowledge that matter the most and that we should not just push vocabulary to make a nice list of the top 10 words. So whilst, I think a glossary of acronyms is a useful addition, I am also mindful that teachers learn the same way that children do, so if we want depth, understanding and usage, we need to resist the temptation to overload teachers with a long list of terms and buzzwords.

At the end of the EEF Vocabulary podcast, Marcus Jones was asked to give one key piece of advice to teaching vocabulary, he responded by stating that we should not make assumptions about what the children know, as they may actually know the word but not in the way that we want. He also stated that we should not assume that they know nothing and that we should not try and teach all the words, only those that matter. Wisdom that I believe is very salient, when considering building a shared language of teaching and learning in an educational community.

So, what now?

First, we have to accept that a shared language of teaching and learning will not develop overnight, it will be a long journey. We then need to check the prior learning of our teaching community, I quite like the idea of adapting the Common European Framework of Reference for Languages (CEFR) language proficiency scale, to gauge the expertise of a school, trust or educational community, as it provides a useful continuum for measuring progress. Once you have achieved this you have three further steps to follow. The first is explicit and uses the slightly adapted SEEC model of vocabulary to start building a shared language of teaching and learning, although the Frayer model would be just as suitable. I see this as the foundational element of a shared language, as it helps to develop a unified understanding of terminology across an educational community.



Select:

the words or knowledge that matter most.

Explain:

explicitly explain the words or knowledge.

Explore:

actively exploring the relevance, use of the word/
knowledge in a contextualise manner.

Consolidate:

plan to revisit and to provide the vital repeated
exposure to the word or knowledge.

Once the foundations have been laid, we can move onto the second step, the development of a school or trust wide Instructional Framework. It may be tempting to start at this stage, and to omit step one, but this could result in cognitive overload for teachers, as they struggle to learn new terminology, adapt their practice and make informed choices about the best approaches to support their students. Another benefit of learning the terminology prior to the Instructional Framework, is that teachers may feel more confident using it to communicate within their phases/departments helping to increase the effectiveness and fluency of discussions.

We then will need to be patient to allow time for the shared language in teaching and learning to become embedded and be mindful that evidence suggests that learning a new foreign languages is much harder for adults than children. Although our shared language in teaching and learning is in not quintessentially foreign, it will contain many foreign concepts, that will need to be assimilated and accommodated into our current way of thinking. Finally, monitoring the progress of the school community in acquiring the shared language is key to it's success for two reasons. Firstly, by monitoring we can measure our progress and ensure that our initiative remains a priority across the school, trust or educational community, and secondly, because we need to gauge when it is appropriate to revisit, extend and develop our shared language further. A language is not static, a fact supported by the publication of the latest version of the Oxford English Dictionary, which contains more than a 1000 new words, so to be successful in a developing a shared language in teaching and learning, we all need to be prepared to be patient and have a long-term commitment to its continuous development.

To be successful
in a developing a
shared language
in teaching and
learning, we
all need to be
prepared to be
patient





People & Culture

How to make the most of your summer holidays

After a year's hard work, the summer holidays are just around the corner and a well-earned, six-week break stretches out before you. Staff get the chance to slow things down and take a breath, but just as everyone settles into the summer, the time is almost up. Where does it go? Only a couple of weeks remain before it all starts again and preparing for September starts coming into mind. Therefore, we've put together some tips to help you really make the most of your summer break and start the new term positive, refreshed and prepared.

Rest, recuperate and recharge

When you've worked hard all year, rest and recuperation during the summer break is essential. This is your time to recover from the pressures of the previous year and to mentally and physically prepare for the next. The concept of relaxation can be difficult for some, but stepping away from schoolwork and recharging your batteries will actually help you in the long run. Remember to keep this in mind towards the end of the summer, as you begin thinking about your return to school in September. Keep taking regular time out to do the things you like to do, not have to do, whether that's catching up with friends and family, exercising or reading. Try and take time for you.

Engage in Mindful Activities

Mindfulness activities can be incredibly helpful in achieving that much-needed relaxation and can help reduce stress and anxiety and improve focus and the feeling of contentment. There are many ways to practice mindfulness including meditation, deep breathing exercises and yoga. mind.org.uk has some useful hints and tips.



Explore the Outdoors

Make the most of the summer by spending more time outside. Walking, hiking and cycling are great ways to immerse yourself in nature and benefit from much-needed time in the fresh air.

Indulge in Hobbies

The summer break offers an excellent chance to indulge in your favourite hobbies, whether it's watching films, playing sports, trying out new recipes, or anything else that brings you joy. Engaging in hobbies will help you to feel a sense of personal accomplishment and boost your mood.

Prioritise Restful Sleep

During the summer break, you have the luxury of more available time to establish healthy sleeping patterns. To improve your overall well-being, sufficient rest is vital. Prioritise quality sleep by creating a comfortable sleep environment and removing any distractions.

Reflect

Stepping away from school during the summer break also provides the perfect opportunity to reflect on the previous year. As part of your September preparations, focus on the highs and the positive steps you can take to make next year even better. This may be reflecting on everything you have achieved with pupils, as a team with your colleagues, or individual accomplishments. Take time to congratulate yourself for these achievements and reflect on what you would do differently next time. This way, you will subconsciously cultivate a positive attitude to carry you into the new year.

The summer holidays are a prime time to recharge, reorganise, and reflect on everything that you have achieved. By applying these tips into your break, you're not only gearing up for the next year, but also ensuring you make the most of every moment and cherish your well-deserved summer break.



Governance

Planning induction for new governors and trustees

In our last issue we provided the NGA's guide to recruiting governors for your setting. Here we provide more information on this process focusing on the induction of governors and trustees.

A well-planned induction programme helps new governors and trustees to become familiar with their school or trust and what their role entails.

Responsibility for overseeing induction should be allocated to individual(s) such as the governance professional, school business manager, or a member of the central team in a multi academy trust (MAT).

The most effective induction programmes take into account the knowledge, skills and experience of new board members – this guide provides a starting point to develop a programme that suits your school/trust context and the experience of the new board member.

Step 1. Introductory visit and meeting

Extend an early invitation to visit the school (or schools) as an opportunity to:

- » be welcomed by the chair and the headteacher/CEO
- » have a guided tour, experience the culture, meet staff and talk to pupils
- » complete preliminary tasks such as appointment verification or a photograph for the website

At this point, discuss any support that the new board member may need to participate fully. Be open to talking about individual needs and circumstances, such as caring responsibilities, disabilities and religious observances. Make them aware that they can claim for certain expenses.

Step 2. Introduce other contacts This is likely to include:

- » the governance professional (clerk to the board), to talk through meeting arrangements, administration matters, such as the register of interests, and access to board papers
- » committee chairs and relevant link governors to help explain committee responsibilities
- » a mentor assigned to help guide the new board member in the first few months of their role (an experienced governor or trustee who can help answer questions)

We recommend new local governors within a MAT meet with a trustee or member of the trust's central team as an opportunity to learn about the vision and aims of the trust overall.

Step 3. Provide essential information

We encourage governing boards to supply key information to new members in a way that is easy to navigate and refer to in the first few weeks and on an ongoing basis. Most boards provide access to board documents and contextual information via a digital file sharing platform.

The information provided should be tailored to fit the context of the school or trust and the needs of the individual. As a guide, we recommend that it covers the following areas.

Roles, responsibilities and conduct

Model role descriptions can be adapted to help new governors and trustees understand their responsibilities and can also be used to explain the roles of chair and governance professional.

We recommend that all boards adopt a code of conduct that sets out the professional standards required. New members should agree to follow the board's code of conduct on being appointed.



The current context and priorities

Information that helps the new board member get to know the school or trust, such as:

- » a prospectus or website link to information including mission, vision and values
- » the current strategy document (that references the school/trust improvement priorities)
- » a high level summary of performance standards/pupil outcomes in the school/trust

How governance works in the school or trust

The following documents and resources will help give new board members a clearer idea:

- » a calendar of meetings for the year, including key dates such as strategy days
- » details of the governing board's committees and their terms of reference
- » the instrument of government or articles of association and scheme of delegation or delegation planner
- » the most recent governing board self-evaluation or facilitated review
- » a copy of the funding agreement (in academies)
- » signposting the Governance Handbook and (for trustees) the Academy Trust Handbook

Step 4. Signpost induction training

Everyone who is new to school governance should attend an induction training course. This is typically provided by the local authority, the foundation charitable body (associated with the school or trust), the academy trust or a specialist organisation. As a minimum, the training must result in a clear understanding of what governance is.

All governors and trustees must also undertake safeguarding training (that includes online safety). We recommend that this forms part of induction and takes place regularly thereafter. While new governors and trustees should take responsibility for undertaking induction training, this expectation should be made clear, courses signposted, and take-up monitored. A skills audit will help to identify and prioritise further areas of development for the new board member.

Step 5. Support prior to the first meeting

Your induction programme should help new board members to make meaningful contributions during meetings as soon as possible. To help them prepare, we advise that you provide:

- » an opportunity to observe a meeting before being expected to contribute
- » access to meeting papers (and any digital file sharing platforms)
- » previous minutes or agendas to get an understanding of the type of topics covered
- » examples of types of questions asked during meetings
- » your virtual meeting protocol or ground rules for virtual meetings (if applicable)

Developing skills and knowledge beyond induction

New volunteers should remain proactive in developing governance skills and knowledge. We recommend prioritising training and support in key areas of responsibility, such as financial governance or safeguarding, before exploring wider areas. New board members can find an overview of development opportunities within chapter four of Welcome to Governance or chapter five of Welcome to a Multi Academy Trust.

Governors and trustees can follow [@NGAMedia](#) to readily access some of the leading authorities and experts in school governance that are active on Twitter.





Safeguarding

Child Adolescence to Parent Violence and Abuse (CAPVA) – One Minute Guide

Credit: North Yorkshire Safeguarding Children Partnership

What is CAPVA

There is no legal definition of child or adolescent to parent violence and abuse, however, it is increasingly recognised as a form of domestic abuse and depending on the age of the child, it may fall under the government's official definition of domestic violence and abuse. The definition of Domestic Abuse in the UK, introduced by the Domestic Abuse Act 2021 is:

Behaviour of a person (A) towards another person (B) is domestic abuse if – A and B are personally connected to each other, and the behaviour is abusive. Behaviour is 'abusive' if it consists of any of the following: Physical or sexual abuse, violent/threatening behaviour, controlling or coercive behaviour, economic abuse, psychological, emotional or other abuse.

It does not matter if the behaviour consists of a single incident or a course of conduct and applies to any person aged 16 or above.

However, whilst this definition applies to those aged 16 years or above, CAPVA can equally involve children aged under 16 years.

It is important to recognise that CAPVA is likely to involve a pattern of behaviour. This can include physical violence from a child towards a parent and can include a number of different types of abusive behaviours including damage to property, emotional abuse, and economic/financial abuse. **Violence and abuse can occur together or separately.**

Although practitioners may be required to respond to a single incident of CAPVA, it is important to gain an understanding of the pattern of behaviour behind an incident and the history of the relationship between the young person and the parent. This pattern of behaviour creates an environment where a parent lives in fear of their child and often curtails their own behaviour in order to avoid conflict, contain or minimise violence and/or abuse.



Key Principles

- » Parents report feelings of isolation, guilt and shame surrounding their child's violence or abuse towards them, and fear that their parenting skills may be questioned, and they will be blamed or disbelieved by those to whom they disclose the violence and/or abuse.
- » Parents may be reluctant to disclose or request support for fear of the response from agencies. Concerned that their child may get into trouble, get a criminal record, they will be deemed a 'poor' parent or that their children will be removed from their care.
- » Unnecessary criminalisation of the young person should be avoided, though it may be necessary for the police to be involved to maintain safety.
- » There is no single explanation for CAPVA – every family is different. CAPVA can affect all areas of society. Providing the right support to families which enables the restoration of healthy, respectful family relationships should be the ultimate goal of intervention.
- » Safety planning is a key component of any response to CAPVA.
- » CAPVA is a whole family issue and can impact upon all family members. The safety of others including siblings should also be a primary component of intervention
- » Opportunities for both parents and children to talk about their experiences should be created.

Key questions to consider when working with a family where child on parent conflict and harmful behaviour has been identified.

- » How do they make you feel about yourself as a parent/person, what happened to make you feel that way?
- » Has there ever been a time they ever hurt you physically or with words or other actions?
- » Have you any worries about their friendships?
- » When was the first and last time the behaviour you're worried about happened?
- » Can you identify any triggers?
- » What happens when the behaviour is at its worst and when was the last time it happened?
- » Has there ever been a time you have been scared of them?
- » Have you any worries about SEN/mental health issues?
- » Do you have any worries about drugs and alcohol use?
- » Has there ever been a time when they have witnessed aggression and/or violence





Professional Development with the Institute of Education

Designed to empower colleagues and achieve higher pupil outcomes, our courses are delivered by active teaching practitioners and educational leaders with the content being evidence-informed, up to date and contextually relevant.

We also work with strategic partners to provide an exceptional training school offer. All of our professional development courses are delivered from our Centres of Excellence across the East Riding of Yorkshire and North Yorkshire.

1. Choose your training course
2. Choose your nearest Centre of Excellence
3. Complete our booking form to secure your place

For more information and course booking visit:

[www.wlp.education/
ioe-courses/](http://www.wlp.education/ioe-courses/)

Training & CPD Courses & Events

The Wonder Institute of Education's training content is evidence-informed, up to date and contextually relevant to classrooms and schools. Recognising that time is precious, we are delivering our training from Centres of Excellence across North Yorkshire and the East Riding of Yorkshire.

All Training Courses	Leadership Courses	Teaching and Learning Courses	SEND Courses
Safeguarding Courses	Governance Courses	Networking Events	Early Careers Teachers





We Are Recruiting!

Primary and Secondary Education



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

www.wlp.education





Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

One Family

ISSUE 18

with Wonder



Partners:



LONGCROFT
—SCHOOL AND SIXTH FORM COLLEGE—



ESKDALE
SCHOOL



CAEDMON
COLLEGE



WHITBY
SIXTH FORM

Visit or follow us on:

- Wonder_WLP
- WLP.education
- Wonder Learning Partnership

Website: www.wlp.education

Wonder Learning Partnership is a company limited by guarantee, registered in England and Wales with Company Number: 10518602